

**Slater Elementary**

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature: 

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

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

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

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

**Consolidated Program Assurances**



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

**School Site Council**

| <b>School Site Council List</b>       |                  |                          |                    |                                |                          |
|---------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                    | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. <b>Principal - Kelli Wilkins</b>   | X                |                          |                    |                                |                          |
| 2. <b>Chairperson – Carmen Mendez</b> |                  |                          |                    | X                              |                          |
| 3. <b>Natalie Wallis</b>              |                  |                          |                    | X                              |                          |
| 4. <b>Evette Mesta</b>                |                  |                          |                    | X                              |                          |
| 5. <b>Cyril Cummings</b>              |                  |                          |                    | X                              |                          |
| 6. <b>Fred Brunzell</b>               |                  | X                        |                    |                                |                          |
| 7. <b>Steve Jordan</b>                |                  | X                        |                    |                                |                          |
| 8. <b>Andrew Rodaniche</b>            |                  | X                        |                    |                                |                          |
| 9. <b>Lourdes Herrera</b>             |                  |                          | 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.           |
| <input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>May 19, 2019</u> |

**Required Signatures**

| School Name:  |                  |   |              |
|---|------------------|---|--------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. |                  |   |              |
| Title   | Print Name Below | Signature Below   | Date         |
| Principal   | Kelli Wilkins    |   | May 22, 2020 |
| SSC Chairperson   | Carmen Mendez    |  | May 22, 2020 |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Slater - 0420

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$63,176 *       |
| 7090                                    | LCFF Supplemental & Concentration | \$195,243        |
| 7091                                    | LCFF for English Learners         | \$33,528         |
|   |                                   | \$291,947        |
| <b>TOTAL 2020/21 ON-SITE ALLOCATION</b> |                                   | <b>\$291,947</b> |

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

\* Title I requires a specific investment for Parent Involvement

|  |          |
|--|----------|
| Title I Parent Involvement - Minimum Required                            | \$1,788  |
| Remaining Title I funds are at the discretion of the School Site Council | \$61,388 |
| Total Title I Allocation   | \$63,176 |

## Slater Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

| Goal 1 Metrics   | Current Target | Actual    | As Of     | Target    |
|--|----------------|-----------|-----------|-----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 39.075 %       | 30.744 %  | 2018-2019 | 37.744 %  |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 30.659 %       | 29.605 %  | 2018-2019 | 36.605 %  |
| SBAC ELA Distance from Level 3 (White)                       |                | -42.1 pts | 2018-2019 | -27.1 pts |
| SBAC Math Distance from Level 3 (White)                      |                | -35.4 pts | 2018-2019 | -20.4 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)

The following actions were implemented during 2019-20 school year in order to meet target:

- Lead Teachers received additional professional learning in:
  - Region-wide training in leading PLC
  - Blending Learning/PLI Model with 1 to 1 technology support
  - SEL strategies
  - SBAC Claims & Targets
  - Use of I-Ready diagnostic and online learning
  - participation in school-wide action plan and goal setting
- Use of common formative assessment cycles
- Substitutes were provided for teachers to participate in intensive planning and data analysis.
- Cycles of tiered system of intervention based on data collected by PLCs.
- Tier 3 interventions were provided by CT, TSA, Sped Team and classroom teachers.
- Goal setting took place between admin/teachers and teachers/students

Overall students have shown site wide growth as indicated in growth from quarter 1 to quarter 2 iReady diagnostic testing with an average of a **ten point scale score increase**. PLCs are using iReady, IABs/FIABs,

**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)

- 3rd, 5th, and 6th grades all declined on 18-19 SBAC
- AA and Hispanic subgroups declined on 18-19 SBAC
- ELs and Sped students increased on 18-19 SBAC
- High suspension rates, classroom interruptions, and social/emotional needs may be interfering with learning needs. Despite significant decreases in the number of suspensions with all students, including all subgroups. However, suspensions in Sped subgroup have remained consistent (37.8% in 17-18, 35% in 18-19 and 37.9% currently in 19-20)
  - COST process is effective in monitoring students who many need Tier 3 supports, however currently there are more students in need of Tier 3 supports than needs can be met. RSP Teacher services non-identified students across several grade levels in order to provide informal supports. Additional time of School Psychologist is also in place. Student Success Teams are successful when conducted, but we are still struggling to get parental support for all Tier 3 at-risk students. Professional learning continues to be provided around instructional decision making for Tiers 1 and 2.

#### SBAC ELA Distance from Level 3 (White)

BAS testing, and common Formative assessments to identify students who need additional support.

**SBAC ELA Distance from Level 3 (White)**

A major plan shift was the utilization of iReady as the district common assessment. This provided additional data and diagnostic information, but staff needs further training on how to utilize the data and make shifts in their teaching. This is changing the dynamics of PLC work. Due to this program shifts have been made towards professional learning and planning, which includes budget changes to support the costs of subs to provided planning days and on-site and regional peer observations.

