

Powers-Ginsburg Elementary

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<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 School 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 and Family 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 School 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Balliet	X				
2. Chairperson - Violet Ballard				X	
3. Sheila Zamora		X			
4. Stephanie Lopez		X			
5. Linda Samaniego		X			
6. Kimberly Deslauriers			X		
7. Sarah White				X	
8. Jasmine Verdialez				X	
9. Alyssa Andrade				X	
10. Marisela Hernandez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory commttee. X
ELAC voted to consolidate with the SSC. Date 2-14-2020

Required Signatures

School Name:			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet		4-27-2020
SSC Chairperson	Violet Ballard		4/27/2020

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 2020/21

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$47,912 *
7090	LCFF Supplemental & Concentration	\$150,174
7091	LCFF for English Learners	\$27,051
		\$225,137
TOTAL 2020/21 ON-SITE ALLOCATION		\$225,137

* 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	\$1,356
Remaining Title I funds are at the discretion of the School Site Council	\$46,556
Total Title I Allocation	\$47,912

Powers-Ginsburg Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	44.687 %	37.452 %	2018-2019	44.452 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.556 %	30.888 %	2018-2019	37.888 %

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)

ELA - Teachers received instructional support through job-embedded PL from site-based TSA PLCs developed quarterly assessment plans around key standards, with strategic alignment of curriculum, instruction, and assessments. PLCs implemented frequent Common Formative Assessments and acted on results through tiered intervention within their classroom. Students in grades 1-6 who performed 2 or more grade levels below on I-Ready received pull-out tier 3 reading intervention support. Teachers began administering FIABs and IABs for closer alignment of assessment to rigor of standards and more accurate monitoring of student learning. Students had 1 to 1 technology support in grades 2-6.

- On ELA SBAC 2019, we maintained the percentage of students meeting/exceeding standards from 2018 at 37.5%. We did not meet our target of 44.5%. Our students scored an average of 28.2 points below standard, which was an improvement by 5 points from 2018. 4th and 5th grades increased in percent of students meeting standards from the year prior, but 3rd and 6th grades decreased.
- On ELA I-Ready #2 in Nov., 32% of students in grades 1-6 performed on or above grade level, indicating that we are on target to increase on ELA SBAC 2020.
- Overall schoolwide growth from I-Ready 1 (16% on grade level) to I-Ready 2 (32% on grade level); all grade levels grew, but grades 1-3 showed double digit growth.
- On I-Ready 2, as grade levels increased, so did the percentage of students performing 2 or more grade levels below (tier 3).

ELD –As of January 2020, we have 78 English Learners and 21 R-Fep students in grades TK-6 who are

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)

SPED – Based on the CA School Dashboard 2019, students with disabilities (39 students) performed on average 94.2 points below standard, as compared to an average of 28.2 points below standard schoolwide. However, this is a growth of 33.5 points from 2018.

- Additionally, Power BI data showed that 10.3% of SPED students (4/39) met standards, as compared to 37.5% school wide. However, this is a 5% growth from 2018.
- This may be attributed to not adequately addressing the wide range of gaps in grade level content knowledge and skills that our students with special needs have, most often 2 or more grade levels below. It is challenging for GE teachers to fill these below grade level gaps, while continuing to teach and support SPED students with on grade level content. When RSP students are pulled for services and tier 3 support (below grade level content), students sometimes miss tier 2 intervention with on grade level content within their classroom, so gaps continue. Additionally, many of our students with special needs also experience trauma and often demonstrate behaviors that negatively impacts their learning. We lack adequate personnel to support the wide range of extensive needs, as well as specific instructional and behavioral strategies to fully address the academic and social-emotional needs of our students with disabilities.

EL – Based on the CA School Dashboard 2019, EL students in grades 3-6 (40 students) performed on average 85.1 points below standard on ELA SBAC, as compared to an average of 28.2 points below standard schoolwide.

being monitored. Teachers serve EL students in the classroom by providing ELD instruction through small groups to support student's language at their proficiency level. Teachers sometimes use the ELD standards to support their ELD instruction. Teachers use the EL goal-setting form to guide their instruction and set goals with students. After school ELD tutoring one day per week is provided for our long-term English Learners to support their growth. All EL students receive integrated ELD instruction within their classroom in every lesson/content area. Our Home School Liaison supports parents of English Learners with verbal and written communications between home and school. Parent University provides courses and support for parents of English Learners.

- Based on the CA School Dashboard 2019, 57 English Learners took ELPAC; of those 42.1% made adequate progress in English language proficiency, 38.5% maintained their level 1-3, and 19.2% decreased at least one level of English language proficiency.
- On ELA SBAC 2019, 40 EL students in grades 3-6 took this assessment and 15% met/exceeded standards; overall they scored an average of 85.1 points below standard, as compared to the schoolwide average score of 28.2 points below standard. Based on our current January 2020 school roster of EL students in grades 4-6, 26.9% met standards.
- On ELAI-Ready#1 in August 2019, 2% performed on grade level and on I-Ready#2 in November 2019, 11% performed on grade level.
- Currently we have 10 students that are long-term English Learners, 3 of them met basic skills on SBAC.
- 3% of ELs were redesignated in 18/19 and 6.3% of students were redesignated as of January for the 19/20 school year.
-

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

PLCs developed quarterly assessment plans around key standards, with strategic alignment of curriculum, instruction, and assessments. All PLCs administered a minimum of 2 CFAs per chapter in Math, aligned to essential standards, analyzed grade level, whole class, and individual student data, diagnosed learning needs, and provided tiered intervention based on learning needs. Teachers received instructional support through job-embedded PL from site based TSA. PLCs developed Math Norms which were implemented in every classroom. PLCs calibrated on developing daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction. Students who performed in the tier 3 category (2 or more grade levels below) on I-Ready 1 or 2 were invited to after school math tutoring.

