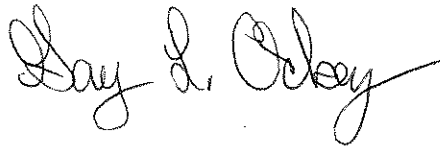


**Mayfair Elementary**

10621666006407

Principal's Name: Gay Ockey

Principal's Signature:

A handwritten signature in cursive script that reads "Gay L. Ockey". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

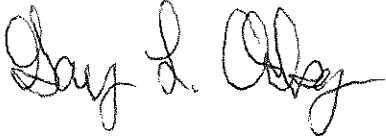
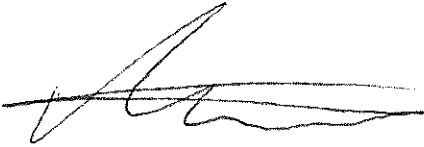
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Gay Ockey</b>	<b>X</b>				
2. <b>Chairperson – Alex Martinez</b>				<b>X</b>	
3. <b>Secretary – Diana Velazquez</b>		<b>X</b>			
4. <b>Raul Rodriguez</b>		<b>X</b>			
5. <b>Veronica Granados</b>		<b>X</b>			
6. <b>Susana Cabrera</b>			<b>X</b>		
7. <b>Efrain Prieto</b>				<b>X</b>	
8. <b>Ana Bejar</b>				<b>X</b>	
9. <b>Joelle Hill</b>				<b>X</b>	
10. <b>Francisca Telles</b>				<b>X</b>	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Gay Ockey		3-13-19
<b>SSC Chairperson</b>	Alexandro Martinez		3/13/19

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Mayfair - 0325

**ON-SITE ALLOCATION**

3010	Title I	\$66,834 *
7090	LCFF Supplemental & Concentration	\$236,092
7091	LCFF for English Learners	\$108,966
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$411,892</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,133
Remaining Title I funds are at the discretion of the School Site Council	\$64,701
Total Title I Allocation	\$66,834

## Mayfair Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	19.925 %	4.732 %	2017-2018	11.732 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.579 %	30.4 %	2017-2018	37.4 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.802 %	26.455 %	2017-2018	33.455 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

SBAC ELA: We are on target to meet our goals due to the implementation of the actions below. More focused actions will be implemented to support our low-performing groups SWD and ELLs as stated in #2.

- Implementation and fidelity to the District Adopted Language Arts Curriculum (GVC)-Wonders
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- PLC end of year Smart Goals to be aligned to end of year grade level assessments (Interim, SBAC, BAS)
- Weekly PLC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- Integrated ELD instruction using Wonders ELA/ELD
- Designated intervention block for each grade level where Tier 1 and Tier 2 is supported by teacher, TSA, and/or push-in Teaching Fellow support
- 1x1 technology for students in grades 1st-6th
- Implemented on-line supplemental reading support program; MindPlay
- An after school tutorial homework center (Kids Inc) provided to selected students that provides

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

5% of SPED students (2 of 40 students) met/exceeded on SBAC compared to 30.4% overall. Our SPED students are not reading on grade level and need more opportunities to receive supports through literacy by building foundational skills and receive differentiated instruction with scaffolded support consistently and daily. SPED teacher did not use the adopted program with students nor met with grade level PLC to plan for instruction. Also, an inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able to demonstrate mastery of standards. No specific inequities were identified other than addressing utilizing the adopted curriculum to fidelity.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

5% of SPED students (2 of 40 students) met/exceeded on SBAC compared to 26.5% overall. Our SPED students are not reading on grade level therefore are struggling to read math word problems. There is a lack of process to identify students needing extra support in academic and social/emotional areas.. An inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able demonstrate mastery of standards. More exposure and practice with scaffolds using the Mathematical Practices of the GVC. More use of mathematical tools to support student conceptual understanding of concepts. No specific inequities were identified other than addressing utilizing the adopted curriculum to fidelity.

support and assistance with homework.

- Feedback to staff from Walkthroughs on IPG 1a, 2, 3 and school focus areas: Academic Discourse with at least two opportunities for classroom discussion in every lesson; 3:1 positive interactions with students; CHAMPS in all classrooms; SEL lessons weekly with Second Step and Class Meetings; all teachers wrote their Classroom Management Plans for their classroom structures and procedures
- Primary and Intermediate TSAs to support teachers in PLC/individualized planning with GVC and targeted intervention support during ELA intervention.

### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

SBAC Math: - We are on target to meet our goals due to the implementation of the actions below. More focused actions will be implemented to support our low-performing groups SWD and ELLs as stated in #2.

- Implementation and fidelity to the District Adopted Language Arts Curriculum (GVC)-GoMath
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- PLC end of year Smart Goals to be aligned to end of year grade level assessments (Interim, SBAC, BAS)
- Weekly PLC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- District math coaches supporting AC planning with GVC
- District math coaches presenting PL around 5 E's, Mathematical Practices and understanding GoMath resources as well as mathematical practices
- 1x1 technology for students in grades 1st-6th
- Software and internet subscriptions purchased to support the individualized needs of students.
- Teachers will provide math conceptual understanding with the use of tools; i.e. manipulatives, graphs
- An after school tutorial homework center (Kids Inc) provided to selected students that provides support and assistance with homework.
- Parent education resources through site planned Parent Coffee Hour, ELAC, and Parent University trainings
- Feedback to staff from Walkthroughs on IPG 1a, 2, 3 and school focus areas: Academic Discourse with at least two opportunities for classroom discussion in every lesson; Provide math conceptual understanding with the use of Math tools; 3:1 positive interactions with students; CHAMPS in all classrooms; SEL lessons weekly with Second Step and Class Meetings; all teachers wrote their Classroom Management Plans for their classroom structures and procedures.
- Increased use of manipulatives and tools during math instruction in all grades to support conceptual understanding of mathematical concepts.
- PLI teachers to provide training during PL with blending learning using GoMath technology

### **EL Reclassification Rate (All grade levels)**

- After School Tutoring for 1st/2nd grade ELD students using the Wonders Adaptive and small group support by TFs.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, DRP, BAS, Fluency scores.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our

### **EL Reclassification Rate (All grade levels)**

Our current redesignation rate is 15.2% (48 out of 316) surpassing the goal of 11%.



ELLs

- Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Redesignated students will be recognized at the Award's Assemblies Quarterly and during ELAC meeting
- Provide redesignated students with celebration shirt, food/treats during ELAC presentation of students

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following actions were funded by Title 1 funds last year and will continue to be funded this next school year except for the addition of one 6 hour HSL.

- One Spanish Home School Liaison will now be funded for 6 hours to support our large student population of Hispanic families 73%. They will support our families with translations, events, home visits...
- Materials and supplies for parent meetings
- Babysitting as needed for parent meetings
- Materials and supplies to support ELLs in reading and math to ensure access to the content
- Technology and software to support student learning across the curriculum
- Family Foundation Counseling to support identified students with emotional supports in order to succeed in classroom/school environment

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Provide more professional learning from our peers on our focus areas in SEL, ELA, Math, and ELD. (Goal 1)
- RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle. Teaching Fellows will also be utilized during Intervention as a push-in support. (Monitoring and focus on our disproportionate students)
- RtI Tier 3 student support will mostly be pull-out during the after school Library Tutoring block or during the Non-Core blocks with our TSAs 3X per week. Students pulled for Tier 3 supports will not miss Tier 1 Core instruction or Tier 2 Core support/interventions.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Provide information to families about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, brief description of site during Back to School Night, Parent-Teacher Conferences
- Continue with after school tutoring for 1st-6th grades with TSAs and TFs

**2** ELAC:

- Continue with student incentives for effort, grades, attendance, monthly student of the month, Mighty Mustang, quarterly awards assembly, etc
- Afterschool tutoring with certificated teacher
- Inform parents of on-line resources students can use at home to help support ELA

**3** Staff:

Based on Staff SPSA/Budget survey, staff agreed upon the following:

1. Spanish Home School Liaison for 6 hours to support family involvement
2. 5 Teaching Fellows to support push-in intervention
4. Primary TSA (site-funded)

- Student recognition during awards assemblies for redesignated students
- Redesignation recognition during ELAC meetings with food/treats and provide shirt for students meeting criteria and during quarterly awards assembly
- Increase ELL participation in after school clubs and during lunch; make sure teachers personally invite students
- use more technology (email/text) to share parent information in order to reduce use of paper products

5. Intermediate TSA (district funded)
6. Family Foundations Counseling Services

Actions based on staff input for ELA to improve student achievement:

#### ELA

- ELL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.
- Cohesive RtI Model supported by TSAs with push-in support by TFs
- TSAs (primary and intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data for Tier 2 and 3
- Begin phases of updating all classrooms with flat panel screens that project information from laptops and document camera
- School Focus: Classroom Discussion with at least two opportunities in every lesson
- Purchasing of MindPlay to support all students in grades K-6th in research based reading skills
- Tier 3 intervention during non-core time and after school with qualified instructor(s) (Supplemental contracts)
- Provide training with Wonders on-line resources
- School Focus: Classroom Discussion with at least two opportunities in every lesson

#### Math

- Increase math block to 90 minutes
- Provide more training with the GoMath resources as another resource to support student learning/reteach of essential math standards
- Additional training on 8 Mathematical Practices, 5 Es, and GoMath resources
- Implementation of online GoMath resources; Think Central technology
- Fidelity to Go Math Problem Solving components such as, "Unlock the Problem" "Think Smarter", "Go Deeper"
- School Focus: Classroom Discussion with at least two opportunities in every lesson
- School Focus: Consistency with math manipulatives & tools during math block to support conceptual understanding

**Action 1**

**Title:** ELA Comprehensive Reading Instruction-Rti Support

[Action Details:](#)

Mayfair Elementary School will implement a comprehensive reading instruction that supports learning of the foundational reading skills, comprehension of high quality text, and writing skills. Lessons will provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. Differentiated reading intervention will be provided daily for students needing comprehension and/or reading foundational skills support. Student support will be based on assessment data from PLC Common Formative Assessments and District Benchmark Assessment data. 1st - 6th Grades will have an intervention block by grade level with Teaching Fellow and/or TSA push-in support 4 times per week.