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

Target was nearly met in the area of mathematics during 2018-19 school year. Actions implemented included:

- Region-wide math professional learning during the 18-19 school year that provided common foundation in conceptual understanding, and research based instructional strategies.
- Goal setting took place between admin/teachers and teachers/students

**SBAC Math Distance from Level 3 (White)**

- Math Fact fluency

Observation walk-throughs have indicated that PLCs are working collaboratively, but that the level or rigor is not at grade level in all classrooms. Implementation of IABs/FIABs was implemented in 2019-20 in order to address this inequity but will need more time to have an impact.

Site ILT also identified and feels that the lack of school-wide intervention during 2018-19 school year, significantly impacted overall student results. School-wide Tier 2 and 3 intervention has occurred during 2nd semester of 2019-20 school year and will begin earlier in 20-21.

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

- Observation walk-throughs have indicated that PLCs are working collaboratively, but that the level or rigor is not at grade level in all classrooms. Implementation of IABs/FIABs was implemented in 2019-20 in order to address this inequity but will need more time to have an impact.

**SBAC Math Distance from Level 3 (White)**

- Slater ILT determined that Math Fact fluency was and continues to be a need for all students. During 19-20 school work was begun to identify vertical commitments related to math fluency. The actual implementation of this did not occur. Plans will continue in 20-21.

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

- Library Grant Funds were not utilized due to inability to provide staffing for positions of the program.
- ELPAC camp was held for targeted EL students, however, ELPAC was not administered this year.
- School-wide reading intervention only occurred during 2nd semester in grades 3-6.

**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 Staff members will be given the opportunity to participate in Library Tutoring Program.
- Consistent implementation of school wide intervention K-6.

**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:

- More consistent communication connected to how EL

**2** ELAC:

**3** Staff:

- Additional resources



- students are performing.
- Certificated tutor
  - After School Tutoring

- Demo Lessons

### Action 1

**Title:** ELA

Action Details:

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide for Literacy. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

**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

District ELA I Ready Diagnostic Assessments  
 PLC Common Assessment Cycles  
 Wonders Phonics Inventory/BAS and other reading diagnostics, as needed  
 Classroom observations/feedback (IPG Tool/Data Summary Report)  
 ELA SBAC results  
 Data Chats/Goal Setting Conferences  
 Administrative 6-8 week action plans

Owner(s):

ILT  
 PLCs  
 PLCs  
 Principal & Vice Principal  
 School-wide  
 Admin Team/Teachers/Students  
 Principal & Vice Principal

Timeline:

August 2020, October 2020, March 2021  
 CFAs ongoing throughout Unit/Chapter  
 Quarterly  
 IPG Report - quarterly  
 SBAC, June 2021  
 Quarterly  
 Quarterly

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

- CORE Instruction:
  - All students will be provided an extended school day with an additional 30 minutes of instruction.
  - Materials and supplies such as: Supplemental materials, and class sets of supplemental reading material that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
  - Provide ongoing professional learning and support in order to continue to implement instructional model that includes differentiation, access to small group instruction with teacher, literacy based science/social-studies and use of technology.
  - Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, and technology and in the implementation of professional learning communities.
  - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, IEPs or provide other parent engagement opportunities.
  - All classroom teachers will monitor student progress on Essential Standards in ELA & through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
  - Quarterly Goal Setting Chats will be conducted between teachers and admin team.

- Goal Setting chats will be held quarterly between teachers and students to discuss their I Ready goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Tiered System of Intervention:
  - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
  - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
  - As identified through assessment data, students will receive Tier 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
  - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
  - Opportunities for extended learning outside the school day for students will be provided through district funded Library Grant and/or teacher supplemental contracts.
  - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
  - Principal, VP, TSA, School Social Worker and Tier II Specialist will monitor ongoing action plans for COST students.
  - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
  - School will provide additional school psychologist time in order to further support student needs with intensive academic needs.
- Technology:
  - Copy machine lease
  - Graphics
  - Technology to support instruction in the classroom (hardware & software)
  - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available,
  - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
  - Purchase technology devices and tools for students and teachers to enhance learning.
  - Increase the digital literacy of students with activities in the classroom and/or computer lab that align with the State Standards for Technology.

#### Specify enhanced services for EL students:

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- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- EL students will receive Designated ELD instruction during instructional day and may receive additional intervention time as needed.
- EL students will receive Integrated ELD instruction during classroom instruction. Professional Learning will be provided with support of District EL Coach: Deconstruction of EL Standards Specific EL Strategies Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Teachers will review the EL Goal Setting Report and CELDT scores with students, set goals, and monitor progress.
- Through intervention model, EL levels 1-3 will receive designated ELD focused on supporting ELs with the vocabulary, comprehension, and oral language necessary to enable students to engage in the complex text utilized in classrooms.
- Provide integrated ELD throughout the day in every lesson/content area.
- goals. Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.

