



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

TYLER ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tyler Elementary	39686766042782	Original – 02/22/2018 Revision – 05/16/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Tyler Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Tyler Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Tyler Skills Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on February 22, 2018 and obtained board approval on May 6, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Tyler Skills Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the 02/21/19 School Site Council meeting.

In school year 2018-2019, also Year 2, Tyler Skills Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, and the Tyler Skills Parent Teacher Organization. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is not applicable for Tyler Elementary.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, decrease the distance from 3 in ELA for all students by 3 points to 66 points.

By June 30, 2020, decrease the distance from 3 in ELA for Student with Disabilities by 3 points to 138.7 points.

Math SMART Goal:

By June 30, 2020, decrease the distance from 3 in Math for all students by 3 points to 77.8 points.

By June 30, 2020, decrease the distance from 3 in Math for Student with Disabilities by 3 points to 117.6 points.

Identified Need

ELA/ELD:

California Dashboard:

2018: -69 points with a change of 11 - Yellow for All Students

2018: -141.7 points with a change of 15.2 - Orange for Students with Disabilities

Math:

California Dashboard:

2018: -80.8 points with a change of 3.4 - Yellow for All Students

2018: -181.7 points with a change of -3.9 - Red for Students with Disabilities

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	69 points below	66 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	80.8 points below	77.8 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

The Program Specialist facilitates the teacher support activities including co-teaching, demonstration of lessons in the classroom and analysis of data.

Conferences:

- * PLC Conference - June 2020 - grade level representation - 1 teacher from each life level
- * CABE Conference - March 2020 - administrator, program specialist, teachers
- * County Math Workshops - throughout school year - All math teachers

Book Study:

Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom.

-Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000 - 11700	Title I - 50643
\$26,173 - 19101 \$115,305 - 19101	Title I - 50643 LCFF - 23030
\$144 - 42000	LCFF - 23030

Amount(s)

Source(s)

\$10,000 - 52150

Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroup: English Learners

Strategy/Activity

Students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web based reading & math software, during teacher prep period and extended day.

An Instructional Assistant will coordinate small group using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Literacy Station and facilitate support with students while the teacher works one-on-one with students.

Small group work: Teachers incorporate NEWSELA to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing.

Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Text Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, Interactive Notebooks and Matamoscas!

Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$16,910- 21101	Title I - 50643
\$4,000 - 58450	Title I - 50643
\$4,000 - 56590	Title I - 50643
\$1,000 - 57150	Title I - 50643
\$24,621 - 43110	Title I - 50643
\$5,000 - 11500	Title I - 50643
\$5,000 - 11500	LCFF - 23030
\$5,000 - 11500	LCFF - 23020

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000 - 43110

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Program Specialist position to promote strategies that support teachers in critical analysis/reading evidence-based strategies that build capacity across subjects was fully implemented throughout the year

- Implemented support for site based development of ELD– two times a year for CELDT prep- implemented by PG
- Implemented support for site based development of resources
- Implemented support for admin with organization and justification to attend PLC Conference in Santa Clara, CA
- Implemented support for site professional services through the facilitation of Teacher Academic Conferences, Student led conferences, site PDs, grade level collaborations implemented monthly and collaboratively with admin team.
- Implemented and supported extended/vertical collaboration for Math content- implemented by admin

Support for miscellaneous projects such as intervention substitute for supports & small group reading proficiency with individualized instruction, critical thinking strategies, deconstructing articles implemented for three months. Supplemental instructional materials, technology, and resources to implement strategies such as projectors, document cameras, white boards, interactive TV, poster machine, state testing practice materials, remedial writing resources, maintenance agreements, and replacement bulbs.

Purchase of supplies was used to support instruction, replace aging and broken technology implemented once a year

Effectiveness

Measured by SBAC – School increase 7% in ELA and 7% in math on annual CAASPP

- SBAC math data increased in 4 subgroups - African-American subgroup increased by 10.2, Hispanic increased by 3.8; Socio-economically disadvantaged increased by 4.9, Multiple Races/ Two or More increased by 48.
- High leverage strategy – created strategy for intervention substitute site academic direction
- High leverage strategy resulting in increases in ELA and Math implemented during three months prior to testing supported a significance increase in student achievement

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

- Teacher Additional Compensation for Collaboration and Tutoring was not expended at the anticipated amount due to a lack of teachers adopting these voluntary strategies.
- STEM (Science, Technology, Engineering, & Math) lab was created from an obsolete computer lab and funds were used to support the purchase of Little Bits and other STEM related project materials.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

The addition of a 3 1/2 hour, (.475 FTE) Instructional Assistant to assist teachers in delivering reading intervention during the school day.

Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspensions for All Students by 3 percent to 6.9% (Yellow).

By June 30, 2020, decrease suspensions for African American students by 3 percent to 14.3% (Yellow).

By June 30, 2020, decrease suspensions for Students with Disabilities by 3 percent to 15.4% (Yellow).

Attendance/Chronic Absenteeism –

By June 30, 2020, decrease chronic absenteeism for All Students by 3 percent to 21.5% (Orange).

By June 30, 2020, decrease chronic absenteeism for African American students by 3 percent to 26.9% (Orange).

By June 30, 2020, decrease chronic absenteeism for Students with Disabilities by 3 percent to 25.4% (Orange).

Identified Need

Suspension –

**Condition & Climate Outcome Dashboard data: Suspensions*School wide- Red 9.9%

African American- Red 17.3%

SWD - Red 18.4%

Attendance/Chronic Truancy –

**Student Engagement Dashboard Data:

*Chronic Absenteeism

School-wide - Orange 24.5%,

African American- Red 29.9%,

SWD- Red 28.4%

School Climate –

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	9.9%	6.9%
Chronic Absenteeism	24.5%	21.5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students - Subgroups: Students with Disabilities & African American

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept.

Applicable supplemental instructional materials include: novels/books, White boards , clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, Fly swatters, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10”x 13” & 5” x 7” envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

NEWSELA has a SEL module which will be used during the general instructional setting and within small group and tutoring. These reading and writing prompts will assist the student in understanding various social emotional scenarios. (The cost of the module \$1,000 has been included in the license agreement for NEWSELA.)

Book Study:

Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the classroom.

- Trauma Informed Teaching /Classroom Management

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$9,000 - 43110	LCFF - 23034
\$500 - 58450	LCFF - 23034

Amount(s)

Source(s)

\$1000 - 58450

Title I - 50671

\$500 - 42000

LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc.

a– social emotional supportive resources – implemented site training of CHIEF (Executive Functions) Program

PBIS- cafeteria and hallway routines have fully been implemented

Counseling-

Student engagement activities- character awards and weekly incentives for being “caught good” PLUS team implementing spirit days and conducting student forums

Effectiveness

Suspension rate increased by 3% to 9.9% of students suspended.

Chronic absenteeism decreased 0.7% and is 24.5%

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

If funds become available, a site license for the social emotional learning module of NEWSELA will be purchased.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By June 30, 2020, decrease chronic absenteeism for All Students by 3 percent to 21.5% (Orange).

By June 30, 2020, decrease chronic absenteeism for African American students by 3 percent to 26.9% (Orange).

By June 30, 2020, decrease chronic absenteeism for Students with Disabilities by 3 percent to 25.4% (Orange).

Identified Need

Attendance/Chronic Truancy –

**Student Engagement Dashboard Data:

*Chronic Absenteeism

School-wide - Orange 24.5%,

African American- Red 29.9%,

SWD- Red 28.4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	24.5%	21.5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - Students with Disabilities

Strategy/Activity

Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance to empower them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings.

Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement. The ATP will use books from the NNPS to build leadership capacity among parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$300 -	Title I - 50647
\$50 - 42000	Title I - 50647
\$1000 - 43200	Title I - 50647
\$703 - 43400	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Provide parents with supports and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CAFE, etc.) parent meetings (e.g. Parent Coffee Hour, etc.) communication, after school academic focused activities

SSC- SPSA advisory

ELAC-

Parent Coffee Hour meetings (PCH)

Tyler Skills PTO

After School Program

Harvest Festival

Scholastic Book fair

Family Math & Reading Night

Effectiveness

Data on parent meetings was not consistently kept. 2 parents consistently participated in the governance of the school through their membership on the School Site Council. ELAC meetings had 20 people in attendance. PCH had 3 people in attendance, (signature sheet of one meeting), Title I parent meeting had 31 parents in attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 3 – Meaningful Partnerships.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

The Tyler Skills Staff & the PTO will participate in training to join the National Network of Partnership Schools. The training will help to define and increase parent engagement through the formation of an Action Team for Partnerships, (ATP).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$105,757
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$241,206

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$105,757

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$135,449

Subtotal of state or local funds included for this school: \$135,449

Total of federal, state, and/or local funds for this school: \$241,206