By June 2020, the percentage of students who meet or exceed standards on the SBAC-ELA will increase by 7% from 30.4% to 37.4%. By June 2020, there will be a 7% decrease in students receiving Ds & Fs on their Report Cards from 57.4% to 50.4%.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)**

1. **District Reading Assessment (DRP) 2X per year**-Monitor & analyze for growth from previous year to make decisions for student learning: 2 Grade=4 points, 3 Grade=3 points, 4 & 5 Grades=2 points, and 6 Grade=1 point
2. **Interim Assessments** 2X per year
3. **SBAC Assessment Data 2019** (Analyze if made growth target-Actionable next steps)
4. **PLC Common Formative Assessments based on Essential Learning:** At least 3 ELA & 3 Math CFAs per Unit/Topic in ELA/Math
5. **IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
6. **BAS Assessment:** Kindergarten administers 2nd - 4th quarters. First grade administers all quarters
7. **BPST Assessment:** First and Second Grades 3X per year
8. **Fluency Assessment:** First - Sixth Grades Quarterly
9. **Formal/Informal Walkthrough Weekly Feedback focused on:**

**School-Wide Focus Professional Learning: At least two opportunities for Class Discussion in every lesson.**

**Instructional Practice Guide Tenets:** Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s); School focused PL.

**Classroom Foundations:** Objectives-Instruction Aligned-CFU, Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing

10. **Quarterly PLC Goal Setting: School-Wide-PLC-Classroom-Individual Student**
11. **Report Cards Ds & Fs Quarterly**

12. **Monitor small group learning 2X per month/quarterly** for student impact of intervention for RtI tier 3 students.

13. **Instructional Leadership Team will meet monthly** – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAIG, CFA Data, MindPlay, & BAS Progress, Calibration of Grades, PLC Weekly Agendas

**Owner(s):**

1. Co-Administrator
2. Co-Admin
3. Co-/Admin
4. Principal
5. Teachers to evaluate data to plan for student supports
6. TSA/Teachers - identify students needed intervention support
7. TSA/Teachers - identify areas of support for students
8. TSA/Teachers - identify areas of support for students
9. Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG and school focused PL ( will meet weekly to discuss walkthrough data for next steps)
10. Principal/Teachers/Students will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
11. Co-Administrator Quarterly – monitor Ds & Fs
12. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly
13. Principal will facilitate ILT Meeting & Monitor Progress

**Timeline:**

1. 2X per year
2. 2X per year
3. Yearly
4. Quarterly CFA: 3 ELA & 3 Math
5. Quarterly ELA and Math
6. K- 2nd-4th quarter, 1st - quarterly
7. Beginning, Middle, End of year
8. Quarterly 1st-6th
9. Weekly
10. Quarterly
11. Quarterly
12. 2X per month/quarterly
13. Monthly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- **Tier 1:** Quality first teaching and classroom based intervention that focuses on the grade level standards with our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSAs (primary & intermediate) to support PLC planning, data analysis, coaching/modeling, and intervention planning and support based on CFA data Tiers 2 & 3.
- 5 Teaching Fellows to support RtI Tiers 1-2 as a push-in during intervention block for 1st - 6th grades and kindergarten as available.
- ILT team will continue to provide input on our Intervention model and TSA roles.
- **RtI Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle. Teaching Fellows will also be utilized during Tier 2 Intervention as a push-in support. (Monitoring and focus on our disproportionate students)
- RtI Tier 3 student support will mostly be pull-out during the after school Library Tutoring block or during the Non-Core blocks with TSAs. Students pulled for Tier 3 supports will not miss Tier 1 Core instruction or Tier 2 Core support/interventions.
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom; ordering and replacement of headphones, maintenance of tablets.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA support
- Graphics for visuals to support and enhance our adopted curriculum for ELA, Math, and SEL
- Software and On-line Resources to enhance our adopted curriculum such as MindPlay, Starfall, ESGI

- Technology to support instructional delivery and student learning such as, tablets, projectors, document cameras, flat panels, headphones
- Six PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies, ink
- Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources, additional/replacement of math materials
- Student goal setting with Class Goals for Lessons, CFA Assessments, DRP, Interim, & SBAC Data Chats will be done with teachers quarterly
- Lease Copy Machine as funds are available.
- Quarterly Awards
- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives (Peace Works, School Specialty) for students meeting goals, including but not limited to Kona Ice, popsicles, pizza, etc.
- Credentialed/Classified Supplemental contracts provided to support additional services to students
- Celebration/Goal Meeting shirts

#### Specify enhanced services for EL students:

- After School Tutoring for K-6 grades ELL students using the Wonders Adaptive and small group support by TFs as available.
- EL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- EL students will be monitored and provided intervention and support as determined by ELPAC, CFA data, and checking for understanding during instruction.
- Rtl = 5 Teaching Fellows and 2 TSAs to support: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in/Pull-out support except for Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Redesignated students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all redesignated students

#### Explain the actions for Parent Involvement (required by Title I):

- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, Remind, etc) include link, password, and brief description of on-line site.
- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact
- TK/K Teachers will present a parent orientation at the beginning of the school year to support parents with the focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly TK-6 grades.
- 2nd-6th grade teachers will send home the parent District Reading Assessment reports after every administration.
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students. Sub release will be provided so teachers can attend these meetings.
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly

#### Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

SWD:

- SWD students will receive intervention with Tier 3 WonderWorks curriculum which is tied to our grade level curriculum. Instruction will be provided in small group and/or whole group learning. This will support students accessing the grade level State Standards with our Core curriculum. (SDC teacher & RSP teacher)
- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher and/or SDC teacher to support access to the grade level content standards.
- RSP teacher and SDC teacher will weekly with PLC teams for planning for grade level content.
- MindPlay on-line supplemental reading support is provided for all students including SWD.

ELL:

- After school ELD tutoring K-2 grades ELA foundational skills
- After school ELD support 3-6 grades homework for ELA and Math and fluency practice
- After school Tier 3 intervention with TSAs with ELL students in grades 2/3 & 4/5.
- Designated ELD to support language acquisition daily
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

#### Describe Professional Learning related to this action:

**Teaching Strategies with a High Impact to Student Learning**=Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

##### **1. Teacher Clarity: Dial of Learning High Impact (0.75)**

**PLC Foundations: Question #1 What do We Want Students to Learn? Provide at least two opportunities for Classroom Discussion in every lesson.**

**Continue:**

- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.**

Goals, ATLAS Parent Portal, EduText, ISLPs.

- Parent Coffee Hour Monthly will provide trainings on strategies and information that support student reading development at home as well as other important school information.
- Parent University will provide trainings on strategies that support student reading development at home.
- To support Parent Meetings and Events will provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement. Fund
- Fund 6 Hour Spanish Home School Liaison to support parents with training on parenting skills, Student academic support, nutrition, and social/emotional training for student success...
- Student Clubs/Music will perform at parent events to increase parent participation in Parent meetings such as Parent Coffee Hour, ELAC, Family Fun Nights, etc.

- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days/Professional Learning and will be site or regionally led.
- **Feedback (0.75) & Success Criteria (1.61)**
- **Goal Setting (1.44)**
- **Clarity: Content Purpose-Language Purpose-Social Purpose (0.75)**
- **Clarity with the Language Purpose** as part of our Essential Learning focus. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.

**2. (IPG1 Culture of Learning High Expectations): Teacher-Student Relationships**  
**Learning High Impact (0.72)**

**Dial of**

- **First 10 Days Social Emotional Learning** CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text.
- **Create Common Pre-During-Post-Formative Assessments** using Wonders materials, Illuminate test-item bank, and/or PLC created to support student's differentiated needs.
- **Collective Teacher Efficacy Dial of Learning High Impact (1.57)**
- **Social/Emotional Learning-Growth Mindset, 3:1 positive interactions (0.72)**

**3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards**  
**Dial of Learning High Impact**

- **Deepen our learning with using the Wonders lessons that employ questions and tasks**, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning through reading, writing, speaking and listening strategies. Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text. **(Utilize DOK Levels of Questioning)**
- **Wonders Write to Sources:** Readers Writer's Workshop, Close Reading Companion, and Anthology:Text with Marking Text, Responding to Text through Collaboration & Writing
- **Repeated Reading High Impact (0.67)**
- **Wonders Genre Writing Process** integrates skills instruction with grammar, spelling...
- **Kids Inc! After school program will help support students'** varied needs by providing students opportunities to use on-line resources weekly to support reading comprehension and foundational skills.