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

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- Teachers will meet with parents to review each child's data, at minimum during Back to School Night and fall parent conferences.
- Teachers will send home student goal setting forms following teacher-student goal setting chats.
- School Social Worker will review student achievement data as part of scheduled meetings with parents, home visits, as well facilitate partnerships between home and school in order to improve school attendance and achievement.

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

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Focus for the 2019/2020 School Year will be Special Education Students and African American Students

- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.
- SDC student will be provided with differentiated instruction, based on assessment data from SBAC, Interim and IEP goals
- District-funded Targeted Intervention Specialist will provide support to identified African American students in academics, attendance and behavior. Progress will be monitored through COST process.

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

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- Professional Learning Plan will allocate time for topics supporting complex text, task, talk: Essential Learnings Deconstruction of Standards Culture of Learning Text Analysis Rigor and Challenging Tasks Questioning strategies.
- Professional Learning Plan will also include opportunities to build strategies that incorporate literacy through math, science, social studies.
- Grades 3rd-6th will utilize and incorporate SBAC claims & target stems and supports into daily instruction.

- School Social Worker and district funded TST will work collaboratively to engage families of students who are identified as attendance, behavior or academic concerns (as identified through COST process).
- Monthly Parent Newsletters will be sent home by each classroom teacher to communicate current learning, upcoming assessments, and classroom events.
- Principal and VP will send home quarterly school Newsletter to highlight school success and share information.
- School Messenger will be utilized by classroom teachers and support staff to inform parents of school news.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Chats and fall Parent Conferences.
- Slater 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 SSC/ELAC meeting of the 2020-21 school year.
- Title One Parent Meeting and Back to School Chats will be scheduled in August with notifications going home prior to the end of the 2020-21 school year, during the summer break, and School Messenger reminders.
- Back to School Chats will be scheduled prior to the start of school as well as traditional parent conferences will be scheduled at the end of the first quarter.
- 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 also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House will be held to highlight student learning throughout the year.
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational 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.
- Increased PL will be devoted to ongoing development of Essential Learnings for ELA and aligning Adopted Curriculum and FUSD Scope & Sequence and Slater instructional maps.
- PLC time will be allocated for quarterly instructional Planning using identified Essential Learnings, FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data.
- Teachers will develop backwards map of Unit plan, develop common formative assessments and culminating performance tasks.
- PLC teams will meet to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments, deconstruct standards and set short and long term goals.
- Vertical PLC Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards will occur quarterly through cycle of review process and ongoing through the use of the Common Core Companion.
- Slater Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis.
- LTs will:
  - be guardians of the Slater mission and vision
  - develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
  - analyze data, determine needs, and plan for action engage in planning in order to support the leading of their PLC
  - provide professional learning to staff engage in professional learning that supports PLC practices
  - be trainer of trainers for school initiative of blending learning in partnership with Education Elements
- School-wide CCI process will be implemented to:
  - Ensure vertical alignment of challenging content
  - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
  - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
  - Vertically collaborate on successful instructional strategies Identify "expert teachers"
  - Ensure lesson progression and rigor across grade levels
  - Peer observations and co-teaching opportunities will be identified and planned for, beginning with Leadership Team.
- Provide training and opportunities to determine and align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content including attending conferences/travel.
- ELA coaches will work with grade level PLC's to provide support in instruction, standards and GVC.

## Action 2

**Title:** Mathematics

### [Action Details:](#)

In order to increase the number of 3 -6 grade students meeting or exceeding proficiency on SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide for Math. In order to support these actions a strong system of assessment aligned to a system of tiered interventions will be made available to all students.

**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**

District Math Interim Assessments, Grades 1-6

PLC Common Assessment Cycles

Classroom observations/feedback (IPG Tool/Data Summary Report)

Math SBAC results

Data Chats/Goal Setting Conferences

**Owner(s):**

ILT

PLCs

Principal &amp; Vice Principal

School-wide

Admin Team/Teachers/Students

**Timeline:**

3X per year (1st qtr., 2nd qtr. 3rd qtr.)

