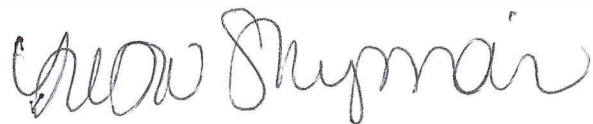


Pyle Elementary

10621666006449

Principal's Name: Lisa Shipman

Principal's Signature: 

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

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Topic	Details
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School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lisa Shipman	X				
2. Chairperson - Maricela Castillos				X	
3. Shawna Brashears				X	
4. Nancy Rangel				X	
5. Zima Duarte				X	
6. Jose Rodriguez			X		
7. Bailey Bunch		X			
8. Ashlee Tucker		X			
9. Christina Ayamian		X			
10.					
11.					
12.					
13.					
14.					
15.					

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

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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa Shipman		3-26-19
SSC Chairperson	Marisela Guadalupe Castillo Serrano		3-26-19

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

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	\$71,064 *
7090	LCFF Supplemental & Concentration	\$269,271
7091	LCFF for English Learners	\$50,292
		\$390,627
TOTAL 2019/20 ON-SITE ALLOCATION		\$390,627

* 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	\$2,268
Remaining Title I funds are at the discretion of the School Site Council	\$68,796
Total Title I Allocation	\$71,064

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Pyle 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.342 %	25.12 %	2017-2018	32.12 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.497 %	18.705 %	2017-2018	25.705 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-149.2 pts	2017-2018	-134.2 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-170.7 pts	2017-2018	-155.7 pts
SBAC ELA Distance from Level 3 (African American)		-84 pts	2017-2018	-69 pts
SBAC Math Distance from Level 3 (African American)		-101.8 pts	2017-2018	-86.8 pts

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)

An analysis of the data shows that we have made incremental growth with ELA. With a growth target of 7%. The incremental growth is contributed to the following factors:

Identification of essential standards from SBAC by the site AC teams

Addition of Formative Assessment Cycle and tightness in the site's data protocol

The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Tasks will be calibrated through ILT and through sharing of student work at AC meetings. Administration worked alongside teachers in the process of calibrating tasks and student work

All students will engage in ELA instruction on grade level (120 min includes whole and small group for differentiation).

All teachers will create, administer, and monitor formative assessments between interims to monitor student

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)

- Lack of identification of Essential Standards and CFA Development around those standards.
- Insufficient tracking of student performance on AC developed CFU's and lesson adjustments based on this data
- Insufficient RTI Structures that support all students in attainment of the essential standards
- Lack of process in identifying students needing extra support in academic and social/emotional areas. - These students will have priority for after school/before school support - AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- The teaching fellows worked in conjunction with the Certificated Tutor.
- Teacher to provide additional interventions to identified EL students, foster, and economically disadvantaged.

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

growth and needs.

All teachers will engage in goal setting and data CCLs with principal for interim/SBAC.

SDC teachers will discuss goals with parents during IEP and or progress meetings

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

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

An analysis if the data shows that we have made incremental growth with Math. With a growth target of 7%. The incremental growth is contributed to the following factors:

Identification of essential standards from SBAC by the site AC teams

Addition of Formative Assessment Cycle and tights in the site's data protocol

The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Tasks will be calibrated through ILT and through sharing of student work at AC meetings. Administration worked alongside teachers in the process of calibrating tasks and student work.

All students will engage in math instruction on grade level (90 min includes whole and small group for differentiation)

All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.

All teachers will engage in goal setting and data CCLs with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

SBAC ELA Distance from Level 3 (African American)

An analysis if the overall site data shows that we have made overall incremental growth with ELA. With a growth target of 7%. The incremental growth is contributed to the following factors:

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

All students will engage in math instruction on grade level (90 min includes whole and small group for differentiation)

All students will engage in ELA instruction on grade level (120 min includes whole and small group for differentiation)

All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.

All teachers will engage in goal setting and data CCLs with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings

- Lack of rigor and a focus on Procedural versus Conceptual understanding of content in first instruction
- Lack of process in identifying students needing extra support in academic and social/emotional areas. - These students will have priority for after school/before school support - AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- The teaching fellows worked in conjunction with the Certificated Tutor.
- Teacher to provide additional interventions to identified EL students, foster, and economically disadvantaged.

SBAC ELA Distance from Level 3 (African American)

Through data analysis it was determined that a lack of process in identifying students needing extra support in academic and social/emotional areas attributed to the disproportionality.

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Through data analysis it was determined that a lack of process in identifying students needing extra support in academic and social/emotional areas attributed to the disproportionality. In addition, there was an inconsistent implementation of grade level CORE curriculum.

It was also determined that there was inconsistent professional development for SPED staff around implementation of baseline CORE curriculum.

SBAC Math Distance from Level 3 (African American)

Through data analysis it was determined that a lack of process in identifying students needing extra support in academic and social/emotional areas attributed to the disproportionality. Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Through data analysis it was determined that a lack of process in identifying students needing extra support in academic and social/emotional areas attributed to the disproportionality. In addition, there was an inconsistent implementation of grade level CORE curriculum.

It was also determined that there was inconsistent professional development for SPED staff around implementation of baseline CORE curriculum.

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

An analysis if the overall site data shows that we have made overall incremental growth with ELA With a growth target of 7%. The incremental growth is contributed to the following factors:

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group

All students will engage in ELA instruction on grade level (120 min includes whole and small group for differentiation)

All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.

All teachers will engage in goal setting and data CCl with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

SBAC Math Distance from Level 3 (African American)

An analysis if the overall site data shows that we have made overall incremental growth with Math with a growth target of 7%. The incremental growth is contributed to the following factors:

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

All students will engage in math instruction on grade level (90 min includes whole and small group for differentiation)

All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.

All teachers will engage in goal setting and data CCl with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

SBAC Math Distance from Level 3 (Students w/Disabilities)

An analysis if the overall site data shows that we have made overall incremental growth with ELA With a growth target of 7%. The overall site incremental growth is contributed to the following factors:

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

All students will engage in math instruction on grade level (90 min includes whole and small group for

differentiation)

All students will engage in ELA instruction on grade level (120 min includes whole and small group for differentiation)

All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.

All teachers will engage in goal setting and data CCl with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings

The RSP caseload students identified on unit based CFA results to include in analysis and next steps.

RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

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

We will continue with funding technology and fellows for RTI support.

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.

- All students will engage in math instruction on grade level (90 min includes whole and small group for differentiation)
- All students will engage in ELA instruction on grade level (120 min includes whole and small group for differentiation)
- All teachers will create, administer, and monitor formative assessments between interims to monitor student growth and needs.
- All teachers will engage in goal setting and data CCl with principal for interim/SBAC. SDC teachers will discuss goals with parents during IEP and or progress meetings
- The RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- RSP and Regular Education teachers work together as partners to support instruction and clarify/reteach standards as needed based on formative assessments.

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:

SSC agrees we have the correct focus and continue the move from spending money on programs, resources, and people around student engagement.