**4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations**  
**Dial of Learning High Impact (0.82)**

**PLC Foundations: Question #2 How Do We Know They Have Learned It?**

- **Teacher Talk Vs Student Collaboration-*Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.***
- **Collaborative Discussions** (School-wide Talk Moves?) to engage with complex text through reading, writing, speaking & listening strategies/techniques. **(0.82)**
- **Provide student opportunities to share their thinking** about the content of the lesson using text evidence and display precision in their oral and written responses, Talk about and ask questions about each other's thinking in order to improve and clarify their own understanding of the text. Provide opportunities to productively struggle and demonstrate perseverance and self-regulation
- **Share effective strategies that support and motivate students** in completing tasks and assignments. **Begin discussion on calibration of AC grading criteria.**
- **Designated/Integrated ELD will be provided daily** and more training will be provided
- **Digital Literacy** Continuum for K-6 Grades Training/Planning

**5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact (0.49)**

**PLC Foundations: Questions #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?**

- **Small Group Learning** based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. (**Ability Grouping** based on Assessment scores i.e. DIBELS, Fluency, BAS has a low impact to student learning (0.12)
- **Rti Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.
- **Rti Tier 3 student support** will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Tiers 1 or 2 Core instruction and support/interventions.
- Online Resources such as Solution Tree to support planning in PLC.

**6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)**

**PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?**

- PLCs will create rigorous CFAs **based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs.
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

**7. Mobility Dial of Learning Negative Impact:** Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC and the State Standards)

**Per Teacher Input from SPSA Survey:** Continue Professional Learning: Going Deeper with GVC, ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation, Academic Discourse and Clarity. Tier 2 classroom supports, trauma informed classrooms, GVC On-Line Resources

- Provide food for staff during Professional Learning meetings.
- ILT Retreat Planning for year

**Books to Support PL:** Better Learning Through Structured Teaching by Doug Fisher, Visible Learning for Teachers by Hattie, Fisher, Frey, and Engagement by Design by Fisher and Frey

## Action 2

Title: Math Comprehensive Instruction

### Action Details:

Mayfair Elementary School will provide comprehensive balanced mathematical instruction with learning opportunities related to conceptual understanding of mathematics through the three mathematical shifts Focus, Coherence, and Rigor. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content that reflect the three mathematical shifts. Lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigations, and/or tasks. Student learning/support will be based on whole group instruction, cooperative learning groups, CFA data, and Interim data. Targeted small group support will be provided as needed to ensure student mastery of the grade level content standards.

By June 2020, the percentage of students scoring "Standard Met" or "Exceeding" on SBAC-Math will increase by 7% from 26.455% to 33.455%. By June 2020, there will be a 10% decrease in students receiving Ds & Fs on their Report Cards from 57.4% to 50.4%.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

1. **Interim Assessments** 2X per year (Analyze if made growth target/Actionable next steps)
2. **SBAC Assessment** Data 2019 (Analyze if made growth target-Actionable next steps)
3. **IAB Quarterly 3rd - 6th grades** to support student mastery of the State Standards
4. **PLC Common Formative Assessments:** At least 3 Math CFAs per quarter
5. **Formal/Informal Walkthrough** Weekly Feedback focused on: School-wide Focus PL-Support Math conceptual understanding with the use of tools and at least two opportunities for Classroom Discussion in every lesson. Instructional Practice Guide Tenets: Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content that reflect the three mathematical shifts; Classroom Foundations: Objectives-Instruction Aligned-CFU, Closure, Collaborative Conversations, Learning Logs, Graphic Organizers/Writing
6. **Quarterly Goal Setting:** School-Wide-PLC Classroom-Individual Student
7. **Report Cards** Ds & Fs Quarterly
8. **TSA**s will monitor their small group instruction quarterly for student impact of Tier 3 intervention. Progress monitor students in small group instruction 2X per month.
9. **Instructional Leadership Team** will meet monthly – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAIG, CFA Data, Calibrate Grades. PLC Agendas Weekly

1. Co-Administrator
2. Co-Admin
3. Teachers to evaluate data to plan for student supports
4. Teachers to plan for student intervention
6. Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG and PL school focus areas ( will meet weekly to discuss walkthrough data for next steps)
7. Principal/Teachers/Students – Teachers will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
8. Co-Administrator Quarterly – monitor Ds & Fs
9. Co-Admin/TSA's Monitor Bi-Weekly & Quarterly Small Group Tier 3 Support
10. Principal will facilitate ILT Meeting & Monitor Progress

1. 2X per year
2. End of year
3. Quarterly
4. Quarterly
5. Weekly
6. Quarterly
7. Quarterly
8. Monthly
9. Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1 Quality first teaching and classroom based intervention that focuses on the grade level standards with our GVC, goal setting, checking for understanding, Classroom Foundations, Common Formative assessments with Learning Targets.
- PLCs committed to 1 1/2 hour blocks for Math
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Manipulatives will be provided to students to support them with learning the rigorous mathematical concepts. School Focus-Support Mathematical Conceptual understanding with the use of tools.
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSA's (primary & intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tiers 2 & 3.
- RtI Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSA's when they are part of the PLC planning and implementation cycle if available for Math.
- RtI Tier 3 ELA student support will be mostly pull-out during the after school Library Tutoring block or during Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions. Focusing on ELA, but Math support if available.
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. Two TSA's will provide Tier 3 small group support for identified students during Non-Core blocks.



- RSP Teacher as available will support unidentified as well as identified students who are needing intensive math support
- Graphics for visuals to support and enhance our adopted curriculum for ELA and Math
- Software and On-line Resources to enhance our adopted curriculum such as, but not limited to, MindPlay, MobyMax, Prodigy, and Starfall
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...
- Six PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- Materials and supplies to enhance our adopted curriculum
- Student goal setting with Class Goals for Lessons, CFA Assessments, Interim, & SBAC Data Chats will be done with teachers quarterly
- Lease Copy Machine as funds are available

#### Specify enhanced services for EL students:

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- After School Tutoring for Tier 3 ELL students providing small group support by TFs and/or TSAs as available.
- ELL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, Interim, and CFA data.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs
- Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Redesignated students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all redesignated students

#### Explain the actions for Parent Involvement (required by Title I):

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- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, and brief description of site.
- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact
- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly 2-6 grade
- Teachers will send home the parent District Reading Assessment reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour Monthly will provide trainings on strategies and information that support student reading development at home as well as other important school information.
- Parent University will provide trainings on strategies that support student reading development at home.
- Parent Meetings and Events provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement.
- Fund Home School Liaison Spanish for 6 hours to support parents with translation, training on academic support, nutrition, and social/emotional training for student success.

#### Specify enhanced services for low-performing student groups:

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Our two focus student groups are SWD and ELLs.

SWD:

- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher and/or SDC teacher to support access to the grade level content standards.
- RSP teacher and SDC teacher weekly will meet with PLC teams for planning for grade level content.
- SWD students will receive intervention/extra support small group or 1X1 learning during the 90 minute math block as needed.
- Our two focus student groups are SWD and ELLs.

ELL:

- After school ELD support 3-6 grades homework for ELA and Math and fluency practice
- Designated ELD to support language acquisition daily
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

#### Describe Professional Learning related to this action:

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**Dial of Learning**=How Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

1. **(IPG 1 Culture of Learning High Expectations): Teacher-Student Relationships** **Dial of Learning High Impact**

Continue:

- **First 10 Days Social Emotional Learning** CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Collective Teacher Efficacy Dial of Learning High Impact**
- **Social/Emotional Learning-Growth Mindset, positive interactions**

2. **(IPG 2a Lessons Reflect the Shifts) Teacher Clarity: Dial of Learning High Impact**

**PLC Foundations: Question #1 What do We Want Students to Learn? Provide at least two opportunities for Classroom Discussion in every lesson**

- **Understand the the 3 Mathematical Shifts: Focus-Coherence-Rigor**
- **Develop lessons that employ the 8 mathematical practices.**

- Student Clubs/Music will perform at parent events to increase parent participation in Parent meetings such as Parent Coffee Hour, ELAC etc.

- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.**
- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days/Professional Learning and will be site or regionally led.
- **Feedback (0.75) & Success Criteria (1.61)**
- **Goal Setting (1.44)**
- **Clarity: Content Purpose-Language Purpose-Social Purpose (0.75)**
- **Clarity with the Language Purpose** as part of our Essential Learning focus. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.

**3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards Dial of Learning High Impact**

- **Deepen our learning with using the GoMath lessons that (Utilize DOK Levels of Questioning) Provide at least two opportunities for Class Discussion in every lesson.**
- Provide opportunities for students to engage with grade-level problems, mathematical investigations, and/or tasks. Provide tasks that develop math conceptual understanding with the use of tools.
- **Kids Inc! After school program will help support students' varied needs** by providing students opportunities to use on-line resources weekly to support mathematical concepts and skills.

**4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations Dial of Learning High Impact**

**PLC Foundations: Question #2 How Do We Know They Have Learned It?**

- **Teacher Talk Vs Student Collaboration-Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.**
- **Collaborative Discussions** (School-wide Talk Moves?) Students talk about and ask questions about each other's thinking to clarify, self-assess and/or improve their own mathematical understanding, which can lead student(s) to determine next steps to improve learning outcomes.
- **Provide student opportunities to share their thinking;** Students justify their conclusions, communicate them to others, and respond to the arguments of others.
- **Share effective strategies that support and motivate students** in completing tasks and assignments. **Begin discussion on calibration of AC grading criteria.**
- **Digital Literacy** Continuum for K-6 Grades Training/Planning

**5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact**

**PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?**

- **Small Group Learning** based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. **(Ability Grouping based on Assessment scores i.e. DIBELS, Fluency, BAS has a low impact to student learning)**
- **Frequent monitoring of student progress by both teacher and students (self-efficacy)** drives content of intervention so that students get what they need, not what they already know.