CFAs ongoing throughout Unit/Chapter

IPG Report - quarterly

SBAC, June 2021

Quarterly

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

- CORE Instruction:
  - All students will be provided an extended school day with an additional 30 minutes of instruction.
  - Materials and supplies such as: Supplemental materials, and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
  - Provide intensive professional learning and support in order to build and implement instructional model in collaboration with Educational Elements.
  - Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk, mathematics, and technology and in the implementation of PLCs.
  - Substitutes will be provided when needed to support professional learning, opportunities for intensive planning, teacher input at SSTs, or provide other parent engagement opportunities.
  - All classroom teachers will monitor student progress on Essential Standards in Math through the use of aligned assessment cycles which will document assessment data by student, by need and identify next steps for intervention. These documents will be shared with admin/support team.
  - Quarterly Goal Setting Chats will be conducted between teachers and admin team.
  - Goal Setting chats will be held quarterly between teachers and students to discuss their, as applicable.
  - Math Coach will support teachers with lesson design and Tier 1 instruction of GVC
  - Slater ILT has determined a focus on Math Fluency during the 2020-21 school year and will develop professional learning and actions and criteria to support overall improvements with student Math Fluency.
- Tiered System of Intervention:
  - Classroom data will be used to monitor progress in all academic areas, as well as support development of action plans and intervention for students with stagnant progress.
  - A systemic tiered system of intervention will be in place for all PLCs. As part of instructional planning process PLCs will build in Tier 1 and 2 interventions in order to respond to informal/formal assessment data. Supplemental materials will be provided for intervention, as needed.
  - As identified through assessment data, students will receive Tier 3 intervention through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
  - Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
  - Opportunities for extended learning outside the school day for students will be provided through district funded Library Grant. Tutoring will be focused on building math fluency.
  - COST referrals will be used to monitor tiered system of intervention prior to Student Success Team.
  - Principal, VP, TSA, School Social Worker and Intervention Specialist will monitor ongoing action plans for COST students.
  - VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
  - School will provide additional school psychologist time in order to further support student needs with intensive academic needs.
- Technology:
  - Copy machine lease
  - Graphics
  - Technology to support instruction in the classroom (hardware & software)
  - Opportunities to build content knowledge and experiences through the use of assemblies, guest speakers, etc. will be sought out in order to enhance the instructional program, as funds and opportunities are available.
  - Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs.
  - Purchase technology devices and tools for students and teachers to enhance learning.

- Increase the digital literacy of students with activities in the classroom and/or computer lab that align with the State Standards for Technology.

#### Specify enhanced services for EL students:

- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.

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

- Teachers will meet with parents to review each child's data, at minimum during Back to School Night and fall parent conferences.
- Teachers will send home student goal setting forms following teacher-student goal setting chats.
- School Social Worker will review student achievement data as part of scheduled meetings with parents, home visits, as well facilitate partnerships between home and school in order to improve school attendance and achievement.
- School Social Worker and district funded Intervention Specialist will work collaboratively to engage families of students who are identified as attendance, behavior or academic concerns (as identified through COST process).
- Monthly Parent Newsletters will be sent home by each classroom teacher to communicate current learning, upcoming assessments, and classroom events.
- Principal and VP will send home quarterly school Newsletter to highlight school success and share information.
- School Messenger will be utilized by classroom teachers and support staff to inform parents of school news.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Chats and fall Parent Conferences.
- Slater 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 SSC/ELAC meeting of the 2020-21 school year.
- Title One Parent Meeting and Back to School Chats will be scheduled in August with notifications going home prior to the end of the 2019-20 school year, during the summer break, and School Messenger reminders.
- Back to School Chats will be scheduled prior to the start of school as well as traditional parent conferences will be scheduled at the end of the first quarter.
- 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 also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House will be held to highlight student learning throughout the year.
- The following will be provided to further support students and families:

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

Focus for the 2020/2021 School Year will be Special Education Students and African American Students

- Certificated Tutor and TSA will provide small group instruction to support access to CORE curriculum through tiered interventions.
- Ongoing progress monitoring by teacher, TSA and CT.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.
- SDC student will be provided with differentiated instruction, based on assessment data from SBAC, Interim and IEP goals

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

- PLC time will be allocated for quarterly instructional Planning using identified Essential Learnings, FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data.
- Teachers will develop backwards map of Unit plan, develop common formative assessments and culminating performance tasks.
- AC teams will meet to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments, deconstruct standards and set short and long term goals.
- Slater Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis.
- LTs will:
  - be guardians of the Slater mission and vision
  - develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
  - analyze data, determine needs, and plan for action engage in planning in order to support the leading of their PLC
  - provide professional learning to staff engage in professional learning that supports PLC practices
  - be trainer of trainers for school initiative of blending learning in partnership with Education Elements
- School-wide CCI process will be implemented to:
  - Ensure vertical alignment of challenging content
  - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
  - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
  - Vertically collaborate on successful instructional strategies Identify "expert teachers"
  - Ensure lesson progression and rigor across grade levels
  - Peer observations and co-teaching opportunities will be identified and planned for, beginning with Leadership Team.
- Provide training and opportunities to determine and align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content including attending conferences/travel.
- Bullard Regional Plan supports a focus around mathematics and connecting PLCs across the region to engage in professional learning around coherence, focus and common planning.
- PLCs will participate in Lesson Study in Mathematics and Language Arts, with a focus on lesson planning, instructional delivery (classroom foundations/ 5 Es) Math will support AC's and Administration with Lesson

- Student Success Team (SST) Meetings.
- Individualized Educational 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.

Study. PLC's will commit to debriefing the learning, sharing insights, creating new lessons, based on the learning - with a focus on Tier 1 instruction.

- Math coaches will work with grade level AC's to provide support in instruction, standards and GVC.

