School Year: 2020-21

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
Jefferson	611744	10/21/20	11/9/20

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)

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.

NA

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

School Site Council Meetings:

March 11, 2020 – Reviewed the adopted goals and progress from our school plan. It was shared that there was a match between seeing progress in identified academic areas and the implementation of instructional coaches and intervention teachers. Data from out MTSS students was reviewed and showed student progress and mastery of identified areas of need and targeted student goals. The Science Guy completed one round of services which offered each student an opportunity to interact with hands-on science. Students and teachers expressed a liking for this interaction as students were able to see concepts in action and apply prior knowledge from other content areas. Parents expressed a liking for the incentives that were created to acknowledge and celebrate student success and progress in all areas. Data from parent evets were reviewed and showed a high level of attendance at interactive events such as AVID BINGO.

September 22, 2020 – Reviewed the structure of the School Plan and items that are to be included in the plan. Reviewed the proposed budget for 2020/2021 and the decrease of LCAP funding in the amount of $100,000. Reviewed the expenditures that were the most, costly such as the instructional coaches. Discussed the impact

of COVID and the school shut down on March 13, 2020. This mandated shutdown impacted the school and the proposed school plan actions. Need to look at learning loss and what students, staff, and parents will need for support upon return to school. A return date has still not been established by the state. Instruction will continue through Distance Learning.

October 6, 2020 –Reviewed what a stakeholder is and the importance of stakeholder voice throughout the plan. Reviewed and SSC was able to give input on the new goal and strategies. Discussed that there would be an elimination of intervention teachers this year as the virtual learning schedule made it difficult to work with kids during the instructional minutes and need to make sure we are not forcing kids into too much screen time. The suggestion was made to use available staff to support during SGI making the groups smaller for the teacher to access students. Reviewed the most current data based on student assessments. SSC made the recommendation we continue with the coaches as the data shows we have students that need support and teachers benefit from co-teaching and coach support.

October 21, 2020 – Reviewed goal 2 and the strategies that were being suggested. SSC agreed that continuing to recognize students is needed. SSC suggested raffles/gift cards to motivate parent engagement. It was mentioned that this time has created a financial hardship for some parents and gift cards would be helpful. The carry-over(additional) Title I monies we received was approx. $15,000. Since we could not previously support a part time intervention teacher, though intervention was an identified need, we would use this money to support this position.

English Learner Advisory Committee Meetings:

October 14, 2020 -
Reviewed proposed goals and activities along with the budget as it related to our English Learners. There was discussion on parent and student engagement and how to increase this during Distance Learning. Suggestion was made to recognize parents for student attendance and engagement to encourage and motivate them to get their kids connected and ready to learn each day. Incentives such as gift cards and certificates were discussed as possible ways to recognize, keeping our current COVID restrictions in mind.

Resource Inequities

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

NA

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Increase student achievement in Language Arts and Math by providing high quality instruction and support.

Identified Need

Looked at the most current data available in both Language Arts and Math prior to the COVID school shutdown on March 13, 2020.

Language Arts

Kinder Foundational Skills (Assess. Results from 1/2020)

HFW – 61% proficient

CVC – 34% proficient

9 students out of 37 (24%) scored overall below 60% proficiency

1st Foundational Skills (Assess. Results from 1/2020)

Phonic Total – 64%proficient

11 students out of 52 (21%) scored overall below 50% proficiency

HFW – 62% proficient

2nd (Benchmark Assess.3 Results)

Writing – 45% proficient

Reading/Responding – 56% proficient

21 students out of 60(35%) scored overall below 50% proficiency

3rd (Benchmark Assess.3 Results)

Writing – 46% proficiency

Reading/Responding – 66% proficiency

12 students out of 52(23%) scored overall below 50% proficiency

4th (Benchmark Assess.3 Results)

Writing – 41% proficient

Reading/Responding – 40% proficient

12 students out of 57(21%) scored overall below 50% proficiency

5th (Benchmark Assess. 3 Results)

Writing -31% proficient

Reading/Responding -19% proficient

Math

Kinder (Unit 4 Assess.)

Overall - 84% proficient

1st (Unit 3 Assess.)

Overall – 66% proficient

2nd (Unit 4 Assess.)

Overall – 62% proficient

3rd (Unit 3 Assess.)