Continue to develop PLi pathways in 5th and 6th grade.

Allocate funds to strengthen key areas in Goal #2 Activities that

2 ELAC:

ELAC is combined with SSC for voting

3 Staff:

Agreement we are on the right track and continue the move from spending money on programs and people to student engagement and achievement.

Continued focus on technology.

Develop PLi pathways as well as one to one tablets in 3rd

support RSA and athletic.

Allocate some site funds to maintain and athletic facilities and ground.

through 6th grade

Allocate funds to strengthen key areas in Goal #2 Activities

Action 1

Title: Early Learning - Focus on Early Literacy

[Action Details:](#)

Pyle will continue to have a focus on Early Literacy and Foundational Skills, supporting district goal of all K-3 students reading on grade level. School-wide intervention for students in grades K-6 and classroom data profiles will be used to monitor student progress in order to prevent stagnant progress on KIDS(KAIG), BAS,DRP, Fluency and ELPAC. SST(Student Success Team) will continue to be used to identify Tier II students that are not making progress so that necessary interventions, professional learning and monitoring occurs. Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.

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. Certificated Tutor and Teaching Fellows will be trained to use of BPST (as needed) and create action plans to address the needs of each student as determined by ongoing progress monitoring of BPST and various Wonders assessments and RTI.
2. Teachers will create action plans to address the needs of each student as determined by on going progress monitoring of (BAS) – Below basic students to be assessed every 6 weeks.
3. Essential Standards, Action plans, Data by Standards and Student by Student will be reviewed with administration during quarterly data chats
4. ATLAS, DRP, District Interim Assessments, Power BI
5. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, Reading Writing Listening, Speaking.
6. BAS data will be used to identify needs of struggling students. Data will be used for intervention and planning.
7. BPST data will be used to identify needs of struggling students. Data will be used for intervention and planning.
8. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.
9. ELPAC data
10. KAIG data will be used to drive instructional planning
11. Certificated Tutor will assist with intervention for students. Intervention can include but not limited to facilitation of groups, student observations, and participation in Accountable Community groups to discuss student needs and progress.
12. Site will purchase iReady (ELA) for all grades to support Tier 2 Intervention within the classroom. Grade-levels will be responsible for creating RTI groups and plans for utilizing program, for example Blended Learning Groups to support students.
13. California Teaching Fellows

Owner(s):

1. TK-2-grade teachers
2. 3rd-6th grade teachers
3. Principal
4. Vice Principal
5. Certificated Tutor

Timeline:

1. Ongoing
2. Every Six Weeks
3. Quarterly
4. Weekly
5. Every six weeks
6. Quarterly or as needed
7. Yearly
8. Daily

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

Tier 1

- Students will continue to engage in close reading of text including text deconstruction and reconstruction.
- Students will have access to technology for blended learning.
- Students will have access to intervention within the target language.
- Noon Time Assistant (NTA) will provide additional supervision for site events to support student engagement.

Tier 2

- Teaching Fellows would provide additional support within the classroom in small groups in any grade level based on identified student needs and strategies provided and supervised by classroom teacher.
- Teaching Fellows will assist teachers in providing target intervention within the regular classroom to identified students.
- Three Teaching Fellows for grades K-1 will provide additional support within the classroom in small groups based on identified student needs and strategies provided and supervised by classroom teacher.
- iReady online computer adaptive program to support RTI

Mentors to support in the classroom with academic support

Tier 3

Students will be identified based on BAS, BPST wherein students reading 2 levels below target will receive intensive intervention. Teaching Fellows could spend an hour every day in selected classrooms based on student needs to provide support for students to allow intensive intervention.

Three Teaching Fellows will work with classroom teachers to provide support for intensive intervention to address student gaps and areas of deficiency.

iReady online computer adaptive program to support RTI

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.

Social Worker will help provide Tier 3 Social Emotional Supports

Specify enhanced services for EL students:

Teachers will utilize specific ELD strategies guided in the Wonders ELD sections of the curriculum.

Teachers will desegregate data on CFA, IAB, and interim for EL students.

Teaching fellow can push in to each classroom to provide additional support to classroom teacher, allowing students to receive frontloading of the lesson content to EL students.

Designated and integrated ELD instruction.

All students will continue to engage in close reading of text including text deconstruction and reconstruction.

RFEP monitoring Goal Setting Chats for ELPAC, DRP, BAS

Differentiated Instruction and use of small group, centers, and stations

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

TK- K parents will be invited to Reading Readiness Seminars to engage with their TK-K students in reading activities.

Monthly Parent Coffee Hour will be utilized to engage parents around literacy.

ELAC and SSC meetings will convene a minimum of 4 times a year.

Data will be shared with parents. Data will be collected to inform parents.

Feedback will be collected around parent engagement.

Pyle K-1 teachers will conduct parent conferences where BAS/BPST and KAIG information will be specifically discussed.

Specify enhanced services for low-performing student groups:

Students in grades 1-6 will be monitored with goal setting chats which will include creating an action plan with mentor and teacher. Teachers will monitor student progress quarterly.

Students in grades 1-6 with an IEP will have quarterly goal discussions and progress review with their teacher.

Teachers will create 6-8 week plans for students based on student data. Plans will address students with IEP and 504 to ensure alignment to grade level as well as written goals within their specific individualized plan.

AC will include SPED teachers and other support staff to support student improvement.

Describe Professional Learning related to this action:

Teachers will receive training in use of BPST (as needed).

Teachers will receive training and support in use of IAB and data analysis.

All K-1 teachers will be provided foundation skills training along with using literacy across the content areas.

Teachers will continue to receive training around language acquisition discourse strategies, strategies to increase task rigor and increase scaffolding strategies.

Accountable Communities in grades K-2 will participate in site professional development focused on Foundational Skills to support differentiated instruction.

Administration will support during release time provided to develop plans and benchmarks around Foundational Reading Skills as defined by State Standards.

Kindergarten teachers will bring the data (work samples) that show student progress toward the mastery of letter names, letter sounds, and phonemic awareness.

During AC meetings, teachers will have data based discussions around student progress and how they are/plan to address identified needs.

Data from classroom assessments/walkthrough visits will be used with fellows to drive their professional learning/growth.

Action 2

Title: ELA Response to Intervention

Action Details:

Pyle Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

The Learning by Doing text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams. Strategies and practices, such as Visible Learning by John Hattie, Engagement by Design Doug Fisher, reading strategies program alongside Making Thinking Visible routines will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations. Accountable Community Teams will work together using Simplifying Response to Intervention by Mike Mattos to collaborate around Tier 2 Interventions.