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

| Action | Funding       | Spending Activity                | Expense      | Personnel | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|---------------|----------------------------------|--------------|-----------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction                      | Teacher-Subs |           |        | PL and planning opportunities to support AC development and work; peer observations; AC Lesson Study; G1A2 | 17,010.00 |
| G1A1   | Title 1 Basic | Instruction                      | Bks & Ref    |           |        | : Scholastic News Subscription   | 4,500.00  |
| G1A1   | Title 1 Basic | Instruction                      | Mat & Supp   |           |        | Materials and Supplies G1A2 - No Food, No Incentives   | 5,460.00  |
| G1A1   | Title 1 Basic | Instruction                      | Travel       |           |        | Conference/Travel G1A2   | 2,500.00  |
| G1A1   | Title 1 Basic | Parent Participation             | Cls Sup-Sup  |           |        | Parent Involvement: Interpreters   | 788.00    |
| G1A1   | Title 1 Basic | Parent Participation             | Mat & Supp   |           |        | Parent Involvement G1A2 - No Food, No Incentives   | 1,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Teacher-Regu | Tutor     | 0.1875 |  | 21,074.00 |
| G1A1   | Sup & Conc    | Instruction                      | Teacher-Supp |           |        | Supplemental opportunities for CCT/New Teachers/Tutoring   | 4,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Mat & Supp   |           |        | Materials and supplies, Newsletters, parent meetings, literacy night, math night, RTI G1A2                 | 5,122.00  |
| G1A1   | Sup & Conc    | Instruction                      | Nc-Equipment |           |        | Technology G1A2  | 4,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Off Eq Lease |           |        | Ricol Copy Machine G1A2  | 6,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Direct-Maint |           |        | Maintenance of Student and Staff Technology  | 2,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Direct-Graph |           |        | Graphics: Signs, Banners, resources G1A2   | 1,000.00  |
| G1A1   | Sup & Conc    | Instruction                      | Direct-Food  |           |        | Snacks for students during assessments G1A2  | 600.00    |
| G1A1   | Sup & Conc    | Instruction                      | Cons Svc/Oth |           |        | Fresno County Office of Education : FCOE Contract; Science STEM PL   | 2,500.00  |
| G1A1   | Sup & Conc    | Instructional Supervision & Admi | Crt Supr-Sub |           |        | Admin Subs: Support  | 1,200.00  |
| G1A1   | Sup & Conc    | Parent Participation             | Cls Sup-Sup  |           |        | Parent Involvement: Babysitting  | 400.00    |
| G1A1   | Sup & Conc    | Parent Participation             | Mat & Supp   |           |        | Parent Involvement G1A2  | 2,000.00  |
| G1A1   | LCFF: EL      | Instruction                      | Teacher-Regu | Tutor     | 0.2500 |  | 28,094.00 |
| G1A1   | LCFF: EL      | Instruction                      | Mat & Supp   |           |        | Materials and Supplies G1A2  | 3,000.00  |
| G1A1   | LCFF: EL      | Instruction                      | Direct-Other |           |        | ELPAC Assessors  | 2,434.00  |

**\$114,682.00**

**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 | 46.968 %       | 34.804 % | 2018-2019 | 41.804 % |

**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.

|   |   |
|---|---|
| <p><b>1</b> 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.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Goal 2 target was met and exceeded (21.8% was target, actual was 34%).</p> <p>All actions will continue for 2020-21 school year.</p> | <p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Primary students have a lower rate of participation than other grade levels. However, subgroup data as a whole have increased significantly.</p> <p>This year our After School Program tutors were not able to coach sports for Slater. This had a significant impact in our ability to offer organized sports for our 5th &amp; 6th graders.</p> |
|---|---|

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

Actions will continue towards meeting new goal.

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

Social Worker, School Psychologist, and Intervention Specialist will target unengaged students and determine the needs of the students and determine why they are not participating in Goal 2 activities.

**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.

|               |                |                 |
|---------------|----------------|-----------------|
| <b>1</b> SSC: | <b>2</b> ELAC: | <b>3</b> Staff: |
|---------------|----------------|-----------------|



Elective Wheel  
 Wider access to sports  
 School Psychologist  
 School Social Worker

Elective Wheel  
 School Psychologist  
 School Social Worker

**Action 1**

**Title:** School Connectedness

**Action Details:**

School will increase school connectedness for students and parents by providing activities and athletics during school and through extra-curricular activities.

**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**

Goal 2 Monitoring (data entry)  
 School Culture & Climate Surveys  
 Elective Wheel Participation

**Owner(s):**

Misty Maldonado (School Social Worker)  
 Culture & Climate Team/Students  
 Teachers