- **Rti Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle as available for Math.
- **Rti Tier 3 student support** will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.

**6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)**

**PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?**

- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Questions, tasks and/or assessments yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and allow for lesson adjustments
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

**7. Mobility Dial of Learning Negative Impact:** Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC and the State Standards)

**Per Teacher Input from SPSA Survey for Professional Learning:** Going Deeper with GVC, ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation, Math, Clarity, Academic Discourse

- Provide food for staff during Professional Learning Meetings
- ILT Retreat Planning for year

**Books to Support PL:** Better Learning Through Structured Teaching by Doug Fisher, Visible Learning for Teachers by Hattie, Fisher, Frey, and Engagement by Design by Fisher and Frey

### Action 3

**Title:** English Language Learner Instructional Plan TK-6 Grades

[Action Details:](#)

Mayfair Elementary will implement a comprehensive, balanced language acquisition program by providing Designated and Integrated English Language Development to support our English Learners in accessing the State Standards in ELA and Math.

By May 2020, the percentage of ELL students that are reclassified will increase from 4.7% to 11.7%.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

1. ELPAC Data for baseline % Met
2. EL Goal Setting Report/Know each EL's Needs
3. DRP Administration Disaggregate by EL subgroup 2X per year (Analyze if made growth target)
4. Interim Assessments Disaggregate by ELL subgroup
5. SBAC Assessment Data 2019 (Analyze if made growth target & Disaggregate by EL Subgroup)
6. CFA Data, BAS, Fluency, BPST, Wonders Assessments, GoMath assessments will be used to monitor effectiveness of interventions for ELLs.
7. Quarterly Goal Setting: School-Wide-PLC-Classroom-Individual-Student (Teachers will support students with goal setting quarterly) Common Formative Assessments
8. CFA Data: 3 ELA & 3 Math CFA assessments for each Unit/Topic in Math/ELA
9. Report Cards Ds & Fs calibrate with PLC
10. Formal/Informal Walkthrough Weekly Feedback focused on implementation of Designated & Integrated ELD as well as IPG data. Co-Admin and Principal will meet weekly to discuss supports needed as observed in walkthroughs.
11. Leadership team will meet monthly— Discuss ELL progress and other data
12. RFEP Monitoring and identification of RFEP students not meeting grade level standards.

**Owner(s):**

1. Co-Admin
2. Teachers
3. Co-Admin/Teachers
4. Co-Admin/Teachers
5. Co-Admin
6. TSA
7. Principal/Teachers/Students will support students with goal setting quarterly
8. Principal
9. Co-Admin
10. Principal
11. Co-Admin
12. Co-Admin

**Timeline:**

1. Yearly
2. 2X Per Year
3. 2X Per Year
4. 2X Per Year
5. Yearly
6. Quarterly
7. Quarterly
8. Quarterly
9. Quarterly
10. Weekly
11. Monthly
12. Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- Designated and Integrated ELD Instruction to support access to the grade level State Standards
- Teachers will develop ELPAC goals and provide a data chat with students related to reclassification. Teachers will know each of their English Learner's status and support them learning specific skills and strategies to increase one or more levels on the 2019 ELPAC.
- After School Tutoring for ELL with TSAs and/or TFs using Wonders Adaptive, MindPlay and small group learning with Wonderworks
- Teachers will provide small group support to ELL struggling readers daily during intervention with TF push-in support.
- **Rti Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle.**
- **Rti Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Tier 1 or 2 Core instruction or Core support/interventions.**
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources, materials, and supplies to support ELA/ELD instruction. 1X1 tablets for 1st - 6th Grades & 6 tablets for each Kindergarten classroom
- Home School Liaison
- Digital Literacy Resources
- Substitutes for peer observations
- TSA to monitor and provide support with Rti and Teaching Fellows
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology Translators, Direct maintenance and repairs
- Quarterly Awards with celebrating our ELLs that have been reclassified.
- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles

**Specify enhanced services for EL students:**

- After School Tutoring for ELL students that need support with TF and/or TSA small group learning.
- EL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.
- EL students will be monitored and provided intervention and support as determined by ELPAC, SBAC, Interim and CFA data.
- Rti = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs

**Specify enhanced services for low-performing student groups:**

Our two focus student groups are SWD and ELLs.

**SWD**

- SWD students will receive intervention with WonderWorks in small group and/or whole group learning. This will support students accessing the grade level State Standards with our Core curriculum. (SDC teacher & RSP teacher)
- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher

during Non-Core blocks

- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

#### Explain the actions for Parent Involvement (required by Title I):

- Teachers will review EL Goal Setting Report, ELPAC, and academic results with parents at parent/teacher conferences in the Fall
- Parent Coffee Hour supported by the Spanish Home School Liaison will provide training on strategies to support English Language development
- Parent University will provide training on strategies that support English Language Development
- Quarterly Goals including English Development goals will be shared with parents quarterly
- ELAC monthly meetings will provide support and information to our English Learner parents
- 2 -6 grade Teachers will send home the parent DRP reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs
- Information will be translated in other languages for our families
- Babysitting will be provided as needed for parents to attend meetings and trainings.
- Materials/supplies/technology/food items will be provided to parents for meetings and trainings.
- Translating services will be provided as needed
- ELPAC Assessors funded to support assessing students
- End of year parent and student luncheon to celebrate redesignated students.

and/or SDC teacher to support access to the grade level content standards.

- RSP teacher and SDC teacher will weekly with PLC teams for planning for grade level content.
- MindPlay on-line supplemental reading support is provided for all students including SPED.

#### ELL:

- After school ELD tutoring K-2 grades ELA foundational skills
- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- After school ELL support 3-6 grades homework for ELA and Math and fluency practice
- After school Tier 3 intervention with TSAs with ELL students in grades 2/3 & 4/5.
- Designated ELL to support language acquisition daily
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

#### Describe Professional Learning related to this action:

- Provide additional training on Integrated and Designated ELD with our Wonders program to support planning and learning for our English Learners
- Academic Discourse and Classroom Discussion with at least two opportunities in every lesson
- Genre Writing in our Wonders GVC
- GVC On-Line Resources and curriculum
- ELPAC strategies to reinforce all year long
- Deconstruct the ELD Standards for planning/teaching and integrate with the ELA Standards.
- Clarity with the Language Purpose as part of our Essential Learning standards. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.
- Use the ELL Goal Setting Report to identify target students and their instructional need
- Provide food for staff during Professional Learning Meetings

# 2019-2020 SPSA Budget Goal Subtotal

## State/Federal Dept 0325 Mayfair Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows provide push-in support during intervention block for students in grades K-6th	19,566.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8125		103,363.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes provided for SSTs, IEPs, classroom observations, planning	3,530.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support instruction, intervention, enrichment, parent outreach, special school projects, planning	24,106.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support comprehensive math and reading instruction for students.	14,594.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology and software to support student learning and access to the curriculum. Including replacement and upkeep of school technology.	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Teacher training, including travel and conferences, to provide students and teachers with resources to support student learning and behaviors.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Resources such as certificates, posters, charts, and graphics to support student learning and behaviors.	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875		23,852.00
G1A2	Sup & Conc	Instruction	Equip Lease			: Xerox machine lease	7,000.00
G1A2	Sup & Conc	Instruction	Copier Maint			: Upkeep and maintenance of xerox machine.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance and upkeep of school and classroom technology.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Food			: Refreshments for staff during professional learning	1,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support students in academics, SEL, behaviors, and attendance. No food or incentives.	241.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting services provided during parent training and meetings.	4,994.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings. No food or incentives.	2,133.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support site projects	11,862.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Professional reading for staff to provide	2,000.00

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Bks & Ref			student supports and strategies in academics and/or SEL	2,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support students in academics, SEL, behaviors, and attendance.	19,566.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support ELs in reading and math.	18,975.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to provide push-in support during intervention block for K-6th grade students.	35,001.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	3,832.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			: Food services provided during parent meetings.	500.00

**\$312,115.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	55.707 %	81.487 %	2017-2018	88.487 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Key factors contributing to an increased rate of Goal 2 participation and areas that will continue to be implemented because they have been successful in helping us to meet our goal include: (We will support our disproportionate students SWD and ELLs as stated in #2)

- Increase in organized after school clubs (Hmong, Folklorico, and Theater dance, Recycling Club, Health/Wellness, Young Men of Character, Girl Power)
- Clubs/activities provided for students during their lunch hour (Kind Kids, Recycling, SEL activities, Girl Power, Kindness/Friendship Activities)
- Music/choir opportunities for students in 4th-6th during school hours
- Addition of choir in grades 1st-3rd during school hours with choir teacher
- Increased funding for Goal 2 activities; staff contracts for instructors, purchasing of materials and supplies, club t-shirts
- Inputting on ATLAS student engagement; keeping attendance for all student activities
- Updating Mayfair's Guidelines for Success; incorporating in daily announcements and taught twice a year at the beginning through the "10 Day Focus" as well as midyear (January)

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

**SWD**

35% of SWD students (21/60) participated in Goal 2 activities in comparison to 42.3% (279/659) overall. SWD were not personally invited to participate in Goal 2 activities. Also a lack of promoting in classrooms, including SPED room, when activities/clubs were opened. Majority of activities were offered to 4th-6th grade students. There was a lack of opportunity for K-3rd grade students to participate in Goal 2 activities.