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. Reading comprehension and levels of proficiency will be measured by spring and fall administrations of the DRP.
2. Classroom Walkthrough Data
3. ATLAS
4. Needs survey information from teachers
5. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, (Reading, Writing Listening and Speaking).
6. BAS and interim data will be used to identify needs of struggling students. Data will be used for intervention and planning as well as for creating actions within classroom quarterly action plans
7. AC Teams will complete Essential Standards for each Quarter, 10 Week Action Plans for Math and ELA during Quarter 3 to focus until SBAC.
8. Teachers will have Data Chats with Administration to look at Quarterly Data broken down by Standard and Student by Student. Reports can include but are not limited to ATLAS, SBAC, DRP, Interim, and CFA's.
9. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.
10. Emphasis will be placed on literacy practice in Math to support Common Core shifts - Monitored through performance task and walk through data.
11. Reading comprehension and levels of proficiency will be measured by spring SBAC.
12. Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.
13. Site will purchase iReady (ELA) for all grades to support Tier 2 Intervention within the classroom. Grade-levels will be responsible for creating RTI groups and plans for utilizing program, for example Blended Learning Groups to support students.
14. California Teaching Fellows will provide "push in" support in classrooms
15. Grades 3-6 will administer IABs in first and second semester to track progress of student and use data to reteach under performing subgroups.
16. ACs will use this data to re-evaluate RTI groups throughout the year.

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

All students will participate in literacy instruction focused on multiple components of complex text.

All students will engage daily in 120 minutes of grade level instruction.

Students will participate in reading exercises utilizing Close Reading method.

Utilize a structured 6 week intervention (tutorial) in reading with a series of standards and a pre/post test to determine growth.

After school tutoring for identified students as funding allows 3-6 grade students will receive progress reports every two weeks and will write goals for the subsequent two weeks.

Students will engage in DOK level 3/4 ELA questions and Writing Performance Tasks.

During Reading instruction, students will receive increased opportunities for complex text, task, and talk

Owner(s):

1. Certificated Tutor, 2-6 grade teachers. Principal, Vice Principal
2. Principal
3. Vice Principal
4. Tk-6 grade Teachers
5. Certificated Tutor

Timeline:

1. Three times per year
2. Daily
3. Weekly
4. Two times per year
5. Weekly
6. Every 6 weeks
7. Ongoing
8. Yearly

During Reading students will have increased opportunities to communicate their reasoning through writing and working with partners/groups.

Students failing multiple subjects will be identified and conference around goal setting and create an action plan with classroom teacher.

Certificated Tutor will assist with intervention for students.

Intervention can include but not limited to facilitation of groups, student observations, and participation in Accountable Community groups to discuss student needs and progress.

Three site Teaching Fellows will work with assigned classroom teachers to provide support for intensive intervention to address student gaps and areas of deficiency.

Teaching Fellows will spend up to one hour every day in selected classrooms based on student needs to provide support for students to allow intensive intervention.

Three site Teaching Fellows will provide additional support within the classroom in small groups based on identified student needs and strategies provided and supervised by classroom teacher.

Mentors For student activities, Student outreach, Social Emotional and academic support.

Social Worker will help provide Tier 3 Social Emotional Supports

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Graphics, Posters, Certificates, and Incentives to support student growth and achievement

All CORE instruction for ELA will be conducted within the Wonders Curriculum

iReady will support RTI within the classroom. Students will use computer adaptive online program to receive additional ELA support

Teacher Subs for IEP/SST meetings, teacher planning time

Supplemental Contracts for teachers For Planning, Tutoring, Climate Culture!, new teacher support, planning to present during Site Professional Learning, etc..

Awards and incentives to encourage participation, attendance and foster school spirit Assemblies that recognize student achievement and foster school participation and interest from parents

Supplemental Contracts for childcare Food and supplies for parent meetings

Classified Supplemental Contracts for translation, babysitting, direct support to students, etc...

Specify enhanced services for EL students:

Reading proficiency and comprehension chats will be one on one with administration using DRP data to set goals with each student.

Testing in small group setting.

Use materials and supplies to support language acquisition and increased fluency.

Staff will be given opportunities to hold ELD Tutoring Groups

Teachers will utilize specific EKD strategies guided in Wonders ELD sections of the curriculum.

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

Each teacher will provide a review of the EDU TEXT daily district grade update during Back to School Night and Fall Parent Conferences. Pyle families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.

Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.

Specify enhanced services for low-performing student groups:

Students in grades 1-6 will be monitored with goal setting chats which will include creating an action plan with mentor and teacher. Teachers will monitor student progress quarterly.

Goals will be aligned to grade level standards.

Students in grades 1-6 with an IEP will have quarterly goal discussions and progress review with their teacher.

Teachers will create 6-8 week plans for students based on student data. Plans will address students with IEP and 504 to ensure alignment to grade level as well as written goals within their specific individualized plan.

Teachers will receive training around specialized strategies to work with students who do not have an IEP or BSP but require additional supports.

Teachers will participate in a book study receive training around Culturally Responsive Teaching and the Brain by Zaretta Hammond

Describe Professional Learning related to this action:

Instructional Leadership Team will develop and implement professional learning including, but not limited to, complex text, task, talk, writing strategies, and Academic Vocabulary for content areas to support enduring literacy skills.

Data from research based books around building relationships, State Standards, ELA/ELD standards, and engagement strategies.

Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the school year, Summer break and School Messenger reminders.

Parent-Teacher conferences will be scheduled at the end of the first quarter. Monthly calendar informing parents of upcoming school events and activities.

A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.

Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.

Parent Coffee Hours will be designated to support parents with reading strategies at home. School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.

Parent University will work in conjunction with Pyle to offer on-going parent education provided by the district office.

Student Success Team (SST) Meetings Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.

The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Implementation of school wide structures and strategies e.g. annotating, productive talk, Text Dependent Questioning.

Teachers will create literacy lessons utilizing the Close Reading Method. Close Method may include deconstruction of meaning from text passages, highlighting text, guiding questions, and annotation.

ACs will create lessons based on subject/grade level scope and sequences that are aligned with ELD standards and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks.

Provide opportunities to allow teacher peer lesson observations within the school day to better assist team teachers who may need support in specific identified areas based on student assessment results.

Inquiry Approach to Literacy. Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan lessons to address gaps. Teachers will create quarterly action plans based on data, scope and sequence as well as grade level standards.

Action 3

Title: All students will excel in Math

Action Details:

Pyle Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs. The Learning by Doing text will continue to serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with Accountable Community teams. Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

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. SBAC Math grades 3-6
2. Illuminate -Common Formative Assessment Data
3. District Interim Data
4. Classroom walkthroughs
5. PL agendas
6. AC protocols
7. Data Summary Sheets
8. Report Cards
9. Grade level common assignments, rubric-scored
10. KAIG

Owner(s):

1. Principal, Teachers
2. Teachers
3. Lead Teachers,Certificated Tutor
4. Principal, Vice Principal
5. Lead Teachers
6. Lead Teachers and Principal
7. Teachers,Certificated Tutor
8. Teachers
9. Lead Teachers, Teachers, Principal
10. Kindergarten Teachers

Timeline:

1. REA calendar
2. Each testing cycle
3. Power BI data will be provided to Climate Culture Team, ILT, and staff on an ongoing basis
4. Walkthroughs in every classroom every 2 weeks with feedback
5. PL agendas and AC protocols by PL/AC calendar
6. PL agendas and AC protocols by PL/AC calendar
7. Quarterly
8. Common Assignments quarterly \
9. Each testing cycle

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

All students will participate in math instruction focused on multiple components of our Math Standards, GVC-GO Math, CFA's created and analyzed by each grade-level Accountable Communities.