**Timeline:**

Quarterly  
 Semester/Yearly  
 Twice per year

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

- Provide School Social Work services to support students in need of school connectedness.
- Provide wider array of options during recess: including clubs, art, intramurals, legos, and additional play equipment. Support Staff (School Social Worker, Intervention Specialist, School Psychologist, TSA) will provide supports for alternative recess location for students in grades 1-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class. Materials will be purchased to support these activities.
- Tier II Intervention Specialist will work under SSW in order to align supports for Tier 2 & 3 students.
- All classrooms will implement weekly Classroom Meetings, Second Step lessons and Positivity Project.
- Partnership with Positivity Project in order to support adults and students in building positive relationships and character strengths.
- OLWEUS Anti-Bully Campaign Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.
- Students will have opportunities to participate in Meaningful Work through student jobs and participate in a mentoring relationship with their supervisor.
- Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.
- All students have the opportunity to receive awards and incentives to encourage participation and attendance in various school activities.
- The 24 Character Strengths taught through the daily Positivity Project lessons will be emphasized in order to develop a positive school culture. Students will continue to earn charms for their "achievement necklace" by demonstrating character, kindness and through participation in activities.
- Elective Wheel will continue twice per year in 2nd quarter and 4th quarters in order to engage students in art, clubs, service and activities that encourage students to connect with students and adults outside their classrooms.
- All students will participate in school-wide activities such as, Drug Prevention Week, Read Across America which include opportunities to meet various community members from a variety of career fields.

- Student Leadership Team will be formed to promote leadership on campus, contentedness and provide opportunities for students to engage in a variety of activities.

#### Specify enhanced services for EL students:

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EL students had a participation rate of 48% an increase of 8% over 18-19 (with only 3 quarters reported in 19-20).

- Social Work will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to attend grade level field trips.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

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

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- Slater families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. The Student/Parent Handbook outlines student and parent opportunities for school connectedness including student extra curricular activities, and parent activities to support sense of belonging. Also included are expectations for support, student behavior expectations and consequences..
- Parents will be invited to school activities including, student presentations, awards assemblies, open house, back to school night, student programs, athletic events, etc.
- Teachers will include discussion related to Goal 2 activities during Back to School Chats/Night, and at other informal/formal parent conferences or events.
- Parents will be notified prior to each SOAR (Positive Behavior/Attendance Activity) whether or not their student is able to participate in the activity.
- Parents will receive a monthly newsletter from classroom teacher and quarterly from school to provide information about school events.

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

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The % of students who feel connected to school was 66.9%, which was a nearly 10% improvement over 18-19 data.

- Social Work will focus on connecting with EL families to offer supports and opportunities to connect students to arts, athletics and activities.
- All students will be given the opportunity to self-select and participate in Elective Wheel activities.
- All students will be given the opportunity to attend grade level field trips.
- Teachers will contact families of students who have not returned permission slips.
- Communication to parents will go home, monthly to advise parents of upcoming events.

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

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- School Culture & Climate Team will support staff learning/activities as needed to further develop a wide array of engagement opportunities for all students.
- Staff will receive professional learning around the importance of school engagements, including sponsoring students for meaningful work and/or student clubs.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater Elementary (Locked)

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

| Action | Funding    | Spending Activity | Expense    | Personnel | FTE | Vendor / Purpose of Expenditure                                | Budget   |
|--------|------------|-------------------|------------|-----------|-----|--|----------|
| G2A1   | Sup & Conc | Instruction       | Bks & Ref  |           |     | : Positivity Project   | 1,395.00 |
| G2A1   | Sup & Conc | Instruction       | Mat & Supp |           |     | : Materials and supplies, incentives, SOAR, Positivity Project | 3,605.00 |

**\$5,000.00**

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|----------------|----------------|--------|-------|--------|
|----------------|----------------|--------|-------|--------|

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

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

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

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

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

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

**1** SSC:

**2** ELAC:

**3** Staff:

#### Action 1

**Title:** Exposure to Careers

[Action Details:](#)

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target \_\_\_\_\_ Owner(s): \_\_\_\_\_ Timeline: \_\_\_\_\_

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

Specify enhanced services for EL students: \_\_\_\_\_

Specify enhanced services for low-performing student groups: \_\_\_\_\_

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

Describe Professional Learning related to this action: \_\_\_\_\_

**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         | 22.128 %       | 29.844 % | 2018-2019 | 27.844 % |
| Suspensions Per 100         | 18.427 %       | 17.885 % | 2018-2019 | 16.885 % |
| Chronic Absenteeism (White) |                | 33.3 %   | 2018-2019 | 31.3 %   |
| Suspension Rate (White)     |                | 10.2 %   | 2018-2019 | 7.2 %    |

**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**

Based on SPSA data, attendance percentages have not changed significantly over the past 3 years, holding consistently at 93%.

- Actions include positive attendance incentives for students and families (recognition and rewards). This has had some impact on attendance of older students.
- SSW and Intervention Specialist meet with parents to discuss student attendance and provide supports/solutions to parents. When specific students are compared from year to year, the chronically absent students are different each year, despite there being a consistent % each year.

**Chronic Absenteeism (White)**

Based on SPSA data, attendance percentages have changed somewhat over the past 3 years, from 91.6% (17-18) to 92.8% (20-21).

- Actions include positive attendance incentives for students and families (recognition and rewards). This has had some impact on attendance of older students.
- SSW and Intervention Specialist meet with parents to discuss student attendance and provide supports/solutions to parents. When specific students are compared from year to year, the chronically absent students are different each year, despite there being a consistent % each year. We continue to have difficulty making connections with the parents of our chronically absent students.