**ELLs**

38.9% of EL students (100/257) participated in Goal 2 activities. Majority of activities were offered to 4th-6th grade students. There was a lack of opportunity for K-3rd grade students to participate in Goal 2 activities. Lack of promotion in individual classrooms.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Utilized more classified staff to supervise and organize after school activities/clubs. Transferred funds from teacher salaries to classified salaries in order to allow for additional supervisors to lead clubs/activities. Additional funds also transferred to materials/supplies to allow for more costume purchases, food, equipment, shirts, etc. SEL (RP Counselor, Tier 2 Intervention Specialist, SSW) team organized lunch time activities with students grades 1st-6th in order to expand opportunities across grade levels and to focus on SEL.



**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

TST team (SSW, RP Counselor, Tier 2 Intervention Specialist) to plan for and organize monthly lunch time activities for 1st-6th grade students in order to increase student participation and SEL.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Additional field trips for grade levels if needed to tie to the standards/curriculum
- Positive role-models for Goal 2 clubs and activities
- Provide more opportunities/clubs to 1st-3rd
- Lunch time activities/clubs for all students

**2** ELAC:

- Continue with after school dance clubs
- Offer more clubs/after school activities to students in grades 1st-2nd
- Positive role models for students who are working with adults, during and after school
- student performance during parent events/meeting to promote to students and families

**3** Staff:

- Actions based on staff input to increase Goal 2 participation:
- 6th grade teachers to have a parent meeting about camp to discuss concerns/questions and provide translations; invite parents and students who have experienced camp to share their thoughts
  - continue music at all grade levels (choir, band, strings)
  - Advertise various clubs to students during Back to School Night, parent meetings, Title 1; use videos, photos or student interviews to advertise; parent/student booths during school-wide events to recruit students; pictures in the office, parent meeting room, and cafeteria
  - Club shirts for students participating; available to staff and families in order to promote and support various clubs
  - Assign club sponsor access to ATLAS in order to keep track of student participation in Goal 2 events
  - Create a schedule to students in after school clubs including the days and times classes will be offered along with a description and expectations
  - Lunch time clubs/activities for students to participate
  - Teachers personally invite students to participate; focus on ELLs and SWD students

**Action 1**

**Title:** Increase Participation in Goal 2 Activities

**Action Details:**

Mayfair Elementary will plan for student engagement by providing students with a variety of activities to choose from during school and after school in order to increase student connectedness to school. Classes will provide students with opportunities to engage in athletics, cultural dance, drama, extended learning in math and reading, STEM, music/band, fieldtrips, school-wide events, and assemblies. Mayfair will increase student connections with their peers and caring adults at school through engagements in arts, activities, and athletics by implementing Meaningful Work through Student Jobs, student clubs, and various other school activities. Engagement opportunities will support Mayfair's

Guidelines for success: "MAYFAIR MUSTANGS"; M=motivated, U=unified, S=strong, T=trustworthy, A=achievers, N=never give up, G=goal-oriented, S=Success in reaching our goals.

By May 2020 there will be an increase of students engaged in Goal 2 activities to create a positive climate and connection to school, especially for our unique students. Student participation will increase from 81.4% to 88.4%.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

##### Details: Explain the data which will specifically monitor progress toward each indicator target

1. Engagement reports from ATLAS
2. Power BI Data
3. SEL Data (referrals, TST, SST data)
4. Parent/Student Surveys
5. Student engagement attendance
6. Teacher surveys on school jobs and student performance

##### Owner(s):

1. Principal/VP
2. Principal/VP/SSW
3. TST team
4. Principal/VP
5. VP
6. Teachers/Admin

##### Timeline:

1. Quarterly
2. Quarterly
3. Bi-Weekly
4. March (after survey window)
5. VP
6. Teachers/Admin

##### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff to facilitate clubs or events
- Transportation services to attend activity or event, materials and supplies, including but not limited to, notebooks, paper, pencils, etc.
- Music Provided for grade levels: band, strings, choir, and chorus; with push in choir instructor for grades K-3rd
- Open POs for various companies such as PeaceWorks, Office Depot, employees as vendors in order to purchase necessary items for Goal 2 clubs/programs
- Monthly family evening events (paint night, dances with Crazy Karen, etc.)

##### Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage ELL students to be engaged in Goal 2 activities.
- Send home club notifications and permission forms in Spanish
- Student clubs and music groups to perform during parent meetings such as Parent Coffee Hour, ELAC, Title 1 Parent Meeting, and Back to School Night/Open House in order to inform parents of clubs and recruit additional students to participate
- Pictures/poster displayed in office to promote available clubs and activities

##### Explain the actions for Parent Involvement (required by Title I):

- Share Goal 2 opportunities to parents at Back-to-School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, and teacher parent conferences
- Display pictures and/or videos of student performances/activities in office, cafeteria, parent meeting room in order to inform families of various Goal 2 opportunities provided by the site
- Booths during family events (Back to School Night, Open House, Family Nights) in order to provide families information about site clubs/groups

##### Specify enhanced services for low-performing student groups:

**SWD** Teachers to focus on identified SPED students and personally invite students to apply for the job they feel they would be most successful with. Personal invitations/connection from student job team to SPED students with encouragement to interview.

**ELLs** Teachers to focus on identified ELL students and personally invite students to apply for the job they feel they would be most successful with. Personal invitations/connection from student job team to ELL students with encouragement to interview.

##### Describe Professional Learning related to this action:

- PL with staff to generate ideas for clubs and activities.
- Staff will be trained to record events and take attendance on ATLAS if they are a supervisor of an activity
- Provide time for staff to sign-up for clubs and activities as well as time to calendar days/times classes will take place in order to ensure there is no overlap of activities/clubs
- Plan for opportunities for lunch time clubs/activities to increase student participation across all grade levels

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	95.876 %	2017-2018	100 %
Exposure to Careers - 6th Grade	99.453 %	93.269 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

3rd Grade Met goal and anticipate on meeting this goal again next school year.

- Communicate with parents regularly on dates of scheduled study trips for the school year.
- PLC team schedules study trips at the beginning of the year to reserve buses and let parents know early when study trips will take place.
- Early in the school year have parents fill out Volunteer forms and get fingerprinted so they are able to be chaperones on study trips.
- Study Trip is in town, so more parents are willing to let students attend the trip.

**Exposure to Careers - 4th Grade**

4th grade did not meet goal of 100% attendance of study trip, but it was a high percentage of students attending at 96%. We feel it will be hard to meet goal of 100% participation because it is an out of town trip.

- Parent meeting was not scheduled with parents and teachers to discuss concerns and questions about out of town field trip
- Cultural belief system in not allowing children to attend out of town trip without a parent as chaperone
- Safety concerns on out of town travel and supervision
- Working parents are not able to chaperone due to work schedules

**Exposure to Careers - 6th Grade**

6th grade did not meet goal of 99% attendance of camp study trip, but 93% of students did attend. We feel it will be hard to meet goal of 100% participation because it is an out of town trip.

- Parent meeting for all 6th grade parents was not scheduled in order to answer questions and clear up concerns for families

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

All subgroups participated in this area. Participation for SPED subgroup is at 96.9% and ELL participation at 96.8%. No inequities in this areas.

**Exposure to Careers - 4th Grade**

All subgroups participated in this area. Participation for SPED subgroup is at 96.9% and ELL participation at 96.8%. No inequities in this areas.

**Exposure to Careers - 6th Grade**

All subgroups participated in this area. Participation for SPED subgroup is at 96.9% and ELL participation at 96.8%. No inequities in this areas.

- Low attendance during Back to School for 6th grade classrooms
- Camp scheduled at the beginning of the year leaving less time to meet with families and encourage student participation and recruitment of chaperones
- Early scheduling of camp does not allow for time to build student/teacher relationship and for families to build trust in teacher
- Cultural belief system in not allowing children to attend out of town trip without a parent as as chaperone, especially for overnight trip
- Safety concerns on out of town travel and supervision
- Working parents are not able to chaperone due to work schedules

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Schedule a meeting for 6th grade families with an interpreter to inform families of camp trip. Invite past participants, students and parents to share experiences. Create a powerpoint with pictures of students attending camp.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase Spansih HSL to 6 hours to support teachers in communicating with families. Assist with phone calls to families concerned about trip and provide answers to questions/concerns parents may have about out of town trips.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Invite professionals from the community to speak to students during the after school program to motivate and mentor students
- Parent meetings with translators prior to out of town trips

**2** ELAC:

- More communication with families on field trips and expectations
- Have former parents and students share experiences and thoughts about 6th grade camp
- Provide interpreters for parent meetings

**3** Staff:

Actions based on staff input for ELA to improve student achievement:

- Home communication for families in all languagues
- Continue Meaningful School Jobs to build student/teacher connections
- Promote field trips by displaying pictures and quotes from students participating in activities
- Share photos and quotes from students on monthly parent calendar prior to field trip date; allowing time for paperwork
- Announce in School Messanger and daily announcements
- Create posters promoting activities and organizations the first month of school
- Calendar trips at the beginning of the year to inform parents of dates allowing ample time for fingerprinting and requests days off from work

- Share field trips and dates to parents during SSC, ELAC, Title 1, and Parent Coffee Hour and monthly communications

## Action 1

**Title:** Students will be exposed to variety of career opportunities.

### Action Details:

Mayfair Elementary will increase student participation with our Study Trips and provide opportunities that expose students to careers. We will develop opportunities and student activities throughout the year, such as Mayfair Meaningful Student Jobs, that promote character and workplace competencies with the expectation of being College and Career Ready. .