All CORE math instruction will be conducted within GO Math curriculum.

All students will be engaged in 90 minutes of grade level math instruction daily. Instruction will be in whole group and or small group format.

Utilize a structured 6-8 week intervention (tutorial) in math with a series of standards and a pre/post test to determine growth.

After school tutoring for identified students as funding allows 3-6 grade students will receive progress reports every two weeks and will write goals for the subsequent two weeks.

Students will engage in DOK level 3 math performance tasks.

During math instruction, students will receive increased opportunities for problem solving.

During math students will have increased opportunities to communicate their reasoning through writing and talk, for example use of Number Talks should be utilized daily.

Additional support can be provided by using GVC-GO Math online resources and Kahn Academy.

Students failing multiple subjects will be identified and conference around goal setting and create an action plan with classroom teacher.

Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.

Social Worker will help provide Tier 3 Social Emotional Supports

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Specify enhanced services for EL students:

Data Chats to discuss the importance of goal setting in Math- CFA's, Interim Assessments, and other grade-level assessments.

Teachers will desegregate data on CFA, IAB, and interim for EL students.

Testing in small group setting.

Use materials and supplies to support language acquisition and increased fluency.

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

Specify enhanced services for low-performing student groups:

Students in grades 1-6 will be monitored with goal setting chats which will include creating an action plan with mentor and teacher. Teachers will monitor student progress quarterly.

Students in grades 1-6 with an IEP will have quarterly goal discussions and progress review with their teacher.

Teachers will create 6-8 week plans for students based on student data. Plans will address students with IEP and 504 to ensure alignment to grade level as well as written goals within their specific individualized plan.

Describe Professional Learning related to this action:

Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences. Pyle families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.

Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.

Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the school year, Summer break and School Messenger reminders.

Parent-Teacher conferences will be scheduled at the end of the first quarter. Monthly calendar informing parents of upcoming school events and activities.

A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.

Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.

Parent Coffee Hours will be designated to support parents with reading strategies at home. School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.

Parent University will work in conjunction with Pyle to offer on-going parent education provided by the district office.

Student Success Team (SST) Meetings Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.

The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Instructional Leadership Team will develop and implement professional learning including, but not limited to, higher level thinking problems in Math, Number Talks, Performance Tasks, CFAs, and 10 Week Action Plans.

Data from research based books around building relationships, State Standards, Math standards, and engagement strategies.

Implementation of school wide structures and strategies e.g., Math Problem Solving Skills, Solving Multiple Step Problems and, Fluency.

ACs will create lessons based on subject/grade level scope and sequences that are aligned with ELD standards and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in higher level math problems.

Provide opportunities to allow teacher peer lesson observations within the school day to better assist team teachers who may need support in specific identified areas based on student assessment results.

Inquiry Approach and CCI to teaching Math. Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan lessons to address gaps. Teachers will create quarterly action plans based on data, scope and sequence as well as grade level standards.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle 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	Parent Participation	Cls Sup-Sup			Translation and babysitting. Also supports Goal 2 Action 1.	2,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies, student incentives. Also supports Goal 1 Actions 2 and 3. Goal 4 Actions 1, 2, and 3.	33,001.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTA - extra supervision and support for site events. Also supports Goal 4 Action 1.	5,800.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady computer adaptive online program to support RTI. Also supports Goal 1 Action 1.	17,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tutoring contract	35,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (SSC, ELAC, etc.). No food or incentives.	1,515.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT for early literacy	41,327.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Roving sub to release teachers to attend meetings (IEP, SST, etc.) during instructional time.	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Culture and climate team, After school tutorial, new teacher support, instructional planning, SBAC support. Also supports Goal 1, Action 3.	12,490.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Starfall, literacy books, online resources to support RTI.	3,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: New equipment and hardware. Also supports Goal 1 Actions 1 and 3, Goal 3 Action1, Goal 4 Actions 1 and 2.	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repairs. Also supports Goal 1 Actions 1 and 3, Goal 3 Action 1, Goal 4 Actions 1 and 2.	13,451.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics - Posters, banners, certificates.	2,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement (SSC ELAC, parent coffee hour, etc.).	2,000.00

\$179,284.00

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	43.814 %	20.551 %	2017-2018	27.551 %

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

After analysis it can be seen that due to increased adult participation in Goal 2 we noted an increase in student participation in Goal 2. As a result we will engage in the following to further increase our participation to ensure we meet our participation goals.

- Continue to increase number of staff members both classified and certificated to take part in Goal 2 Activities and Athletics
- Continue to increase participation from students
- Continue to increase number of positive role models to support students to join Goal 2 arts, activities, and athletics

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

Goal 2 Participation Rate

After analysis it can be seen that due to increased adult participation in Goal 2 we noted an increase in overall student participation in Goal 2. Though the participation rate for our low performing sub groups was not as high, As a result we will:

- Continue to increase number of staff members both classified and certificated to take part in Goal 2 Activities and Athletics
- Continue to increase participation from students
- Continue to increase number of positive role models to support students to join Goal 2 arts, activities, and athletics
- Lack of specific actions to address the needs of our Sped Students, African-American Students, and Foster Youth.

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

Student participation with site mentors allowed for more activities during the school day.

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.

Continuation of mentor program as well as additional support for clubs and activities to enhance goal 2 participation.

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>Agreement in focus areas continue the move from spending money on programs and people to student engagement and programs.</p> <p>Allocate funds to strengthen perceived gaps in equity.</p>	<p>2 ELAC:</p> <p>ELAC combined with SSC</p>	<p>3 Staff:</p> <p>Agreement on the focus and continue the move from spending money on programs, resources and people to student engagement and supplies.</p> <p>This group supports recommendations by the other two.</p> <p>Allocate funds to strengthen key areas in Goal #2</p>
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Action 1

Title: Goal 2 - Engaging in arts, activities, and athletics

Action Details:

Pyle Elementary will increase Goal 2 participation throughout the year by engaging in student centered clubs, athletics, and leadership activities.

Pyle will provide an inclusive school climate, focused on building relationships.

Relationship building will be supported through a program of celebration of successes, increased opportunities for parent engagement, and building in programs that will serve to enhance staff-student and student-student relationships.

Strategically implemented strategies will engage all students through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation.

Staff will work towards creations of 3 tiered levels of support.

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):
1-6 Vice Principal, Principal

Timeline:
On Going

1. Student attendance/participation in Goal 2 activities throughout the school year.
2. Significant subgroups as focus area
3. Parent attendance/participation throughout the school year
4. Responses on the student survey in 2018-2019
5. Responses on the parent survey on the Parent survey in 2018-2019
6. Data from parent outreach efforts, parent opportunities for participation, and calendars for parent participation

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

Awards and incentives to encourage participation, school spirit, and attendance in school activities and to foster school connections.