**Suspension Rate (White)**

Based on SPSA data, white suspension rates have decreased over 9% since 17-18.

- The addition of a third 4th grade and 6th grade classrooms helped to decrease some of these

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

**Chronic Absenteeism**

- We continue to have difficulty making connections with the parents of our chronically absent students due to lack of current contact information.

**Chronic Absenteeism (White)**

- We continue to have difficulty making connections with the parents of our chronically absent students due to lack of current contact information.

**Suspension Rate (White)**

**Suspensions Per 100**

- Our suspension rate during the 20-21 school year was impacted by 3 students who had multiple suspensions. Two of the 3 students were ultimately expelled. The third was moved to an alternative special education program. 2 of the 3 students are special education students. Our teacher inconsistency in the additional special day class may have contributed to this data. There is also a need to utilize additional day of school psych time to support challenging students.

suspensions in 4th-6th.

**Suspensions Per 100**

Based on SPSA data, suspension rates have decreased 8.7% since 17-18. All subgroup percentages have decreased as well, except Special Ed. This may be due to the addition of an intermediate special day class in 20-21. This classroom did not have a permanent teacher during the school year with 1 teacher resignation and then 1 maternity leave.

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

Although school psych provided some behavior supports to 3 special day classrooms, there is a need to strengthen and build consistency among the classrooms in order to have clear structures and routines, as well as procedures built into the continuum of the 3 classrooms.

There was also a greater need for district support in supporting intern special education teacher so that teacher can effectively support students.

Intervention specialist was not assigned to Slater until January, and then did not begin work with students and families until late February. So, this support did not have an impact on 20-21 school year.

COST is an effective system of intervention for a small group of students, however there are more students that need more intensive monitoring/support than the Intervention Team can provide.

Our Climate and Culture Team has done an outstanding job of increasing opportunities to develop kindness, empathy, school connectedness through a variety of professional learning and activities.

**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.

- Site will refocus site-paid psych time to support Tier 3 students, as well as supporting special education teachers in implementing Tiers 1 and 2.
- Our district funded TST will be in place from the beginning of the year. That will cause students to fully benefit from that intervention.
- The Positivity Project is also a new project that will be implemented school-wide in order to address student behavior and increase school connectedness.

**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:

School Social Worker  
School Psychologist

**2** ELAC:

More Incentives  
Provide more community events and incorporate attendance information at events.

**3** Staff:

Incentives  
Positivity Project  
School Social Worker  
School Psychologist

## Action 1

**Title:** Attendance

### Action Details:

In order to support and monitor school-wide attendance, staff will meet with chronically absent students and parents, in order to discuss the importance of attendance and setting goals for improved attendance. School Social Worker will work closely with school office clerk and classroom teachers in order to support parent involvement, improved attendance, school connectedness, and provide community resources.

|   |   |  |   |
|---|---|--|---|
| <b>Reasoning for using this action:</b> | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

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

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

- Atlas
- COST
- Classroom Attendance Log
- Data Chats and Goal Setting Conferences
- Targeted Student Monitoring

#### Owner(s):

- Attendance clerk, School Social Worker
- School Social Worker, Principal, VP, TSA
- Teachers
- Admin, Teachers, Students
- Intervention Specialist, SSW

#### Timeline:

- Monthly
- Monthly
- Daily
- Quarterly
- Ongoing

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

- Support foster and homeless youth, including enrollment, placement, and access to support services.
- Parents are invited to attend attendance conferences in an effort to improve attendance and support parents.
- The School Social Worker will contact/make home visits to families of students who are chronically absent to encourage improved attendance.
- Additional time for School Psychologist will be purchased in order to support school administrators in planning Tier 2 and 3 interventions, as well as educational assessments for identified students.
- Quarterly SSC/ELAC meetings will be held. Topics will include presentations on current attendance data.
- Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how to access ATLAS
- The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance, and an attendance mentor program for students with chronic or severely chronic attendance.
- School Social Worker will provide quarterly reports to staff in order to develop school-wide actions, structures around school attendance.
- Slater Principal, VP, School Social Worker will be assigned "Focus Students" who are identified as chronically/severe absent students, identified as having failing grades, or identified as unengaged in school.
- School Social Worker will hold regular parent conferences following 3 attendance letter. This may include home visits and/or parent conferences. Classroom Teachers will make parent contact following 2 consecutive day of a student absence in order to develop positive and frequent parent teacher connections.
- Positive incentives for attendance will be provided at student awards assemblies.
- Monthly School-wide positive behavior/attendance activity will be developed in order celebrate and reward positive behavior and school attendance.

#### Specify enhanced services for EL students:

- School Social Worker will support EL students and their families through outreach, home visits, and other related services.