By May 2019, there will be an increase of students participating in Study Trips that expose students to Careers and promote the importance of being College and Career ready. Student participation will increase for 3rd Grade 100% to 100% \*\*\*\*\* 4th Grade 95.8% to 100% \*\*\*\*\* 6th Grade 96.2% to 100%.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

1. All PLC teams will schedule Study Trips and reserve buses at the beginning of the school year which will be put on the Master Calendar.
2. Using district progress monitoring tools, Co-Admin and Supervising Teachers will keep track of students who are attending the Goal 3 experience.
3. We will log students that participate accordingly to monitor participation rate.

#### Owner(s):

1. Co-Admin/Teachers
2. Teachers

#### Timeline:

1. Quarterly
2. Ongoing

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Guest speakers and community visitors during school-wide events such as Red Ribbon Week and Read Across America (Dr. Seuss Week)
- Classroom Ambassadors that will support newly enrolled students by being their guide and showing them the rules, expectations and layout of the school.
- Provide newly enrolled students after first quarter with a school spirit shirt and assign a classroom ambassador to help with school adjustments
- Students in grades 4th-6th will be given the opportunity to apply and interview each semester for identified school jobs

### Specify enhanced services for EL students:

- As a result of our goal being 100% participation, our EL students are included in this target.
- Inform families of goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators and babysitting provided during meetings with families

### Explain the actions for Parent Involvement (required by Title I):

- Administration/Staff will present Goal 3 opportunities for parents at Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, as well as our Monthly Newsletter and School Messenger. This will ensure that parents are well informed about the various Goal 3 opportunities we have for our students.

### Specify enhanced services for low-performing student groups:

- SWD and ELL students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, sport, or school job.
- Teachers will monitor their SWD and ELL students' participation in activities to promote their participation.

### Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all Study Trips are scheduled and all arrangements are made within the appropriate timelines.
- Study trips will be calendared and buses reserved at the beginning of the school year. As PLCs are planning their grade level experiences, we will ensure they have selected an optimum date, which allows

- HSL will notify parents as needed in order to provide additional information in order to encourage student participation in Goal 3 activities

for highest student participation.

- Teachers will be provided an explanation of school jobs before student interviews which will allow for them to sign-up for classroom help from students in grades 4th-6th. School Jobs interviews will be done at each semester.

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	96 %	95.236 %	2017-2018	96.236 %
Chronic Absenteeism	14.647 %	12.042 %	2017-2018	10.042 %
Suspensions Per 100	6.931 %	8.142 %	2017-2018	7.142 %
Parent Survey - Safe and secure	99.084 %	93.851 %	2017-2018	100 %
Student Survey - Included	76.604 %	62.36 %	2017-2018	69.36 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

We anticipate meeting this target of a 10% decrease for Chronic Absenteeism. We will continue our School Jobs, Girl Power, Young Men of Character, Clubs, Awards's for attendance, and Perfect Attendance Flag etc. to support our students and connection to school.

- Lack of chronic students involved in Goal 2 and 3 activities
- Inconsistency of job roles/expectations for Tier 2 Intervention Specialist and Office Assistant when working with attendance
- Missing home and student contacts to discuss absenteeism
- Independent study contracts not completed by students resulting in unexcused absences

**Suspensions Per 100**

We anticipate meeting our target of a 1% decrease in suspensions to 7% with some of the actions below:

1. Classroom Management Plans created by every teacher
2. STOIC Team will meet Monthly to monitor areas of focus with Data on our behaviors, structures/procedures effectiveness of actions
3. TST will meet bi-weekly to monitor student behaviors and provide actions of support as needed i.e. Counseling, Tier 2 Behavior Intervention support, School Jobs...(Team Members: Social Worker, Counselor, RP counselor, School Psychologist, RSP teacher, TSA, and Principal)
4. Monitor Suspension & Office Referral Data Weekly and Post Monthly in PL Room Data Wall to discuss as a school team at PLs.
5. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

11% of SWD were chronically absent (7 out of 61) compared to 12% overall. SWD were identified as not being involved in Goal 2 activities, clubs, or sports. Student job team or teachers did not ensure SWD we included included in Goal 2 activities. No specific resource inequities were discovered other than identifying SWD that were not involved in Goal 2 activities or school clubs.

**Suspensions Per 100**

28.9% of SWD were suspended (20/69) compared to an overall suspension rate of 8.9%. Reentries after suspensions were not consistent for identified students. Repeated suspensions of students not receiving appropriate Tier 2 supports. Inconsistencies with SEL curriculum in intermediate classrooms (CHAMPS, Class Meetings, Second Step).

**ADA Attendance**

SWD and ELL groups met the ADA district goal of 95%.

**Parent Survey - Safe and secure**

Unable to identify data showing low-student performing family results

**Student Survey - Included**

students coming back from suspensions.

6. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Substitutes will be provided to support teachers attending meetings.
7. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are supporting.
8. Class Meetings and Second Step Lessons will be implemented weekly by TK-6 grades
9. Goal 2 activities and Clubs will be available for student participation as well as School Jobs to support students being involved in school.
10. Walkthrough Data and feedback to teachers to increase positive interactions with students.
  - Referral process and levels of misbehaviors need to be calibrated with all staff especially new teachers
  - Lack of consistent behavioral supports of Level 2 misbehaviors
  - Inconsistent input on ATLAS for Tier 2 behaviors
  - Inconsistent use of Tier 1 school-wide structures such as CHAMPS, implementation of Class Meetings and Second Step instruction

#### **ADA Attendance**

We anticipate meeting this target of a 1% increase with attendance at 96%. We will continue our School Jobs, Girl Power, Young Men of Character, Clubs, Awards's for attendance, and Perfect Attendance Flag etc. to support our students and connection to school.

- Inconsistencies with Independent Contract process
- Lack of chronic students involved in Goal 2 and 3 activities
- Missing home and student contacts to discuss absenteeism
- Inconsistency of job roles/expectations for Tier 2 Intervention Specialist and Office Assistant when working with attendance

#### **Parent Survey - Safe and secure**

We anticipate increasing with the parent survey of parents feeling Mayfair is Safe and Secure to 96%. We will continue parent coffee hour, parent trainings, and family events to support our families feeling connected to our school campus.

1. Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home, and how to support their children's reading and math learning. Show parents how to sign up for ATLAS Parent Portal, Rapid Alert and Edutext.
2. Parents receive Parent Handbook that includes School and District guidelines for safety
3. Weekly School Messenger of activities and events
4. Monthly Calendars with school events sent home
5. ATLAS Parent Portal-Edu Text
6. Monthly Family Nights to increase connections to school i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night...
7. Activities throughout the school year: Winter & Spring Programs, Career Day 4-6 Grades if available, Pastries with Parents
  - Lack of parent understanding on school safety procedures and policies

#### **Student Survey - Included**

We did not meet our goal of Students feeling included, but anticipate meeting this target in the next school year.



1. September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.
2. Goal 2 Clubs will be provided: Hmong Dance, Folklorico, Theater/Dance, Kind Kids ...to provide connections to school
3. Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules posted in classrooms and around the school
4. Character Trait Monthly Focus with Student of the Month
5. Goal 2 Activities provided to engage students especially if they are At Risk
6. Student Leadership with a supervisor to support decision making on activities etc
7. School Jobs-Meaningful Work organized by STOIC Chair-Students with Attendance and Behavior will be supported with this work to provide a positive outlet and connection to school to increase attendance and increase positive behaviors.
8. Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
9. Chaplain Mentor 1st Grade Classrooms as available
10. Young Men of Character & Girl Power Mentoring Support Weekly as available
11. School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
12. Mighty Mustangs Weekly to celebrate students that have met goals or improved with academics or behaviors.
13. Classroom Goal Setting with Behaviors and Academics-Krazy Karen Quarterly Reward for Attendance, Behavior, Effort/Academics
14. School-wide Events to help students feel connected to school: Red Ribbon Week, Read Across America Week/Dr. Seuss, Pastries with Parents, Monthly Family Evening Events, Winter & Spring Programs, Athletics, Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
15. Family Nights: Science-Math-Reading Nights, Krazy Karen Dance Mania, Paint Nights, Movie Nights, ,
16. Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.
17. RP Counselor Support for students with Social/Emotional needs during lunch in Identified small groups and supporting suspension re-entries. Support with teaching Mindfulness to students.
18. Tier 2 Intervention specialist will provide social skills support to students as identified through the TST team.
19. Incentives for students on informal behavioral contracts.
  - Provide more activities/clubs students can participate in and make a connection with a caring adult
  - Lack of motivation/goal-setting
  - Provide at least 3:1 positive interactions
  - Low or lack of growth mind-set in students

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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The following actions were funded by Title 1 funds last year and an addition to our budget with the Spanish HSL for 6 hours:

- Spanish Home School Liaison for 6 hours added because of our high population of Hispanic students and families.
- Materials and supplies for parent meetings

- Materials and supplies to support ELLs in reading and math to ensure access to the content
- Technology and software to support student learning across the curriculum

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase Spanish HSL to 6 hours. Support with parent communication and plan for parent meetings. HSL will collaborate with Parent University and outside resources to provide information and meetings for parents with a focus on supporting students to stay in school on target to graduate. We will continue to refine our Tier 2 supports and the role of the Tier 2 Intervention Specialist.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- "No absences" incentives; every 100 days (extra recess, add "Attendance Matters" spirit shirt for example)

**2** ELAC:

- Thankful for additional supports for families and students; counselors and Social Worker
- Enjoy seeing students in their student jobs and all activities that are offered at school
- Getting students involved with school spirit and events
- Family events after school; continue with arts, games dances
- Recognition of redesignation students at assemblies and during ELAC meeting; treats, foods
- Provide shirts to students being redesignated

**3** Staff:

Actions based on staff input for ELA to improve student achievement:

- Continue to budget for counseling services to support students and families
- Continue to have Social Worker support families and students at the site
- Keep Daily Perfect Attendance Flag and monthly awards for classes with highest percentage of perfect attendance
- Implement Anti-Bullying programs; assemblies
- Continue to implement Second Step and Class Meetings
- Student awards/incentives for showing character traits
- Continue with Student of the Month, Mighty Mustang, monthly Parent Night
- Perfect Attendance shirt each semester; provide during awards assembly

## Action 1

**Title:** Decrease Chronic Absenteeism & Improve Attendance

### Action Details:

Mayfair Elementary will decrease chronic absentee students and increase the overall attendance rate by creating a positive school culture with school-wide reward/incentives, discussing with parents and students about the importance of school, as well as encouraging student participation in Goal 2 activities that focus on the arts, activities, and athletics. Implementation of effective parent communication, such as monthly calendars, School Messenger, meeting notices/reminders, and marquee updates will be used to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

By June 2020, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 12.042% to 10.042%. By June 2020, the overall attendance rate will increase 1% from 95.2% to 96.2%.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

1. ATLAS attendance reports
2. Office Assistant along with RP Counselor and Tier 2 Behavior Specialist to collect data and plan for attendance conferences
3. Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. Regular contact with each student and family, arrange for mentoring as needed through Tier 2 Specialist (Girl Power/Young Men of Character), and provide incentives for improved attendance.
4. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
5. Tier 2 Behavior Specialist will coordinate A2A meetings and document parent attendance.
6. Tier 2 Behavior Specialist, along with HSL and OA will connect with families through calls/home visits to families of students with chronic absences
7. Student participation in Girl Power and Young Men of Character that includes chronically absent students in order to provide mentoring on attendance by Tier 2 Specialist
8. ATLAS Engagement data Goal 2 Participation
9. Suspension Data of Chronically Absent Students

**Owner(s):**

1. Administration
2. Office Assistant/RP Counselor/Tier 2
3. Office Assistant/Tier 2
4. Office Assistant/HSL
5. Tier 2
6. Tier 2/HSL/Office Assistant
7. Tier 2 Specialist
8. Co-Admin
9. Principal/Co-Admin

**Timeline:**

1. Daily
2. Daily/Weekly
3. Daily/Weekly
4. Daily
5. Bi-Weekly
6. Weekly/Bi-Weekly
7. Weekly
8. Quarterly
9. Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- Rewards and incentives will be provided to students through drawings that will occur on a weekly basis during lunch.
- School Jobs for 4th - 6th grade students are available through an interview process. Each job will have a supervisor to monitor. SOS Chair/RP Counselor will organize.
- Student Clubs i.e. Hmong Dance, Folklorico, Theatre/Dance, Peace Club; club organizer will advertise club during lunch times in cafeteria to promote and sign-up additional students at recess; clubs will perform in order to recruit additional students
- Daily "Perfect Attendance" flag will be displayed when classrooms have perfect attendance for the day. Monthly grade levels/teachers of classrooms that have the highest perfect attendance % for the month earn a "Thank You" reward. School Jobs Flag Supervisor will monitor students and monthly reward.
- Teachers and Principal will monitor dashboards weekly that their class has 95% or better attendance and discuss with parents as needed.
- Teachers will keep track of Perfect Attendance students weekly and provide qualified students with tickets for weekly raffle at lunch.
- Tier 2 Specialist and Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. They will make regular contact with each student and family, arrange for mentoring as needed, and provide incentives for improved attendance. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- Office Assistant will coordinate A2A meetings and document parent attendance. Principal will support these meetings as needed.
- Tier 2 specialist and HSL will make calls/home visits to families of students with chronic absences
- Tier 2 specialist meets weekly with students that have chronic absenteeism and provides incentives to students that have improved their attendance.
- Mentoring for 5th - 6th grade identified students may receive mentoring through "Girl Power" and "Young Men of Character" to support attendance and feeling connected to school.
- There will be a focus on students/families in grades PreK-Kinder to encourage school attendance. Literacy Nights/Parent Coffee meetings for example will focus on research-based talks about the importance of attendance for student success beginning in the early grades. Another example, teachers providing mini workshops for "Make It/Take It" activities that support the learning of High Frequency Words and Literacy at home and discussing the importance of attendance at school.
- TK/Kinder will have a before school Back to School Night to discuss the importance of attendance as well as the curriculum/grade level State Standards and classroom routines and procedures.
- Activities throughout the school year for student and parent connection to school: Monthly Family Nights i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night...
- Red Ribbon Week
- Read Across Mayfair/Dr. Seuss Birthday
- Book Fair

- Pastries with Parents
- Winter & Spring Programs
- Career Day 4-6 Grades if available
- Krazy Karen Quarterly Reward: Attendance, Behaviors, Effort/Grades
- Krazy Karen evening family events (Fall/Spring)
- Family Foundations Counseling provides individual and group counseling to support students with mental health needs.
- Restorative Practices Counselor supports re-entry students from suspensions and works with students using Second Step lessons.
- District Provided Social Worker organizes our mental health resources with the COST process with Family Foundations Counselors and School Psychologist. They work together to respond to student needs. The Social Worker also supports students with social/emotional needs.
- Quarterly Perfect Attendance Awards for students during awards ceremony, prizes for students with perfect attendance such as pencils, medals, trophies, dog tags, etc.
- School Psychologist supports our students during SST and IEP meetings as well as provides Wellness Plans for students that need extra social/emotional support.
- Backpack Program for select students offering nutritious foods for families in need.
- Supplemental Contract for Teacher to oversee and organize the Backpack program.
- Tier 2 intervention specialist will provide supports for social skills and monitor attendance data based on recommendations from TST team.

#### Specify enhanced services for EL students:

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- HSL to support ELL students and families with translations, home visits, and outreach Bilingual resources for parents
- HSL to coordinate and calendar Parent University and Parent Coffee Hour; topics to include importance of attendance/attendance matters
- Social Worker to support students and families needing outside supports
- Family Foundations Counselors to provide supports to students identified through TST process
- Restorative Practices Counselor will work with identified students chronically absent during small group SEL instruction.

#### Explain the actions for Parent Involvement (required by Title I):

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- Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home, and how to support their children's reading and math learning. Show parents how to sign up for ATLAS Parent Portal, Rapid Alert and Edutext.
- Parents receive Parent Handbook that includes School and District guidelines
- Weekly School Messenger of activities and events
- Monthly Calendars with school events sent home
- ATLAS Parent Portal-Edu Text
- Monthly Family Nights to increase connections to school i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night...
- Activities throughout the school year: Winter & Spring Programs, Career Day 4-6 Grades if available, Pastries with Parents

## Action 2

**Title:** Decrease Out of School Suspension Rates

#### Action Details:

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#### Specify enhanced services for low-performing student groups:

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**SWD** Currently 18% (11/61) of SWD are identified with chronic absenteeism.

- Students with chronic absenteeism will be identified through ATLAS reports
- Weekly check-ins by Tier 2 intervention specialist will occur during small group behavior support, Girl Power, and/or Young Men of Character.
- Incentives will be used to encourage improvement on attendance (5, 10, 15 day incentives for perfect attendance).
- Student attendance meetings to occur with office assistant and Tier 2 specialist to get to the root of why students are chronically absent; referral to SSW or TST team based on need in order to provide resources to family

#### Describe Professional Learning related to this action:

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- August-September Teachers in grades PreK-Kinder will sign up for Early Learning Family Literacy Night and identify focus for "Make-It"/"Take-It"
- August-September Teachers will sign-up for activities they would like to lead to support student/school activities for Goal 2
- School Job Supervisor sign-ups
- August teachers will sign-up to attend ONE monthly family night if available
- Club Supervisor to support Goal 2 and data entry of attendance

Mayfair Elementary will implement a tiered level of response for behavior supports. We will continue the implementation of our Climate and Culture components to lessen distractions and enhance campus safety for all students and staff. Office Referral Levels of Misbehavior, Guidelines for Success, CHAMPS, Class Meetings/OLWEUS, and Second Step lessons will continue to promote personal responsibility and social skills resulting in fewer conflicts. Tier 1 implementation of weekly Class Meetings and Second Step lessons where various topics will be discussed to ensure students feel safe and connected to school and understand Mayfair rules and expectations. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions. Tier 2 student supports will be provided by our Tier 2 Intervention Specialist as identified through our TST team.