- On Math SBAC 2019 30.9% of students met/exceeded standards. This was a decrease of 5% from the prior year. We did not meet our target of 37.8%. Our students scored an average of 36.1 points below standard, which was an improvement by 2.2 points from 2018.
- On Math SBAC, EL students narrowed the gap in performance from 2017 (66.2 points below standard) to 2019 (57.1 points below standard).
- On Math I-Ready 2 (Nov. 2019) 23% of students in grades 1-6 were on or above grade level in math. All grade levels improved from I-Ready#1 to I-Ready#2
- Teachers are seeing growth due to use of math norms and students attending math tutoring.
- Use of iReady and rigor of problems is better aligned to standards.
- SBAC Questioning alignment helps ensure rigor of questions.

- Additionally, Power BI showed that 15% of EL students met standards on ELA SBAC, as compared to 37.5% school wide. However, this is an increase in 7% from 2018.
- This may be attributed to the fact that our EL students are struggling in the areas of speaking and writing. Not all EL students received small group designated ELD instruction consistently in their classrooms. Some EL students are getting either small group ELD, or small group reading intervention, and not both. ELD lessons are not always intentionally planned and implemented to focus on the specific language needs of the students, as aligned to ELD standards.

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

SPED - Based on the CA School Dashboard 2019, students with disabilities (39 students) performed on average 107.3 points below standard on Math SBAC, as compared to an average of 36 points below standard school-wide. Additionally, Power BI data showed that only 5.1% of SPED students met standards, as compared to 30.9% school wide. This may be attributed to their wide range of gaps in below grade level math concepts, as well as additional struggles with reading and understanding word problems and being able to complete multi-step problems accurately.

EL - Based on the CA School Dashboard 2019, EL students (40 students) performed on average 57.1 points below standard on Math SBAC, as compared to an average of 36.1 points below standard school-wide. Additionally, Power BI data showed that only 10% of EL students met standards, as compared to 30.9% school wide. This may be attributed to Math requiring the use and understanding of specific content vocabulary and writing to explain approaches, strategies, and understanding of complex math problems in the content of real world problems, which has proven challenging for our ELs.

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

A Tier 2 "Targeted Support Team" as part of implementation of MTSS was not officially developed to formally monitor and support tier 2 and 3 interventions; however, the TSA did support our school wide tiered system of supports.

We paid for one teacher to continue to participate in the Personalized Learning Initiative (PLI) and engage in professional learning opportunities (supplemental contract) to develop blended and personalized learning for students, with the intention that the teacher would provide PL opportunities for all staff to share meaningful integration of high quality instruction and technology use. This did not happen.

For many months of the school year, we were unable to hire and retain a Home School Liaison (Spanish) to support parents of EL students through verbal and written communications between home and school. This has been an on-going struggle year after year.

All other actions were implemented as planned; however, the depth and consistency of implementation needs improvement in the following areas:

- ELD instruction daily, based on progress monitoring and goal setting, to address the specific needs of EL students.
- ELD lessons intentionally planned and implemented to focus on the specific language needs of the students, as aligned to ELD standards.
- We have a large number of students performing 2 or more years below grade level in Reading (31% on I-Ready#2 in Nov. 2019) and could not possibly have enough time in the day, nor personnel resources, to provide adequate tier 3 intervention for 31% of our school. This indicates a need to continue to improve upon tier 1 classroom instruction, specifically with embedded use of technology and tasks that are aligned to the rigor of grade level standards.
- In Math, push-in support from RSP team has not regularly targeted SPED students for support. Math manipulatives and tools are not consistently used to aide in supporting math concepts.

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.

Action 1 ELA/ELD-

- Consider the elimination of the Home School Liaison (Spanish) position, as we waist time and money year after year to secure and retain a qualified individual. Rather, possibly provide support to parents of EL students through verbal and written communications between home and school from other school personnel.
- Eliminate PLI supplemental contract, as this has not been an effective means of providing my whole staff with learning around instructional technology.
- Every student will engage in daily individualized learning pathways on I-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- Increase PL opportunities focused specifically on curriculum and instructional strategies in support of our EL and SPED students and increase monitoring of their progress.
- Provide PL opportunities for SPED staff in areas of supporting the engagement, social emotional, and behavioral needs of the students they support.
- Provide increased opportunities for EL students to receive after school ELD tutoring for extra support.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.

Action 2 Math-

- Every student will engage in daily individualized learning pathways on I-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- Ensure that SPED and EL students receive tier one (whole class) and tier 2 (small flexible groupings) Math instruction and intervention in their classroom daily, and that any necessary tier 3 (remedial/intensive) intervention is provided in addition to tier 1 and 2, not in place of.
- Ensure that all Math content and curriculum utilized to provide instruction in our SPED classrooms is aligned with and in support of grade level standards.
- All teachers in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends.
- After school math tutoring for identified EL and other struggling students will include a focus on math content vocabulary, problem solving strategies, and developing conceptual understanding.