Assemblies and speakers to foster school participation and interest in school beyond the academic curriculum.

Clubs and activities that foster school participation and student interest.

Materials and supplies and other associated items to support student engagement in GOAL 2 activities

Intervention materials and resources, books and reference supplies to support students during the school day

Software, hardware, technology to support GOAL 2 activities and objectives

Assemblies and study trips to encourage school participation.

Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Specify enhanced services for EL students:

Home School Liaisons will support EL students and families through translation services, outreach, and home visits.

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

Parent Coffee Hour, Parent University, and SSC meetings will inform parents around site activities that promote student engagement and FUSD goal 2.

Monthly Parent Coffee Hour Meetings; a monthly school calendar lists all parent meetings

Monthly Parent/Teacher Booster Club meetings

A minimum of four ELAC and four SSC meetings will be scheduled throughout the year; a calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas

A Title I meeting and Back-to-School Night will be scheduled in August with notification sent home the first day of school

Parents/families will be invited to student celebrations and programs throughout the year, including quarterly achievement awards assemblies and other special site events

Parent University classes will be offered through on-going parent education efforts provided by FUSD

Contracts to provide babysitters during school events and parent meeting

Contracts for translators to be available to translate at school events and meetings and to translate written and spoken school communication

Specify enhanced services for low-performing student groups:

Site incentives will be provided to engage all student in goal 2 activities.

Parent meetings will be held each month to further engage all parents in goal 2 activities which will then increase student participation.

Students will participate in learning during Multicultural Assemblies. Assemblies will highlight the character attribute of the month and will be directed by the Student Leadership Team.

All students will be allotted opportunities to engage in meaningful work to further enhance school connectedness and increase student participation.

Reverse inclusion opportunities will be allotted as a meaningful work activity to connect through social emotional activities which will increase goal 2 participation.

Students in self contained special day classes will be invited to participate in art, activities, and athletic events with the general education classroom they are assigned to through inclusion.

Describe Professional Learning related to this action:

Professional Development around student engagement and FUSD goal 2 will be facilitated to empower teachers with tools to engage students through Core and enrichment.

Climate and Culture Team will examine the environmental and social emotional conditions necessary for students to connect to the school and to feel part of the school.

Professional learning for certificated and classified staff specific to Culture and Climate.

Supplemental contracts for teachers will be available to provide GOAL 2 experiences beyond the regular school day.

Supplies for parent meetings including, but not limited to food, postal stamps, paper, envelopes for outreach and engagement

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	97.654 %	98.02 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	94.495 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.078 %	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
 All third grade students attended field trips as well as participated in activities to enhance their studies around character and competencies for workplace success.

Exposure to Careers - 4th Grade
 All fourth grade students attended field trips as well as participated in activities to enhance their studies around character and competencies for workplace success.

Exposure to Careers - 6th Grade
 All sixth grade students attended field trips as well as participated in activities to enhance their studies around character and competencies for workplace success.

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

Exposure to Careers - 3rd Grade

Exposure to Careers - 4th Grade

Exposure to Careers - 6th Grade

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

There are no changes to the site program for the 2019-2020 SPSA

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.

There are no changes to the site program for the 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:

SSC recommends having opportunities for students to take field trips to out of town locations, allowing opportunities otherwise not afforded to them will increase competencies for workplace success. SSC feels that with increased exposure students will show higher levels of engagement and success.

2 ELAC:

No Feedback

3 Staff:

No feedback

Action 1

Title: College and Career Readiness

Action Details:

Pyle Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. This will help develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities with Hoover High Region.

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. Teacher feedback, reflective conversations
2. Progress monitoring via ATLAS
3. Quarterly Cycle of Review on implementation

Owner(s):

1-3 Principal, Vice Principal, TK-6 Teachers

Timeline:

On going

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

Materials and resources, books and reference supplies to support students in the exposure to career opportunities

Technology/Tablets to support students in Digital Literacy

Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Specify enhanced services for EL students:

Home School Liaison will support EL students through communication regarding enrichment opportunities

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

Parent Coffee Hour, Parent University, and SSC meetings will inform parents around site activities that promote student engagement and FUSD goal 2.

Specify enhanced services for low-performing student groups:

Special Education Teachers will work with General Education Teacher partners to ensure all General Education Teachers are engaged in the writing and implementation of IEP goals.

Students in grades 1-6 will be monitored with goal setting chats which will include creating an action plan with mentor and teacher. Teachers will monitor student progress quarterly.

Students in grades 1-6 with an IEP will have quarterly goal discussions and progress review with their teacher.

Describe Professional Learning related to this action:

Professional Development around student engagement and FUSD goal 2 will be facilitated to empower teachers with tools to engage students through Core and enrichment.

Substitutes will be provided for classified and certificated staff to supervise student field trips.

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	17.853 %	21.94 %	2017-2018	19.94 %
Suspensions Per 100	13.738 %	17.891 %	2017-2018	16.891 %
Chronic Absenteeism (Students with Disabilities)		34.8 %	2017-2018	32.8 %
Suspension Rate (Students w/Disabilities)		12.8 %	2017-2018	9.8 %
Chronic Absenteeism (African American)		38 %	2017-2018	36 %
Suspension Rate (African American)		15.8 %	2017-2018	12.8 %

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

After analysis of the data, we can see that we still have a significant need to increase attendance rates of all subgroups as well as decrease suspensions. As a result of the analysis:

- Parents of target students will be contacted and will attend CWA meetings; they will be provided with information, resources, and strategies to support improved student attendance.
- Students were instructed in strategies related to bullying, acclimating to middle school, transitioning to high school, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals
- Significant subgroups of African American and SPED students had an intense focus
- Materials, supplies and other associated items to support character education and development through Advisory
- Intervention materials and resources, books and reference supplies
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- Participation in academic clubs and athletics

Suspensions Per 100

All students with 2 or more referrals to office will be supported by the TST as well as a Positive Behavior

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

Chronic Absenteeism

After analysis of the data, we can see that we still have a significant need to increase attendance rates of all subgroups as well as decrease suspensions. As a result of the analysis we noted:

- Lack of role models and outreach to Pyle's African American population
- Insufficient staff number and willingness to support clubs and athletics. They compete with one another for time and resources.
- Insufficient alternatives to suspension
- Insufficient staff support in best first instruction

Suspensions Per 100

After analysis of the data, we can see that we still have a significant need to increase attendance rates of all subgroups as well as decrease suspensions. As a result of the analysis we noted:

- Lack of role models and outreach to Pyle's African American population
- Insufficient staff number and willingness to support clubs and athletics. They compete with one another for time and resources.
- Insufficient alternatives to suspension
- Insufficient staff support in best first instruction

Chronic Absenteeism (African American)

Plan. Students will engage with Student Mentor and will be able to access Meaningful Work Activities.