By June 2020, the percentage of out of school suspension instances per 100 students will decrease from 8.142% to 7.142%.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

1. Classroom Management Plans-Turn in August 2019. Use CHAMPS resource
2. STOIC Team will meet Monthly to monitor areas of focus with Data on our behaviors, structures/procedures effectiveness of actions
3. TST will meet bi-weekly to monitor student behaviors and provide actions of support as needed i.e. Counseling, Tier 2 Behavior Intervention support, School Jobs...(Team Members: Social Worker, Counselor, RP counselor, School Psychologist, RSP teacher, TSA, and Principal)
4. Monitor Suspension & Office Referral Data Weekly and Post Monthly in PL Room Data Wall to discuss as a school team at PLs.
5. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with students coming back from suspensions.
6. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Substitutes will be provided to support teachers attending meetings.
7. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are supporting.
8. Class Meeting/Second Step Teacher Verification Form will be turned in to District Quarterly as evidence of teaching these lessons weekly
9. Goal 2 activities will be inputted to monitor student participation
10. Walkthrough data to ensure implementation of Class Meetings and Second Step curriculum
11. Walkthrough Data and feedback to teachers to increase positive interactions with students.

1. Principal-Classroom Management Plans-Turn in August 2019
2. STOIC Chair/Principal Meetings Monthly
3. Principal
4. Co-Administrator/STOIC Chair will monitor and Post on Data Wall
5. RP Counselor
6. Co-Admin will organize SST Monthly Meetings and RSP teacher will organize IEP meetings
7. Family Foundations Counselors will provide feedback monthly to Principal and Teachers on student progress
8. Principal Quarterly will turn in the Class Meeting Teacher Verification Form to District
9. Co-Admin will monitor and input Goal 2 Activities
10. Principal/VP
11. Principal/VP

1. August
2. Monthly
3. Monthly
4. Monthly
5. Weekly
6. Weekly
7. Quarterly
8. Monthly
9. Weekly
10. Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

**Tiered Level of Behavior Supports:**

**Tier 1:** School-wide implementation of Office Referral Levels of Misbehavior, Class Meeting, Second Step Lessons, Classroom Management Plans, CHAMPS, Parent Call/Conferences, Classroom Contracts as needed.

**Tier 2:** SST-Parent Call/Conference, Level 2 Behavior Intervention Binder, Formal Behavior Plan (BSP), Intervention Specialist to support, Counseling Support as needed

**Tier 3:** ICET District Team Meeting, Counseling Support

- August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
- August & January Behavior Expectations/Theme for Year Assembly
- August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment..
- September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.
- Goal 2 Clubs will be provided: Hmong Dance, Folklorico, Theater/Dance, Kind Kids ...to provide connections to school
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules posted in classrooms and around the school

- Character Trait Monthly Focus with Student of the Month
- Goal 2 Activities provided to engage students especially if they are At Risk
- Student Leadership with a supervisor to support decision making on activities etc
- School Jobs-Meaningful Work organized by STOIC Chair-Students with Attendance and Behavior will be supported with this work to provide a positive outlet and connection to school to increase attendance and increase positive behaviors.
- Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
- Chaplain Mentor 1st Grade Classrooms as available
- Young Men of Character & Girl Power Mentoring Support Weekly as available
- School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- Mighty Mustangs Weekly to celebrate students that have met goals or improved with academics or behaviors.
- Classroom Goal Setting with Behaviors and Academics-Krazy Karen Quarterly Reward for Attendance, Behavior, Effort/Academics
- School-wide Events to help students feel connected to school: Red Ribbon Week, Read Across America Week/Dr. Seuss, Pastries with Parents, Monthly Family Evening Events, Winter & Spring Programs, Athletics, Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- Family Nights: Science-Math-Reading Nights, Krazy Karen Dance Mania, Paint Nights, Movie Nights, , ,
- Behavior expectations for Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria
- Fund Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.
- RP Counselor Support for students with Social/Emotional needs during lunch in Identified small groups and supporting suspension re-entries. Support with teaching Mindfulness to students.
- Tier 2 Intervention specialist will provide social skills support to students as identified through the TST team.
- Incentives for students on informal behavioral contracts through PeaceWorks, Save Mart, etc.

#### Specify enhanced services for EL students:

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- Special Recognition of ELL Redesignated students at Award's Assemblies
- Redesignated students monitored quarterly
- ELLs will be recognized when meeting quarterly goals
- Goal 2 Activities
- Tiered Level of Supports
- School Jobs encouraged to connect to school and adults

#### Explain the actions for Parent Involvement (required by Title I):

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1. School-wide activities to support attendance and connection to school: Red Ribbon Week, Read Across America-Dr. Seuss Week/Book Fair, Krazy Karen assemblies, Winter & Spring Performances, Career Day 4-6 Grades, Fieldtrips
2. Family activities Pastries with Parents, Science-Math-Reading Nights Bingo, Open House, Back to School Night,
3. Goal 2 Activities: Athletics, Music 1-6 Grades with Band, Strings, Recorders, Choir and Chorus for the Primary grades
4. Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home
5. Parents receive Parent Handbook that includes School and District rules and policies
6. ATLAS Parent Portal
7. Edutext

#### Specify enhanced services for low-performing student groups:

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SWD: 28.9%

- SWD students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, Sport, School Jobs, Girl Power, and Young Men of Character to support them being connected to school.
- BSP contract
- Tier 2 Intervention Specialist will provide social skills support to students as identified through the TST team.
- Tier 3 Counseling support for students as identified through the TST or SST process.

#### Describe Professional Learning related to this action:

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1. Trauma Informed Training provided to support teachers in dealing with students that have been exposed to drugs, abuse, trauma
2. Training provided to give teachers additional strategies on how to deal with Level 2 misbehaviors using the Intervention Binder for supports for students.
3. Strategies and Resources for a Cool Down Area in all classrooms
4. Teachers will develop Classroom Management Plans and share with parents at Back to School Night
5. Restorative Practices strategies/actions
6. Levels of Misbehavior on Office Referral Form-Review & Revise as needed.
7. Monthly STOIC (Climate & Culture) meetings to monitor data and the effectiveness of our school procedures/routines. Feedback from staff and make adjustments as needed.
8. STOIC Team will have monthly focus areas for next school year to reinforce student learning of behavior expectations throughout the year- Will share with staff and get feedback
9. Second Step and Olweus Bullying Prevention Class Meetings refinement as needed
10. August & January Behavior Expectations/Theme for Year Assembly
11. August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations

12. August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment...
13. August/September Roll-Out Olweus Bullying Prevention Assembly with Kindness as a focus

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services to provide social-emotional supports to identified students.	39,900.00
G4A1	Sup & Conc	Instruction	Student Incenti			: Incentives and rewards for student achievement in academics, behaviors, and attendance. Includes school wide events and quarterly assemblies.	5,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		26,306.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		26,306.00
G4A2	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to support site during planning/training days	1,765.00
G4A2	LCFF: EL	Other Pupil Services	Local Mileag			: Mileage for travel	500.00

**\$99,777.00**



## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows provide push-in support during intervention block for students in grades K-6th	19,566.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8125		103,363.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes provided for SSTs, IEPs, classroom observations, planning	3,530.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support instruction, intervention, enrichment, parent outreach, special school projects, planning	24,106.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support comprehensive math and reading instruction for students.	14,594.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology and software to support student learning and access to the curriculum. Including replacement and upkeep of school technology.	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Teacher training, including travel and conferences, to provide students and teachers with resources to support student learning and behaviors.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Resources such as certificates, posters, charts, and graphics to support student learning and behaviors.	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875		23,852.00
G1A2	Sup & Conc	Instruction	Equip Lease			: Xerox machine lease	7,000.00
G1A2	Sup & Conc	Instruction	Copier Maint			: Upkeep and maintenance of xerox machine.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance and upkeep of school and classroom technology.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Food			: Refreshments for staff during professional learning	1,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support students in academics, SEL, behaviors, and attendance. No food or incentives.	241.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting services provided during parent training and meetings.	4,994.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings. No food or incentives.	2,133.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support site projects	11,862.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Professional reading for staff to provide student supports and strategies in academics and/or SEL	2,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support students in academics, SEL, behaviors, and attendance.	19,566.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support ELs in reading and math.	18,975.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to provide push-in support during intervention block for K-6th grade students.	35,001.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	3,832.00

G1A3	LCFF: EL	Parent Participation	Direct-Food		: Food services provided during parent meetings.	500.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundations Services to provide social-emotional supports to identified students.	39,900.00
G4A1	Sup & Conc	Instruction	Student Incenti		: Incentives and rewards for student achievement in academics, behaviors, and attendance. Includes school wide events and quarterly assemblies.	5,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	26,306.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	26,306.00
G4A2	Sup & Conc	School Administration	Crt Supr-Sub		Administrative sub to support site during planning/training days	1,765.00
G4A2	LCFF: EL	Other Pupil Services	Local Mileag		: Mileage for travel	500.00

<b>\$411,892.00</b>
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Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,834.00
Sup & Conc	7090	\$236,092.00
LCFF: EL	7091	\$108,966.00
<b>Grand Total</b>		<b>\$411,892.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$312,115.00
G4 - All students will stay in school on target to graduate	\$99,777.00
<b>Grand Total</b>	<b>\$411,892.00</b>