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:

2 ELAC:

3 Staff:

SBAC, CA Dashboard, Power BI, and iReady diagnostic data was shared with the SSC, ELAC, and Staff. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting in February to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget.

SSC feedback/budget priorities:

1. TSA to support instructional implementation and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Professional learning for teachers in a variety of formats, including sub release, in support of instructional implementation improvements

ELAC meeting was held in February to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

1. Spanish translating available for parents
2. After school tutoring opportunities for EL students

Staff meeting was held in February to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Staff feedback/budget priorities:

1. TSA to support instructional implementation and MTSS
2. Instructional Assistant to support tier 3 intervention
3. Professional learning for teachers in a variety of formats, including sub release, in support of instructional implementation improvements

Action 1

Title: Literacy/ELD Instruction

Action Details:

Powers-Ginsburg will increase student learning in Literacy by providing effective instruction, as defined by FUSD Literacy Instructional Practice Guides, and implementing a multi-tiered system of support in order to meet students' assessed needs.

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

I-Ready Diagnostics, Grades K-6
 Common Formative Assessments, IABs, FIABs
 Quarterly Assessment Plans/Responses
 Grade Level/Classroom/Student Goal Setting
 Instructional Practice Walks (Classroom observations/feedback), using IPG Tool/Data Summary Report
 ELA SBAC (including student group data)
 EL Goal Setting Report
 ELPAC
 SST Referrals for student academic needs

Owner(s):

PLCs/ILT/TSAMP
 PLCs/TSA
 PLCs/TSA
 PLCs/Teacher/Students/TSA
 Principal & Vice Principal

 PLCs/ILT/Principal
 Teachers/TSA
 PLCs/ILT/TSAMP
 Teachers/Student Success Team

Timeline:

Aug. 2020, Nov. 2020, & Mar. 2021
 On-going (minimum of 2 per unit)
 Quarterly/On-going
 After each I-Ready Diagnostic
 Daily/Quarterly

 June 2021
 Aug. 2020, Nov. 2020, Mar. 2021
 June 2021
 Monthly

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy and ELD instruction.
- All students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- Every student will engage in daily individualized learning pathways on I-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- All PLCs will create and administer a minimum of 2 CFAs per unit in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Literacy and ELD standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology.
- All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.

Tier 2:

- TSA will coordinate, monitor, and support staff in implementing a Multi Tiered System of Support (MTSS) in grades TK-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of students' response to intervention to ensure growth in learning.

Tier 3:

- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff (i.e. RSP Teacher, paraprofessionals) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Specify enhanced services for EL students:

- All EL students will receive integrated ELD instruction in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language needs through reading, writing, listening, and speaking.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive after school ELD tutoring for extra support.

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

- Parents will receive access to on-going communication of student academic progress through parent-

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards.

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental curriculum (WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.

Describe Professional Learning related to this action:

- Teachers will receive professional learning opportunities designed to build upon their knowledge and

teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, EduText, and email/phone.

- State and local assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Translators for parents will be provided during parent-teacher conferences, to the greatest extent possible.
- Parents will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop interventions necessary to support individual students' needs.
- Parent University classes will be offered for on-going parent/student education support.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

skills in using effective instructional practices around creating a culture of learning, culturally responsive teaching, providing challenging content, and ensuring student ownership within an aligned instruction system (standards, instruction, assessment). PL content will include developing capacity in teaching and learning in support of our EL and SPED students.

- PL opportunities for SPED staff will be provided in the areas of supporting culturally responsive teaching strategies and responses, active engagement, and the social emotional and behavioral needs of students with special needs.
- Teachers will receive job-embedded professional learning opportunities through in-classroom side-by-side instructional support by the TSA or peers, focusing on building capacity in providing effective instruction (as defined by the Literacy IPG) and implementing a multi-tiered system of support.
- Teachers will participate in weekly Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Lead Teachers will participate in the site Instructional Leadership Team (ILT) meetings and regional Lead Teacher trainings, engage in analysis of school-wide data to determine effectiveness of school programs, instruction, and responses in meeting students' needs, and plan for action for continuous improvement.
- PLC teams will receive sub release time three times per year in order to analyze data and develop quarterly assessment plans by mapping essential ELA/ELD standards with strategic alignment of curriculum, instruction, and assessment.
- Teachers will have opportunities for peer observations, one-on-one instructional coaching, and goal setting/progress monitoring conferences, as needed.

Action 2

Title: Math Instruction

[Action Details:](#)

Powers-Ginsburg will increase student learning in mathematical content and practices by providing effective instruction, as defined by the FUSD Mathematics Instructional Planning Guide, and implementing a multi-tiered system of support in order to meet students' assessed needs.