Chronic Absenteeism (African American)

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

Chronic Absenteeism (Students with Disabilities)

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

Suspension Rate (African American)

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

Suspension Rate (Students w/Disabilities)

Student group was not specifically called out in the 2018-19 plan. The 2019-2020 SPSA will address the needs and actions to support performance of this student group.

Attendance groups will include student with attendance lower than 95%

Chronic Absenteeism (Students with Disabilities)

Tier 2 Intervention Specialist will support with SART meetings.

Attendance groups will include student with attendance lower than 95%

Suspension Rate (African American)

After analysis of the data, we can see that we still have a significant rate of suspensions within our African American students. As a result of the analysis:

All students with 1 suspension will be referred to mentoring.

All students with more than 1 level 3 referral will be referred to mentoring.

Targeted Support Team will examine all referrals for behavioral SSTs to work towards a Positive Behavior Plan upon 2nd office referral and or 1st suspension. Classrooms will have Cool Down areas for all students to access as needed.

Targeted Support Team will refer students to work with Tier 2 Intervention Specialist for goal setting and behavioral intervention for 6-8 week plans.

Intervention Specialist will work with Targeted Support Team to monitor student behaviors and use of intervention strategies.

Students will engage with Student Mentor and will be able to access Meaningful Work Activities.

Suspension Rate (Students w/Disabilities)

After analysis of the data, we can see that we still have a significant rate of suspensions within our students with special needs. As a result of the analysis:

Teachers will create Behavior Improvement Plans which may include but will not be limited to Behavior Goals written into IEP, Work For Charts, This Then That charts.

Classrooms will have Cool Down areas for all students to access as needed.

Targeted Support Team will examine all referrals for behavioral SSTs to work towards a Positive Behavior Plan upon 2nd office referral and or 1st suspension.

Targeted Support Team will refer students to work with Tier 2 Intervention Specialist for goal setting and behavioral intervention for 6-8 week plans.

Intervention Specialist will work with Targeted Support Team to monitor student behaviors and use of intervention strategies.

Students will engage with Student Mentor and will be able to access Meaningful Work Activities.

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

Pyle will continue to improve classroom Tier 1 and schoolwide climate and culture practices to increase student attendance.

Pyle will continue to work on the implementation of a discipline guidelines to lower student suspensions and increase student attendance.

Pyle will continue working with the Tier 2 Targeted Support Team and interventions to increase attendance and decrease suspensions.

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.

Targeted Support Team will continue to support teachers in their work with Positive Behavior Plans for students that exhibit need for addition supports outside of tier 1.

Pyle will continue to improve classroom Tier 1 and school wide climate and culture practices to increase student attendance.

Pyle will continue to work on the implementation of a discipline guidelines to lower student suspensions and increase student attendance.

Pyle will continue working with the Tier 2 Targeted Support Team and interventions to increase attendance and decrease suspensions.

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:

Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities, to come to school and stay on track to graduate.

2 ELAC:

ELAC was combined with SSC

3 Staff:

Staff agrees that we need to continue with the focus on academic and Social Emotional Supports.

Action 1

Title: Student Attendance

Action Details:

Pyle Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance.

Admin, Office Assistant, and HSL will work closely with school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources.

Pyle will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics).

Staff participation will be encouraged in Goal 2 clubs and activities.

Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities.

Pyle's schoolwide positive behavior support and response to intervention for behavior will foster respect and responsibility in students to increase time in class, reduce conflicts with staff and other students, and reduce suspension rates Pyle Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students.

Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

Grade-levels will be responsible for planning and being in charge of grade level incentive assemblies. Assemblies can include but will not be limited to: movie days, field days, game days in cafeteria, inviting outside vendors to hold assemblies and may involve prizes and treats

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

Daily attendance reports will result in phone calls to parents to followup around attendance issues. Conferences with students will be held as needed based on attendance trends.

- 2. Parent Surveys will be analyzed to determine next steps and actions needed to involve a higher number of parents.
- 3. Parent attendance to School Activities.
- 4. Survey information from teachers
- 5. Monthly attendance information from Counselor Assistant
- 6. ATLAS Attendance Reports
- 7. Sign in Sheets from parent attendance meetings

Owner(s):

- 1. Vice Principal, Principal, Office Staff, Home School Liaison.
- 2. Vice Principal, Principal
- 3. Vice Principal, Principal, Home School Liaison 4. Teachers, Principal
- 5. Counseling Assistant
- 6. Principal and Office Manager
- 7. Principal and Home School Liaison

Timeline:

- 1. Throughout the year
- 2. One time per year
- 3. Events throughout the year
- 4. Throughout the year
- 5. Quarterly
- 6. Daily
- 7. As needed

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

Class Meetings weekly in every classroom.

Teaching Fellows present at every recess to provide support to students about learning how to solve conflicts, team building and overall engagement.

Students of the Month.

Student leadership team with 2 members from every grade 4-6 classroom.

Awards and incentives to encourage participation, attendance and foster school spirit Assemblies that recognize student achievement and foster school participation and interest from parents

Supplemental Contracts for childcare Food and supplies for parent meetings

Mileage for HSL home visits and parent outreach

Eight hour Home School Liaison for parent outreach and home visits

Books, supplies, and materials to support Class Meetings, as well as the implementation of Second Step

Grade-Levels will plan and deliver grade-level incentives, assemblies, field days, and rallies.

Materials, supplies, books, student incentives, and awards Assemblies/Rallies for students

Materials, incentives, and supplies and other associated items to support character education and development.

Intervention materials and resources, books and reference supplies.

Tier 1 Supports- Social Emotional Learning- Class Meetings, Morning, Meetings, Anti-Bullying Campaigns, Classroom Management Plans will be created at the beginning of the year and revisions will be made during the year. Staff will utilize District Climate Culture Tier 1 support to help with School-Wide Procedures and Expectations, and to support classrooms as needed.

Tier 2 Supports- District Intervention Specialist will support students identified as needing Tier 2 Supports, Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness. Mentors will make contact with parents/guardian to update on attendance, academics, and behaviors

Tier 3 Supports- Social Worker will help provide Tier 3 Social Emotional Supports

Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.

Site will fund 1/2 day for School Psychologist to meet the needs of our students for both academic and social emotional support

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Technology/Tablets to support students in Digital Literacy

Specify enhanced services for EL students:

Incentives for good attendance will be provided: Classrooms will earn a special activity for every 15 days of perfect attendance.

Weekly drawings will be held for students with perfect attendance during that week and/or month.

Quarterly awards will be given to students with perfect attendance.

Vice Principal will conference with students identified manageable, chronic, or severe to stress the importance of attendance.

Child Welfare and Attendance will conference with the students that have been identified as manageable, severe, or chronic.

Student will work with Vice Principal to create a personal plan to improve their attendance.

Home School Liaison will assist with translation and support to parents to emphasize the importance of daily student attendance.

With the assistance of the Home School Liaison, the parent, student and administration will develop action plan to improve attendance.

Student work will be displayed in all classrooms and common areas showcasing contributions of each classroom.