Overall – 62% proficient

BMF (Assess.Trimester2)

Multiplication – 45% proficient

Division – 45% proficient

4th (Unit 4 Assess.)

Overall – 46% proficient

BMF (Assess. Trimester 2)

Multiplication – 74% proficient

Division – 67% proficient

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report Card	No baseline due to school closure (COVID)	In grades 2-5, 70% of students will score a Satisfactory or Outstanding, in the area of Language Arts, as measured by the end of year report card.
Report Card	No baseline due to school closure (COVID)	In grades 2-5, 70% of students will score a Satisfactory or Outstanding, in the area of Math, as measured by the end of the year report card.
HFW – Foundational Skills	Kinder HFW 61% proficient 1st HFW 62% proficient	Kinder and 1st grade proficiency of HFW will increase 10% by the end of the year as measured by HFW assessment from Foundational Skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Instructional Coaches are provided to support Language Arts and Math instruction. Coaches work with teachers to plan, model, co-teach, and debrief lessons. Coaches assist teachers with data analysis and determining next steps for instruction. Both coaches also work with targeted groups of students to improve specific skill areas in reading, writing, and math. Coaches provide professional development for teachers to support their learning. Coaches will support students with learning loss when we transition from distance learning to in-person learning. Coaches will support teacher's development of instruction via virtually.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$197,921 $ 56,170	LCAP Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A librarian is provided to support students as they locate appropriate leveled books to build fluency and assist with research. Librarian uses children literature books to teach growth mindset theme. Students participate in reading, listening, and speaking activities to support growth mindset development and Language Arts skills. During Distance Learning the librarian works with small groups of students on targeted reading skills to support their reading and fluency development.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$25,340	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student group)
Students in grades K-2.

Strategy/Activity

Lexia computer program is being provided to all Kinder-2nd grade students to support early literacy and reading development. The program assesses student's decoding and pre-reading skills and places each student at the level they are at, to target specific skills needed. The program can be accessed by students at home, direct link is on their chrome books.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
0	District Funded – No impact on school budget

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention teacher works with targeted students 2 to 3 times a week on needed skill areas to support reading, writing, listening, and speaking. This teacher provides ELD support to some of our English Learners that are level 1 and 2 students. Materials are used to differentiate instruction and provide needed manipulatives so students can best learn via virtually.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$15,000 $3,000	Title I LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activities

Professional Development will be provided to teachers to support their content knowledge and best strategies to improve instruction. There will be a focus on using technology and learning platforms to best support Distant Learning. Teachers may need to be released to participate in these trainings as well as have time to collaborate with their teams. Teachers may need a substitute to be able to participate. To ensure our teachers are updated and ready to serve 21st century students, their participation at trainings is essential.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$3,000	LCAP
$3,000	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Instructional Coaches did support teachers with data analysis and next instructional steps from August 2019 until March 13th, 2020. During this time, coaches co-taught and modeled lessons that supported teachers in specific content areas and strategies. Coaches also met with small group of students to target specific areas that needed support and showed a learning gap. Coaches provided professional development in the areas of both SGI (small group instruction) and CGI (cognitively guided instruction) as well as support with AVID implementation. Based on data, there were some growth seen with LA and math proficiency based on the latest data available which was from Jan/Feb. 2020.

Librarian was a part of our rotation schedule and met with every class two times a month to teach and support students with Growth Mindset development and application.

Intervention teachers met with small groups of students up until the March 13th, 2020 COVID shutdown. Based on student data reviewed at the start of March 2020, students had made progress in the targeted areas.

In the area of technology, Newsla was purchased as a subscription and accessed by some teachers to supplement reading materials. Projectors were mounted in all classrooms, which would allow students to access the screen from all angles of the classroom. Mounted was completed at the end of March 2020. Teachers and students have not been back in the classrooms to benefit from this project yet.

Hands-on learning with a Science Instructor and Missoula Children's Theater was a planned strategy to support student learning. We were scheduled to have the science instructor provide a lab for every class two times during the year. We were able to complete the first round of labs in December but due to the COVID closure, we did not provide the 2nd set of labs. We also did not provide the Theater, as it was scheduled for the end of March 2020.

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

The only differences were not accessing the full budgeted amounts for the Hands-on Learning through Science and Theater. We spent $4,000 of the $10,000 budgeted from Title I.