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

I-Ready Math Diagnostics, Grades K-6
 Common Formative Assessments, IABs/FIABs
 Quarterly Assessment Plans/Responses
 Grade Level/Classroom/Student Goal Setting
 Instructional Practice Walks (observations/feedback)/IPG Tool/Data Summary Report
 Math SBAC (including student group data)
 SST Referrals for student academic needs

Owner(s):

PLC/ILT/TSA/MP
 PLC/TSA
 PLC/TSA
 PLC/Teachers/Students/TSA
 Principal & Vice Principal
 PLC/ILT/Principal
 Teachers/Student Success Team

Timeline:

Aug. 2020, Nov. 2020, & Mar. 2021
 On-going (minimum of 2 per chapter)
 Quarterly/On-going
 After each Diagnostic
 Daily/Quarterly
 June 2021
 Monthly

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 2 CFAs per chapter in Math that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Math standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in daily individualized learning pathways on I-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All teachers in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology.

Tier 2:

- TSA will coordinate, monitor, and support staff in implementing a 3 tiered system of support in grades TK-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of student response to intervention.

Tier 3:

- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff (i.e. RSP Teachers, paraprofessionals) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Specify enhanced services for EL students:

- EL goal setting reports will be consistently utilized to create action plans to address needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with integration of ELD standards with Math instruction and EL strategies for teachers to apply in their classrooms.
- Supplemental instructional curriculum, materials, resources, and technology will be provided to support

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level Math content standards:

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted Math curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings)

Math instruction in order to address the academic and language needs of English Learners.

- EL students will be provided opportunities to participate in after school math tutoring, focusing on developing math content vocabulary, problem solving strategies, and conceptual understanding.

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

- Parents will receive access to on-going communication of student academic progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, EduText, and email/phone.
- State and local assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Translators for parents will be provided during parent-teacher conferences, to the greatest extent possible.
- Parents will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop interventions necessary to support individual students' needs.
- Parent University classes will be offered for on-going parent/student education support.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.

- Adopted supplemental Math curriculum will be utilized to provide tier 3 intervention.

Describe Professional Learning related to this action:

- Teachers will receive professional learning opportunities designed to build upon their knowledge and skills in using effective instructional practices around creating a culture of learning, applying culturally responsive teaching strategies, providing challenging content, and ensuring student ownership within an aligned instruction system (standards, instruction, assessment). PL content will include developing capacity in teaching and learning in support of our EL and SPED students.
- PL opportunities for SPED staff will be provided in supporting the engagement, social emotional, and behavioral needs of students with special needs.
- Teachers will receive job-embedded professional learning opportunities through in-classroom side-by-side instructional support by the TSA or peers, focusing on building capacity in providing effective instruction (as defined by the Math IPG) and implementing a multi-tiered system of support.
- Teachers will participate in weekly Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Lead Teachers will participate in the site Instructional Leadership Team (ILT) meetings and regional Lead Teacher trainings, engage in analysis of school-wide data to determine effectiveness of school programs, instruction, and responses in meeting students' needs, and plan for action for continuous improvement.
- PLC teams will receive sub release time three times per year in order to analyze data and develop quarterly assessment plans by mapping essential Math standards with strategic alignment of curriculum, instruction, and assessment.
- Teachers will have opportunities for peer observations, one-on-one instructional coaching, and goal setting/progress monitoring conferences, as needed.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers 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	Teacher-Subs			PL/PLC Sub Release 20 teachers, 1 day, Conf. 1 sub, 3 days	3,975.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Intervention Support 3.5 hrs., also G1A2	12,684.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement supplies, communications ** No Food, No Incentives**	1,388.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Also G1A2	132,080.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub release 2 subs, 7 days	2,412.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC sub release 20 teachers 2 days	6,893.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Tutoring ELA & Math 2 hrs. p/wk for 38 wks.	3,633.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL supplemental curriculum, materials, supplies	5,324.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors 2 subs 5 days	1,553.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating parent conferences and meetings 50 hrs.	1,106.00

\$175,048.00

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	98.313 %	95.573 %	2018-2019	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.

Goal 2 Participation Rate

Students participated in a variety of opportunities for increased engagement with school, their peers, and caring adults, including: athletic programs, Meaningful Work through Student Jobs, elective classes, student clubs, enrichment trips, and rallies/assemblies. Additionally, we included Student of the Month and Jaguar of the Week recognition to involve more TK-3 students. In 2018-19 our school wide engagement participation rate was 95.57%; we nearly met our goal of 98.31%. As of March 2020, our student engagement participation rate according to Power BI is only 51.5%; however, according to the ATLAS engagement tool it is 98%, indicating that we are on target to meet our goal in 2019-20.

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

Goal 2 Participation Rate

Grades K-1 - data did not show any student groups who were under-represented in student engagements. However, we do know that the number of engagement opportunities provided for students in kindergarten and first grade is fewer than in other grades. We attribute this to the lack of district funding to provide music classes to students in grades K-1, as well as the inability of kinder and first grade students to independently participate in athletics, clubs, and activities beyond the school day.

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

All actions were implemented, as planned. However, the Climate and Culture Team could improve on efforts to develop new engagements for increased opportunities, identifying student groups or individuals who are lacking engagements.

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.

We will take the following actions for improvement:
 Action 1: Student Engagement - Develop opportunities for K-1 students to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs, Art Night, etc.). Climate and Culture Team will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement.

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.