Extracurricular, co-curricular and sports activities for students to keep them actively engaged and increase school connectedness.

Develop and implement program for student incentives and recognition. Honor/Merit Lists, Club Lists Perfect Attendance, Sports, Cheerleading, and Kind Kids Club

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

Support foster and homeless youth, including enrollment, placement and access to support services.

Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.

The HSL & CWAS will contact and make home visits to families of students who are chronically absent to encourage improved attendance.

Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.

Specify enhanced services for low-performing student groups:

In analysis of our site data, we are engaging in learning around *Culturally Responsive Teaching* as well as training in working with our student with special needs to provide each with enhanced services to meet their needs.

Students will have access to mentoring as well as tutorial.

Students will engage in goal setting as well action planning with their teacher.

Communication with parent around student progress will be documented in progress reports as well as during conferences. Students not meeting goals will engage in conferences as needed until progress is evidenced in student work.

Describe Professional Learning related to this action:

Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships as well as working with student that have suffered trauma.

Teachers will engage in book study using Zaretta Hammond's *Culturally Responsive Teaching and the Brain*

Ongoing professional development focused on CHAMPS and Climate and Culture training will be facilitated by Climate and Culture Team.

Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how attendance and student performance are directly correlated.

Translation and babysitting services will be provided at all parent meetings in order to support parent involvement.

Parent Newsletters School Messenger and EDUTEXT

Professional Development around student engagement and FUSD goal 2 will be facilitated to empower teachers with tools to engage students through Core and enrichment.

Action 2

Title: EL Redesignation

Action Details:

Pyle Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RTI deployment, along with integrated and designated ELD classroom instruction. Pyle will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

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. Disaggregated DRP by EL subgroup will be used to determine growth in reading comprehension and proficiency levels of our EL subgroups.
2. Report Cards and Progress Reports (Grades 3-6)
3. The percentage of students who are long-term EL or at risk of being long-term EL will be reduced by 50%.
4. 80% of EL students will progress 1 level on ELPAC in each domain.
5. English Language Review Team will meet with teachers to review action plans.
6. ATLAS/SQII data tools
7. Classroom walkthrough data
8. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, Reading, Writing, Listening, and Speaking.
9. BAS data
10. BPST data
11. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable Community meetings.
12. During designated and integrated ELD time students will be engaged: Close Reading strategies ELD-Engagement Strategies Cooperative Learning, ELD- Engagement Strategies Three Types of Writing in Common Core Common Core Writing - Three Writing Types with Text Based Evidence Making Thinking Visible Routines
13. HSL will assist Teachers as needed with translations as they review ELPAC scores with parents and students to provide guidance, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency.
14. Teachers will be provided Planning Time to plan for designated and integrated ELD time, deconstruct ELD Standards, and Backwards mapping.

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

- Classroom materials and supplies – including but not limited to notebooks, paper, pencils, pens, markers, crayons, and other associated items to support English Learner instruction and reading intervention program needs.
- Tablets to support student reading intervention program Carts, printers or other supplies as needed to complete the program needs of students.
- Teacher Planning Days and Tutorials for students
- District ELPAC assessors to administer the ELPAC.
- Home School Liaison to attend, assist and provide translation services for parent meetings.
- Childcare for parent meetings
- Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness.
- Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.
- Substitutes for English Learner support
- Supplemental contracts for EL support and tutoring
- Technology/Tablets to support students in Digital Literacy

Owner(s):

1. Certificated Tutor, 2-6 grade teachers
2. Certificated Tutor, 3-6 grade teachers
3. Certificated Tutor, Vice Principal, Principal, K-6 grade teachers
4. K-6 grade teachers
5. Certificated Tutor, Vice Principal, Principal, TK-6 grade teachers
6. Principal
7. Principal, Vice Principal
8. Principal, Vice Principal
9. K-6 grade teachers, Principal, Vice Principal
10. K-6 grade teachers, Principal, Vice Principal
11. K-6 grade teachers, Principal, Vice Principal
12. K-6 grade teachers
13. K-6 grade teachers, HSL

Timeline:

1. 3 times per year
2. Bimonthly
3. Yearly
4. Yearly
5. 4 times per year
6. Weekly
7. Weekly
8. 4 times per year
9. Daily
10. Each testing cycle
11. Weekly
12. Daily
13. Yearly

Specify enhanced services for EL students:

EL students will participate in ELPAC Intervention in August through October of 2019.

Focus students will participate in one on one chats as it relates to ELPAC,DRP, INTERIM, and or Grades.

All students will engage daily in ELD designated and integrated instruction.

Focus students are long term ELs and students missing one criteria for re-designation (ELPAC or DRP).

EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills.

Utilize Teaching Fellows in small groups in Deployment to assist ELD students with more opportunities to master grade level standards. Teaching Fellows will work directly with teachers and frontload to EL students.

Teachers will lead ELPAC chats with students prior to taking the ELPAC. Chats will be one on one with each individual ELD student.

During the ELPAC chat, students will specifically go through strategies to use to during the ELPAC tests. Students will also be asked to develop a SMART goal prior to taking the ELPAC assessments.

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

Teachers will review ELPAC scores with parents and students to provide guidance, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency.

Home School Liaison and the Certificated Tutor will provide parent training/information around ELPAC and English Language Acquisition at Pyle parent coffee hours, parent workshops, teacher conferences.

Pyle will partner with Parent University to provide English classes for parents. SSC/ELAC committee will focus on current reality based on data and determine next steps through regular SSC/ELAC meetings.

Continue District partnership with EL services

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

All teachers will participate in professional learning focused on use of productive talk to support English Learners in Reading, Writing, Speaking and Listening.

Professional learning will continue to provide support teachers in scaffolding language and academic language for EL students and how to provide ELD on an integrated and designated approach each day, based on student needs.

Accountable Communities will analyze student data around RTI and ELD Focus Standards.

The English Language Review Team will conduct ELD chats to discuss progress made by EL students- Chats will be centered around EL re-designation Goal Setting Report, ELDA, and evidence from student portfolio. EL Services to provide staff development for grade level teams and Lead Teachers.

Early learning cohort to provide staff development for PK-K. Professional Learning focused on complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for close reading, daily writing practice to process and language development).

Teachers will observe other grade levels and visit alternate site programs to enhance and acquire best practices. Professional learning to include: Close Reading strategies ELD- Engagement Strategies Cooperative Learning, ELD- Engagement Strategies Three Types of Writing in Common Core Common Core Writing - Three Writing Types with Text Based Evidence Making Thinking Visible Routines

Action 3

Title: Lowering Suspension Rate

Action Details:

Pyle will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended. Pyle will foster a Restorative Type Practice approach to student discipline. The Climate & Culture Team is leading the work in building systems and processes to address student discipline.

Pyle will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students.

Guidelines for success and district programs will continue to promote personal responsibility and social skills reducing suspension rates, increasing time in class, on task behaviors, lessening distractions for all learners, enhance campus safety for all students, and mitigating negative behaviors of students resulting in reduced conflicts with staff and other students.