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.

We will not renew our subscription for Newsla as we have access to other resources that provide the same supports but are free to use. We will not continue with two Intervention teachers this year. Virtual Learning already has students accessing the minimal number of instructional minutes needed. Students cannot be pulled for intervention during the synchronous instruction. Teachers are providing small group instruction, which is built into their schedule. The school is using staff to support some of these groupings such as the coaches, librarian, technology assistant, and language assistant One intervention teacher will work a reduced schedule of 2 to 3 times a week to provide intervention support for students with learning gaps and support for our English Language Learners.

Goal 2

Create a safe and civil environment that promotes student safety, attendance, engagement, and parent engagement.

Identified Need

Chronic Absenteeism

Aug. 19% (63 students) were chronically absent

Sept. 10% (35 students) were chronically absent

Parent attendance at workshops/trainings since start of 20/21 school year is low. Less than 1% of parents in attendance.

Surveyed parents via text in August to determine parent training needs and preferred topics.

66% of parents indicated they would be interested in attending trainings on-line

78% indicated that they wanted training with using technology and supporting their students

43% indicated they wanted information regarding the programs the school is using on-line and additional websites their student could access that would support their learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absences Report	Aug.2020 – 19% chronically absent Sept.2020 – 10% chronically absent Avg % - 15% chronically absent	Based on end of the year, average chronic absenteeism rate not to exceed 10%.
Parent Involvement Plan	Between Aug. 2020 – October 2020 3 parent workshops were provided virtually with an average attendance of 1%.	Increase the attendance (greater than 1%) at parent workshops as measured by the end of year, average attendance.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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 a weekly prize wheel to recognize students that are using Safe and Civil strategies. Each week, students are asked to focus on one of the elements of PAWS (Polite, Act responsibly, Working together, Strive for success.) Teachers submit the names of students that demonstrated the weekly element (PAWS). The prize wheel consists of these identified student names. The wheel is spun each Monday during announcements and 8 students are selected to win incentives. These incentives are bags with books, interactive items, games, and treats.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$3,000	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide monthly recognition for students that are engaged and doing their best to participate, complete assignments, and be present for all learning both synchronous and asynchronous. These students are selected by the classroom teacher. Students are included in the weekly announcements with their names and pictures. Students receive certificates and gift cards that are mailed home.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$3,000	LCAP

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

Provide parent meetings and workshops to best support parent engagement. Parents will be offered multiple opportunities to learn about how to support their child, with focus on Distant Learning. Selected parents will be recognized monthly for having student(s) that are present and engaged for instruction. This recognition will be a gift card that can be mailed home. The school we implement their tiered plan for re-engagement of students by providing attendance and no participation calls to make parents aware of their student's engagement or lack of engagement.

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, LCAP, and/or Title I.

Amount(s)	Source(s)
$3,000	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

We were able to meet our attendance goal of reducing the % of chronically absent students to below 10%. We had 9% of students identified as chronically absent in 2019/2020. Our parent engagement goal was based on increasing the number of interactive events and AVID meetings. We were able to provide some of our planned events and meetings up until March 13th. All events and meeting planned from March13th to the end of the school year were unable to take place due to the COVID mandatory school closure. The parent events that did take place allowed parents to leave with hands-on materials to best support their engagement with their child at home. Some of these items were flashcards, learning games, books, and project supplies for AVID goal setting activity that was completed at home.

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

The intention was to provide field trips for students that met certain targets. Unfortunately, these targets were based on trimester 3 assessments that did not take place due to the COVID school closure. We also had 2 assemblies planned for the Spring to engage students in the state testing that usually happens in the Spring. We were unable to have these planned events due to COVID school closure. We were able to have 4 of the 6 parent events.

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.

The outcomes will be based on a Distance Learning Model. The incentives activities that can be done virtually. The incentives have to take in to account that students are not on campus. We will need to budget for postage and purchase of light weight items such as gift cards that can be mailed to our kids and families. We need a strategy that addresses attendance as well as student engagement.

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 (Title I Allocation)	$ 103, 486
Total Federal Funds Provided to the School from the LEA for CSI	NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$102, 510

State, and Local Funds

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

State or Local Programs	$210,094
LCAP	$209,921

Total of federal, state, and/or local funds for this school: $313,580