<p>1 SSC:</p> <p>SBAC, CA Dashboard, Power BI, and iReady diagnostic data was shared with the SSC, ELAC, and Staff. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting in February to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> 1. Materials/supplies/incentives- Electives, student jobs 2. Assemblies/Rallies - Fun Works <p>Feedback:</p> <p>Host a Club Fair to elicit more student interest in clubs</p> <p>Increase engagement opportunities for families to build a sense of community (i.e. family library night, art night, etc.)</p>	<p>2 ELAC:</p> <p>ELAC meeting was held in February to review all SPSA data, actions, and budget priorities. ELAC deferred to SSC.</p>	<p>3 Staff:</p> <p>Staff meeting was held in February to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> 1. Materials/supplies/incentives- Electives, student jobs 2. Assemblies/Rallies - Fun Works <p>Feedback:</p> <p>Offer more clubs during recess, offer music classes for K-1 (district funded), increase family/community events</p>
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Action 1

Title: Student Engagement

Action Details:

Powers-Ginsburg will increase student engagement in school by offering a variety of opportunities to participate in arts, activities, and athletics to ensure students feel connected to school, their peers, and adults.

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

ATLAS Student Engagement Tool(Goal 2) Data

School Culture and Climate Staff, Student, and Parent Surveys

Student Goal Setting

Owner(s):

Vice Principal

Climate & Culture Team/MP

Teachers and Students

Timeline:

Quarterly

Spring 2021

Quarterly

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

Tier 1:

- Students in grades 2-6 will have the opportunity to participate in Meaningful Work through Student Jobs and participate in monthly meetings with their job supervisor for feedback
- All students will have opportunities to participate in school assemblies and rallies provided by Fun Works, activities, and enrichment trips to foster school participation, interest, and connections to school and their community.
- Students in grades 1-6 will participate in a weekly elective class for increased opportunities to engage in arts, activities, and athletics.
- Students in grades 2-6 will have opportunities to participate in formal Music classes provided by District Music teachers. Students in grades PK-1 will engage in activities involving music and performing arts provided by their classroom teacher.
- Students in grades 3-6 will be encouraged to participate in after school athletics.
- All students will have opportunities to participate in Student Clubs before school, during recesses, or after school.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities.
- All students will have opportunities to earn student of the week/month recognition.

Tier 2:

- Students in grades TK-1 will receive increased opportunities to engage in school activities, clubs, music, and electives during or following the school day (i.e. Reading or PE Buddies, Jobs, Art Night, etc.).
- Climate and Culture Team will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement.

Tier 3:

- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school job, or music class.

Specify enhanced services for EL students:

- EL students will be provided with increased opportunities to engage in school through participation in after school ELD tutoring, student jobs, student clubs, electives, and a variety of other arts, activities, and athletics that the school offers.
- EL student engagement will be monitored quarterly by the CCT.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

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

- Parents will have opportunities to participate in school activities and events to support their students' engagements in school, such as selection of Student Jobs, Elective Wheel courses, and attending a variety of school/community art, activity, and athletic events (i.e. student performances, athletic games, music programs, award assemblies).
- Parents will be encouraged to participate in parent coffee hour meetings, ELAC, SSC, parent-teacher conferences, back to school night, and other school community meetings that include discussions with school staff, decision-making, and informational presentations.
- A monthly school calendar of events and a variety of communications will be available to parents through our school website, PeachJar, and automated phone call messages.

Specify enhanced services for low-performing student groups:

Students in grades K-1 demonstrate a need for increased engagement opportunities:

- K-1 students will have additional opportunities to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs).

Describe Professional Learning related to this action:

- Staff will receive site professional learning opportunities on the importance of school engagement including Meaningful Work Through Student Jobs and Student Clubs
- Culture & Climate Team will engage in planning for increased engagement opportunities, monitoring student engagements, and identifying student groups and individuals who are lacking engagement.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Also G4A2 Sup materials, supplies, incentives, SEL	3,912.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 8 Events/Assemblies	2,800.00

\$6,712.00

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
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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.

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

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

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.

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:

2 ELAC:

3 Staff:

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
Chronic Absenteeism	14.021 %	15.385 %	2018-2019	13.385 %
Suspensions Per 100	5.436 %	6.216 %	2018-2019	5.216 %
Student Survey - Caring adult		69.811 %	2018-2019	76.811 %

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

Classrooms participated in competitions to earn classroom perfect attendance incentives. The importance of good attendance was communicated to parents in various modes throughout the school year. Automated daily phone call messages were sent twice per day to parents of absent students who have not cleared their absence. Additionally students with remaining uncleared absences received a parent phone call by office staff. A letter was sent home with students who had uncleared absences, requesting parents to call or write a note to clear the absence. Bi-weekly attendance meetings were scheduled with parents of truant students to discuss the importance of good attendance and offer ways the school/district can help support students to improve attendance. Letters were sent and follow up calls were made to parents to remind them of the meeting and encourage them to attend. The school nurse worked closely with families of students with severe or frequent medical concerns, who were chronically absent. We did not have a Home-School Liaison for the first 3 months of the 2019-20 school year. We did not meet our 2019 target of 14.02%, rather our chronic absenteeism was 15.39%, which was a slight decrease from the year prior. As of March 2020, our rate of chronic absenteeism is 11% (54/492 students), which is on target to meet our goal.