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

AA students: 94.34% an increase of 2.89%

White students 92.82% an increase of 2%

SpEd students 92.65% an increase of over 3%

- Awards and incentives to encourage attendance.
- Adult Attendance Mentors make weekly contact with mentees.
- Social Worker/Intervention Specialist Attendance Contracts



- Criteria for SOAR participation will include attendance

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

- Letters are sent home to families of students who missed SOAR, based on criteria.
- Teachers make monthly, personal phone calls to families to discuss opportunities for improvements

Describe Professional Learning related to this action:

- Admin will continue to monitor and provide feedback to teachers on Second Step and Classroom Meetings.
- Optional PL will be offered to new teachers and teachers that want a refresher
- ILT and Climate and Culture team will work together to communicate new incentives and attendance programs to staff.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0420 Slater 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 | Psychological Services           | Crt Pupl-Reg | Psychologist, School  | 0.2000 |   | 31,918.00  |
| G4A1   | Sup & Conc    | Instruction                      | Mat & Supp   |                       |        | : Materials and Supplies; Attendance Incentives | 5,000.00   |
| G4A1   | Sup & Conc    | Attendance & Social Work Service | Crt Pupl-Reg | Social Worker, School | 1.0000 |   | 135,347.00 |

**\$172,265.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0420 Slater Elementary (Locked)

| Action | Funding       | Spending Activity                 | Expense       | Personnel             | Fte    | Vendor / Purpose Of Expenditure  | Budget     |
|--------|---------------|-----------------------------------|---------------|-----------------------|--------|--|------------|
| G1A1   | Title 1 Basic | Instruction                       | Teacher-Subs  |                       |        | PL and planning opportunities to support AC development and work; peer observations; AC Lesson Study; G1A2 | 17,010.00  |
| G1A1   | Title 1 Basic | Instruction                       | Bks & Ref     |                       |        | : Scholastic News Subscription   | 4,500.00   |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp    |                       |        | Materials and Supplies G1A2 - No Food, No Incentives   | 5,460.00   |
| G1A1   | Title 1 Basic | Instruction                       | Travel        |                       |        | Conference/Travel G1A2   | 2,500.00   |
| G1A1   | Title 1 Basic | Parent Participation              | Cls Sup-Sup   |                       |        | Parent Involvement: Interpreters   | 788.00     |
| G1A1   | Title 1 Basic | Parent Participation              | Mat & Supp    |                       |        | Parent Involvement G1A2 - No Food, No Incentives   | 1,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu  | Tutor                 | 0.1875 |  | 21,074.00  |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Supp  |                       |        | Supplemental opportunities for CCT/New Teachers/Tutoring   | 4,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                       |        | Materials and supplies, Newsletters, parent meetings, literacy night, math night, RTI G1A2                 | 5,122.00   |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |                       |        | Technology G1A2  | 4,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Off Eq Lease  |                       |        | Ricol Copy Machine G1A2  | 6,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Maint  |                       |        | Maintenance of Student and Staff Technology  | 2,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Graph  |                       |        | Graphics: Signs, Banners, resources G1A2   | 1,000.00   |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Food   |                       |        | Snacks for students during assessments G1A2  | 600.00     |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth  |                       |        | Fresno County Office of Education : FCOE Contract; Science STEM PL   | 2,500.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Crt Supr-Sub  |                       |        | Admin Subs: Support  | 1,200.00   |
| G1A1   | Sup & Conc    | Parent Participation              | Cls Sup-Sup   |                       |        | Parent Involvement: Babysitting  | 400.00     |
| G1A1   | Sup & Conc    | Parent Participation              | Mat & Supp    |                       |        | Parent Involvement G1A2  | 2,000.00   |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Regu  | Tutor                 | 0.2500 |  | 28,094.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp    |                       |        | Materials and Supplies G1A2  | 3,000.00   |
| G1A1   | LCFF: EL      | Instruction                       | Direct-Other  |                       |        | ELPAC Assessors  | 2,434.00   |
| G2A1   | Sup & Conc    | Instruction                       | Bks & Ref     |                       |        | : Positivity Project   | 1,395.00   |
| G2A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                       |        | : Materials and supplies, incentives, SOAR, Positivity Project   | 3,605.00   |
| G4A1   | Title 1 Basic | Psychological Services            | Crt Pupil-Reg | Psychologist, School  | 0.2000 |  | 31,918.00  |
| G4A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                       |        | : Materials and Supplies; Attendance Incentives  | 5,000.00   |
| G4A1   | Sup & Conc    | Attendance & Social Work Services | Crt Pupil-Reg | Social Worker, School | 1.0000 |  | 135,347.00 |

\$291,947.00

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$63,176.00         |
| Sup & Conc            | 7090   | \$195,243.00        |
| LCFF: EL              | 7091   | \$33,528.00         |
| <b>Grand Total</b>    |        | <b>\$291,947.00</b> |

| Goal Totals  | Budget Totals       |
|--|---------------------|
| G1 - All students will excel in reading, writing, and math       | \$114,682.00        |
| G2 - All students will engage in arts, activities, and athletics | \$5,000.00          |
| G4 - All students will stay in school on target to graduate      | \$172,265.00        |
| <b>Grand Total</b>   | <b>\$291,947.00</b> |