Culture and Climate Team will work with staff to create/plan/support and monitor the 3 tiered levels of support to engage students in school

Grade-levels will be responsible for planning and being in charge of grade level incentive assemblies. Assemblies can include but will not be limited to: movie days, field days, game days in cafeteria, inviting outside vendors to hold assemblies and may involve prizes and treats

All classrooms will have cool off area for students.

Implementation of school wide discipline guidelines (Site levels of misbehavior and common responses will be utilized by staff members).

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

Weekly, quarterly referral data analysis through ATLAS and Power BI

Weekly, quarterly data analysis by teacher and/or content area through ATLAS

SEL survey analysis

District survey results of Parent, Staff, Student surveys

Climate Culture Team and Instructional Leadership Team will review data, create action plans and next steps to support AC's and present information to staff

Owner(s):

1.Principal

2.Vice Principal

3. Culture and Climate

4. Instructional Leadership Team

5. Grade-level AC's

Timeline:

Staff professional learning and review of data will begin in August 2019 and continue through the end of the academic year.

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

Students will be instructed in strategies related to bullying, class meetings, second step, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals

Significant subgroups of African American and SPED students will have an intense focus.

Materials, incentives, and supplies and other associated items to support character education and development.

Intervention materials and resources, books and reference supplies.

Tier 1 Supports- Social Emotional Learning- Class Meetings, Morning, Meetings, Anti-Bullying Campaigns, Classroom Management Plans will be created at the beginning of the year and revisions will be made during the year. Staff will utilize District Climate Culture Tier 1 support to help with School-Wide Procedures and Expectations, and to support classrooms as needed.

Tier 2 Supports- District Intervention Specialist will support students identified as needing Tier 2 Supports, Mentors to provide student outreach for Academic, Social Emotional, Behavior, Attendance, and student connectedness. Mentors will make contact with parents/guardian to update on attendance, academics, and behaviors

Tier 3 Supports- Social Worker will help provide Tier 3 Social Emotional Supports

Transportation for study trips incentive.

Incentives to support student success.

Grade-Levels will plan and deliver grade-level incentives, assemblies, field days, and rallies.

Technology resources to support delivery of the character counts

The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, and athletics.

Supplies and Materials not limited to: technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.

Specify enhanced services for EL students:

Home School Liaison will support EL students via communication regarding social emotional wellness

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

A parent orientation regarding the transition in to middle school will be held detailing the resources available to families of young adolescents.

Parents will receive telephone messages and monthly news letters detailing school information for the week.

Specify enhanced services for low-performing student groups:

Students with an IEP will be monitored through the TST sped case manager.

Describe Professional Learning related to this action:

Safe and Civil Schools training will be planned throughout the school year

Site Professional Learning around the MTSS Framework.

Site Professional Learning around the Tier 1 and Tier 2 supports for students.

Class Meeting/Advisory training for Class Meetings that Matter, 2ND Step, and OLWEUS and other identified resources.

CHAMPS and STOIC training and calibration of agreed upon levels of misbehavior.

Book studies focusing ***Culturally Responsive Teaching and the Brain***.

All teachers will have a cool down area in their classroom and will receive professional learning on how to best utilize this resource to meet the needs of their students.

Supplemental contracts for teachers will be available to provide social emotional enrichment beyond the regular school day.

Continuation of student mentors and training around how to utilize the mentors within the classroom.

Supplemental contracts for certificated staff will be available to allow for social emotional training beyond the regular school day.

Substitutes will be provided for certificated staff to receive additional professional development to support social and emotional education, as needed.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle 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	Instruction	Nc-Equipment			Student tablets, replacement for computer hardware.	15,349.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			: Student Tablets, replacement for computer hardware	2,200.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring/Joint Opportunities : Also supports Goal 4 Actions 2 and 3, Goal 1 Actions 1, 2, and 3.	61,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Also supports G4A1 1004635 Zander, Lesli	15,523.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Home School Liaison local mileage for home visits and student supports.	500.00
G4A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	Birney - 0.50 FTE - Goal 4 Action 2 Pyle - 0.50 FTE - Goal 4 Action 1 (also Goal 1 Action 1,2,3)	50,043.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.2165	Also supports G4A1	16,436.00
G4A2	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contract for EL Students including after school tutorial.	3,791.00
G4A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessor	3,000.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation and babysitting for parent meetings	3,000.00
G4A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.5335	Also supports G4A1	40,501.00

\$211,343.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0370 Pyle Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation and babysitting. Also supports Goal 2 Action 1.	2,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies, student incentives. Also supports Goal 1 Actions 2 and 3. Goal 4 Actions 1, 2, and 3.	33,001.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTA - extra supervision and support for site events. Also supports Goal 4 Action 1.	5,800.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady computer adaptive online program to support RTI. Also supports Goal 1 Action 1.	17,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tutoring contract	35,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (SSC, ELAC, etc.). No food or incentives.	1,515.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT for early literacy	41,327.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Roving sub to release teachers to attend meetings (IEP, SST, etc.) during instructional time.	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Culture and climate team, After school tutorial, new teacher support, instructional planning, SBAC support. Also supports Goal 1, Action 3.	12,490.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Starfall, literacy books, online resources to support RTI.	3,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: New equipment and hardware. Also supports Goal 1 Actions 1 and 3, Goal 3 Action1, Goal 4 Actions 1 and 2.	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repairs. Also supports Goal 1 Actions 1 and 3, Goal 3 Action 1, Goal 4 Actions 1 and 2.	13,451.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics - Posters, banners, certificates.	2,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement (SSC ELAC, parent coffee hour, etc.).	2,000.00
G4A1	Title 1 Basic	Instruction	Nc-Equipment			Student tablets, replacement for computer hardware.	15,349.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			: Student Tablets, replacement for computer hardware	2,200.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring/Joint Opportunities : Also supports Goal 4 Actions 2 and 3, Goal 1 Actions 1, 2, and 3.	61,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Also supports G4A1 1004635 Zander, Lesli	15,523.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Home School Liaison local mileage for home visits and student supports.	500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	Birney - 0.50 FTE - Goal 4 Action 2 Pyle - 0.50 FTE - Goal 4 Action 1 (also Goal 1 Action 1,2,3)	50,043.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2165	Also supports G4A1	16,436.00
G4A2		Instruction	Teacher-Supp				- - - - -

G4A2	LCFF: EL	Instruction	Teacher-Supp		Certificated Supplemental Contract for EL Students including after school tutorial.	3,791.00
G4A2	LCFF: EL	Instruction	Direct-Other		ELPAC Assessor	3,000.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup		Translation and babysitting for parent meetings	3,000.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5335 Also supports G4A1	40,501.00
						\$390,627.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,064.00
Sup & Conc	7090	\$269,271.00
LCFF: EL	7091	\$50,292.00
Grand Total		\$390,627.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$179,284.00
G4 - All students will stay in school on target to graduate	\$211,343.00
Grand Total	\$390,627.00