Suspensions Per 100

All teachers implemented Social Emotional Learning (SEL) as part of their daily/weekly classroom curriculum, via Classroom Meetings, Morning Meetings, or Second Step lessons. Students participated in school-wide activities and incentives to promote character development and positive behavior. Students were referred to the Student Success Team to determine necessary Tier 3 behavioral/social-emotional interventions. On-Site Counseling services were provided to identified students exhibiting intensive social-emotional needs (Tier 3). The majority of all staff PL focused on SEL strategies and culturally responsive teaching and classroom management. Students had opportunities to engage in a student job so that they feel they have a role in the school/ classrooms. Schoolwide and classroom structures are in place (CHAMPS) to ensure that students are taught and able to practice appropriate

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

Chronic Absenteeism

Based on the Power BI Dashboard, as of January 15, 2020, 70.19% of enrolled students have a level 1 attendance rate (good), 17.12% have a level 2 attendance rate (manageable), 9.62% have a level 3 attendance rate (chronic), and 3.08% have a level 4 attendance rate (severely chronic). The average daily attendance rate is 95.64%, which is good. All grade levels meet or exceed 90% for attendance.

SPED - Our SPED student group increased in absenteeism. Based on the CA School Dashboard 2019, 32.3% of 93 students with special needs were chronically absent during the 2018-19 school year. Additionally, as of March 2020, Power BI showed that our students with disabilities continue to have the highest rate of chronic/severely chronic absenteeism at 25.8% (23/89 SPED students). This may be a result of the number of these students who have serious medical conditions and/or illness that keeps them out of school frequently, or for multiple days at a time. Additionally, many of our SPED students in our ALPs programs do not live near our school and parents often struggle with transportation or students do not get on the bus provided.

Kinder - As of March 2020, Power BI showed that 25.7% (19/74 students) of our kinder students are chronically absent. This may be a result of kinder students being likely to have more illnesses due to first exposure to a school setting. Parents also elect to keep kinder students out of school more frequently.

Suspensions Per 100

SPED - While the CA School Dashboard 2019 showed no student groups over-represented in our suspension data, our current Power BI data, as of March 2020, showed that our SPED student group had a disproportionate rate of suspension at 13.27% (13 suspensions of 98 students), compared to our total population of 3.66% (20 suspensions of 545 students).

5th Grade - As of March 2020, students in 5th grade are also over-represented in our suspension data at a rate of 11.54% (9 suspension incidents of 78 students).

replacement behaviors and/or social skills.

We had 2018-29 suspension rate of 6.22%, which was just under our target of 5.44%. On the CA School Dashboard 2019, 4.4% of students had been suspended at least once.

As of March 2020, Power BI data showed 3.66% suspension rate (20/545 students), indicating that we are on track to meet our goal. 100% of teachers implemented weekly class meetings and/or morning meetings. 95% of parents say our school is a safe environment (above district average for elementary).

Student Survey - Caring adult

71.3% of students in grades 4-6 said that they felt included at school and 69.8% said they felt connected to a caring adult at school.

These results may be a little misrepresenting in that of the 13 suspensions from our SPED population, 7 of them were by 1 student, who was also in 5th grade, and another 3 of those suspensions were by one other student. Both of these students received many tier 3 supports for misbehaviors.

Additionally, we added 3 new ALPs programs to our campus, serving students with moderate to severe disabilities. There were many challenging behaviors that students exhibited and our SPED staff was not adequately equipped with skills/strategies needed to support this.

Student Survey - Caring adult

69.8% of students in grades 4-6 responded that they felt that an adult at schools cares about them. Only 62% of 5th grade students responded positively to this statement.

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

Chronic Absenteeism - We intended to have a HSL who would focus on supporting students and families in the area of attendance by identifying those students with chronic absenteeism, offering incentives for improvement, and connecting with families to provide information, resources, and accountability. However, we only had a permanent HSL for 4 months of the 2019-20 school year, so these efforts were limited. We also had planned to develop new tardy policies and practices in an effort to deter the high number of students who are late to school. However, because we did not have an HSL for the first 3 months of the school year, we determined that we would not create new structures without the personnel to implement it consistently.

Suspensions - All actions were implemented.

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.

Action 1: Chronic Absenteeism - We will implement differentiated supports and incentives for student motivation with attendance. We will increase parent communication, specifically with our Kinder and SPED classrooms, around the importance of good attendance. We will change the "owner" of attendance efforts from the HSL position to the Office Assistant and VP.

Action 2: Social Emotional Learning - We plan to partner with The Positivity Project to implement schoolwide daily lessons on positive psychology's 24 character strengths and empower our students to build positive relationships.

Additional PL for SPED staff specific to understanding and building upon skills/strategies needed to support the challenging behaviors of our students with moderate to severe disabilities.

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:

Budget Priorities:
 1. Additional Psych Time
 2. Onsite Counseling

2 ELAC:

None - deferred to SSC

3 Staff:

Budget Priorities:
 1. Onsite Counseling
 2. Additional Psych Time

Feedback:
 Develop new/differentiated individual and classroom rewards for attendance that doesn't require 100% and/or include improved attendance.

Action 1

Title: Attendance

Action Details:

Powers-Ginsburg will increase school attendance of students' who are chronically absent by implementing individual incentives/rewards to encourage students to come to school on time and every day, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families.

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

ATLAS Attendance Data Reports

Power BI Attendance Data

Attendance Conferences with Parents - Sign-in Sheets/Logs

Student Goal Setting

Parent contacts for students with chronic attendance

Owner(s):

Office Assistant/VP

Climate & Culture Team/VP

Office Manager/Parents/VP

Office Assistant/VP/Students

Office Assistant/VP

Timeline:

Weekly

Quarterly

Bi-Weekly

Quarterly

Weekly

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

Tier 1:

- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and their families will be informed about the importance of good attendance, school and classroom attendance practices, and will be encouraged to come to school every day and on time.
- School-wide tardy practices will be implemented in an effort to deter students from being tardy/late.
- All students with perfect attendance will be recognized with quarterly awards.
- All students will participate in classroom attendance incentives to recognize good/improved attendance.

Tier 2:

- Students who have increasing absences/tardies will be identified monthly and strategies/interventions will be implemented to support students in improving their attendance/tardies, including bi-weekly parent-staff-student attendance conferences to discuss improving attendance to avoid truency and the SARB process.
- Students with improved attendance will receive incentives/rewards.
- Identified student groups with high rates of absenteeism/tardies (specifically our students with special needs and kindergarten students) will be identified and targeted group interventions will be developed, including increased opportunity for connection to school, communicating the importance of good attendance more frequently in a variety of formats with students and parents, and providing resources to address student/family needs.

Tier 3:

- Individual students with chronic absenteeism will be identified weekly. The Office Assistant with support from VP will make weekly parent contact with families of chronically absent students to address continuing concerns about absences and discuss a plan for improvement.
- The Office Assistant/VP will conduct individual student conferences with chronically absent students to establish goals for improvement and incentive contracts. Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Students/parents who do not respond positively to tier 1 and 2 interventions by improving attendance, will be referred to the district Child Welfare/Attendance Specialist to proceed with the SARB process.

Specify enhanced services for EL students:

- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

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

- Parents will receive access to on-going communication of student academic and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, EduText, and email/phone messages.
- Parents will be encouraged to participate in school parent meetings, including School Site Council, English Language Advisory Committee, Parent Coffee Hour, and Parent University courses, where the importance of school involvement and good attendance will be shared.
- Parents of identified students with attendance concerns will be invited to attend conferences with administrators/office staff, focused on improving their child's attendance and the consequences of poor attendance.
- Parents of students who are chronically absent will receive weekly contact to discuss concerns and a plan for improved attendance.
- All parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized.
- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, guidelines for success, and programs available to students.

Specify enhanced services for low-performing student groups:

- Students with special needs and kindergarten students are demonstrating the highest rates of chronic absenteeism:
- SPED students who have serious medical conditions and/or illness that impact their school attendance and keep them out of school frequently, or for prolonged periods, will be offered alternative options, such as Home Hospital Instruction or Independent Study Contracts.
 - Kinder students and families will be provided with information on ways to stay healthy at school (i.e. frequent hand-washing), strategies to help alleviate separation anxiety, and the importance of school attendance, even in kindergarten.
 - We will increase monitoring of student attendance and home-school connections with these student groups.

Describe Professional Learning related to this action:

- Staff will receive professional learning opportunities, focused on the importance of good attendance, polices/procedures for classroom and individual attendance program, and connecting with families to increase attendance.
- Climate & Culture Team and VP will design, implement, and monitor school-wide and classroom attendance practices, and utilize attendance data as part of their on-going cycle of continuous improvement.
- Climate & Culture Team and VP will develop and monitor attendance interventions and identify targeted groups and individuals who are not responding.

Action 2

Title: Social Emotional Learning/Suspensions

Action Details:

Powers-Ginsburg will reduce incidents of misbehavior that result in suspensions by implementing Social Emotional Learning (SEL) instruction and strategies, tiered responses to misbehavior and alternatives to suspension, and a multi-tiered system of support to ensure a positive school climate for all students, staff, and families.

Reasoning for using this action:	<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

ATLAS Monthly Suspension Reports/ Weekly Office Referral by Teacher Analysis

SEL Survey

Student Survey (Caring Adult Ratings)

Class Meetings Quarterly Documentation

Student Goal Setting

SST Referrals/Counseling Referrals for Social Emotional Needs

Student Behavior Support Plans (Informal & Formal)

Owner(s):

PLCs/Climate & Culture Team/VP

Climate & Culture Team/VP/Students

Climate & Culture Team/VP/Students

Teachers/Vice Principal

Teachers/Students/Parents/VP

Teachers/Student Success Team/On-Site Counselor

Teachers/Vice Principal/School Psychologist/On-Site Counselor

Timeline:

Monthly/Bi-Weekly

Spring, 2021

Spring, 2021

Quarterly

Quarterly

Monthly

As needed

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

Tier 1:

- All teachers will implement The Positivity Project daily lessons focused on positive psychology's 24 character strengths to empower our students to build positive relationships and recognize that other people matter.
- Teachers will implement Morning Meetings and/or Classroom Meetings/Second Step lessons to support students with developing social emotional skills, positive peer relationships, conflict resolution, bullying prevention, and promoting positive classroom and school climate.
- All teachers will implement culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures for safety and civility, rules, and expectations will be designed and posted in a variety of school campus settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior for school success.
- Tiered responses for student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

- Students who demonstrate increasing misbehavior will be identified by PLCs bi-weekly and goal setting will be done with students/parents for improvement. Strategies/interventions will be implemented by teachers/parents to support students in improving their behavior.
- A menu of alternative consequences to suspension (found on our Tiered Responses to Misbehavior document) will be implemented schoolwide for students exhibiting frequent/moderate misbehavior.
- Identified students will receive opportunities for alternative recess locations, structured play, and/or support with appropriate social interactions, as needed.
- Students exhibiting frequent misbehavior will receive extra support in their classroom through informal behavior support contracts/interventions and incentives, developed through parent-teacher-student collaboration, to promote change in behavior to positive behavior.
- Identified student groups will be more closely monitored by CCT and proactive/preventative approaches to misbehavior will be employed by staff.

Tier 3:

- Identified students with misbehavior resulting in suspensions will receive more intensive support through a formal Behavior Support Plan, developed by administration, teacher, parent and school psych to respond to the needs of the student. in an effort to change the behavior.
- Teachers, Administrations, School Psych, Nurse, On-Site Counselor (when possible), and parents will participate in Student Success Team meetings to determine necessary intensive behavioral/social-emotional interventions for identified students.
- On-Site Counseling services will be provided for identified students exhibiting intensive social-emotional needs, with parent agreement.
- School Psychologist will conduct assessments and provide crisis support for identified students with intensive social emotional needs.
- Weekly check-ins with identified students will be conducted by VP to monitor progress and implement rewards.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- EL students will be provided with tiered systems of support for social emotional and behavioral needs.
- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive On-site Counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.
- EL student suspension/behavior data will be monitored quarterly by the CCT.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

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

- Parents will be encouraged to participate in school parent meetings, including School Site Council, English Language Advisory Committee, Parent Coffee Hour, and Parent University courses, where the importance of school involvement and positive behavior will be discussed.
- Parents will receive on-going communication from teachers and staff to address student behavioral or social emotional concerns and discuss resolutions.
- Parents will participate in Student Success Team meetings to collaboratively develop behavioral/social emotional interventions necessary to support individual student needs.
- Parents will have access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students through our school website, automated phone call messages, PeachJar, and email/phone contacts..
- Parent University classes will be offered for on-going parent/student education support.

SPED students are demonstrating the biggest need for behavioral and social-emotional support:

- Increased opportunities for Social Emotional Learning in the classroom will be provided that focus on other ways to respond to emotions, rather than physical aggression or refusal.
- Increased opportunities for inclusion with GE peers for models of appropriate behavior inside a classroom and appropriate responses to emotions.

Describe Professional Learning related to this action:

- The Culture and Climate Team will participate in monthly meetings, focusing on identifying areas for growth to support student needs, developing staff professional learning opportunities for implementation of SEL strategies (Behavioral interventions/supports, Levels of Responses to Misbehavior, Safe & Civil Schools, CHAMPS, Tough Kids, Class Meetings, and The Positivity Project).
- All teachers will receive PL to build upon knowledge and skills and engage in PLC meetings for planning and collaboration in support of students in areas of SEL strategies and culturally responsive practices to create and maintain a positive school and classroom climate and culture and positive relationships.
- SPED staff will receive PL specific to understanding and building upon skills/strategies needed to effectively engage and support the social emotional needs of our students with a variety of disabilities.
- Classified staff and NTAs will receive opportunities for PL in the area of SEL.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers 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	LCFF: EL	Parent Participation	Mat & Supp			Food/Supplies for parent meetings, events, PU class	1,000.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 298 hrs. (15 hrs. p/w 38 wks total 3 contracts)	13,708.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Extra time .5 day p/wk	16,157.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 195 hrs (15 hrs.p/w 38 wks total of 3 contracts)	8,970.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 77 hrs (15 hrs. p/w 38 wks total 3 of contracts)	3,542.00

\$43,377.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PL/PLC Sub Release 20 teachers, 1 day, Conf. 1 sub, 3 days	3,975.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Intervention Support 3.5 hrs., also G1A2	12,684.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement supplies, communications ** No Food, No Incentives**	1,388.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Also G1A2	132,080.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub release 2 subs, 7 days	2,412.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC sub release 20 teachers 2 days	6,893.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Tutoring ELA & Math 2 hrs. p/wk for 38 wks.	3,633.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL supplemental curriculum, materials, supplies	5,324.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors 2 subs 5 days	1,553.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating parent conferences and meetings 50 hrs.	1,106.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Also G4A2 Sup materials, supplies, incentives, SEL	3,912.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 8 Events/Assemblies	2,800.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Food/Supplies for parent meetings, events, PU class	1,000.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 298 hrs. (15 hrs. p/w 38 wks total 3 contracts)	13,708.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Extra time .5 day p/wk	16,157.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 195 hrs (15 hrs.p/w 38 wks total of 3 contracts)	8,970.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counselor 77 hrs (15 hrs. p/w 38 wks total 3 of contracts)	3,542.00
\$225,137.00							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,912.00
Sup & Conc	7090	\$150,174.00
LCFF: EL	7091	\$27,051.00
Grand Total		\$225,137.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$175,048.00
G2 - All students will engage in arts, activities, and athletics	\$6,712.00
G4 - All students will stay in school on target to graduate	\$43,377.00
Grand Total	\$225,137.00