

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Madison (M1 - 258)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

_____ Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Felicia Bailey-Carr

Typed Name of School Principal

Felicia Bailey - Carr

Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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
Madison Elementary	39686766042683	05/19/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Madison Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for the White (WH) student group.

Description

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.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

SPSA Team/A-Team/Student Council/Leadership Team/SSC

The development of the Comprehensive Needs Assessment is an ongoing process. We began with the current Comprehensive Needs Assessment (CNA) and Decision Making Model tool (DMM) data reports and 3 surveys. The Leadership Team, A-Team, SPSA Team and Student Council met three times for feedback and review. The SPSA/Leadership Team met via Zoom on 2/7, 2/18, 4/4, 4/11. The A-team discussed the high leverage foci using the Fishbone and 5 Whys on April 4, 2022 and April 11, 2022. Student Council met on Thursday, April 6, 2022, and March 31, 2022. SSC and March 24, 2022 and April 7, 2022. The A-Team and SPSA team would like to add more feedback from classified.

Committee Outcomes:

A Parent Needs Assessment Survey was conducted - families believed the highest priority was additional Mental Health Services

Student Council discussion/Survey - students want more voice/choice and complained of boredom/disengaged

Teacher Efficacy Survey - need support with motivating students who show low interest in school work, and want help getting students to value learning.

Data Surveys - Increase in math 6% and ELA 8%

SPSA/Leadership Team - More Step-Up to Writing training for 3rd-5th, Math Talks/Conversations for Math Team, More time to process the PLCs intentional and purpose products, 4th/5th need more direction and expertise with PLCs, Primary want more supports with literacy based interventions/SIPPS

SSC - supported waiver/minimum days, a focus on literacy based interventions, and more library access.

Staffing and Professional Development

Staffing and Professional Development Summary

Madison has stabilized staff retention in the last 5 years with an average of 2 teachers per year leaving because of relocation or retirement. We have retained our Program Specialist for over 7 years and Media Specialist for over 3 years. Madison has had some of the best PD PLC speakers in the nation during the 21-22 school year scheduled to support its 38 Faculty/Collaboration meetings per year. The speakers this year include 6 hours of Anthony Muhammad, 6 days of PLC training with Janel Keating through CAPS program - 5 teachers forming our first official Guiding Coalition (master teachers with 7 years or less of experience). A PLC agenda was created that has been an efficient product, two 12-hour trainings via AVID elevate (18 attended Feb 25-26 and 8 attended October 4-5), 3 site AVID PDs on Focused Notes, Using Inquiry to facilitate Rigor, and a Socratic Seminar. Three PLC trainings with Sally Glusing from SJCOE are being facilitated during trimester 3. During collaboration and additional hours, 3 sessions of Step-Up-to Writing - On-Demand writing preparation, 3rd-grade paragraphs/opinions, 6th-8th-research and on-demand persuasive. Two trainings in NewsELA and license, two trainings on Flocabulary, and several training with Classcraft. There are two new 1st-year teachers to the site - one meeting for emotional support was scheduled and several check-ins are conducted throughout the year. They are paired with additional mentors from strong sites as well as their Induction mentors. Primary and Intermediate teams are especially strong. The training are aligned with high leverage best practices for scaffolding, collaboration, teacher clarity, and high levels of student engagement. This is overall a deeply caring staff that works together to provide as many encouraging touchpoints with students as possible.

86% of our teachers are fully credentialed - 5 probationary and 31 credentialed. Professional development during the 21-22 school has been inconsistent from previous years due to the impact of COVID positive cases and student/staff attendance. After years of building a cohesive culture and site team, major regression took place in the culture as a result of 489 teacher absences and a major site construction project that has disrupted our social culture, as well as unprecedented trauma evident in students caused by Distance Learning (DL). Primary and Intermediate teams work collaboratively in their Professional Learning Community (PLC) grade level teams to create common formative assessments, common lessons, analyze their data, and make decisions for instruction based on this data. Teachers assess and analyze student performance on content standards based on SMART Goals, iReady scores, BPST, and writing CFAs. Vertical articulation and inclusive meetings with SPED Team have been difficult due to time constraints and a disproportionate number of parent conferences because of discipline. Staff believes they need more quality time to process their training - Waiver process is being initiated. Each life level has agreed to focus on lesson mastery of one high leverage principle for each life level. High leverage practices from the district adopted curriculum and scaffolding from Daily Five, Step-Up-to-Writing, and AVID.

Staffing and Professional Development Strengths

Strength of our PD and Staffing 21-22:

AVID training- AVID elevate (18 attended Feb 25-26 and 8 attended October 4-5), 3 site AVID PDs on Focused Notes, Using Inquiry to facilitate Rigor, and a Socratic Seminar. - Teachers are understanding the need to engage students in more collaborative instruction

Whole Staff training on Solution Tree/Anthony Muhammad (42 Teachers) - transitioned teachers back from a Distance Learning/Hybrid mindset to a student centered/purpose driven mindset

PLC - CAPS (5 Teachers) - Guiding Coalition has been established to lead the PLC work to fidelity - Waiver process and collaborative work with PLC specialist modeled

Whole Staff Training with SCOE Sally Glusing (42 Teachers)

Caring and willingness to support class coverage and team needs and attend all site trainings

Math PLC Team - Completed foundational work with creating math instructional norms/shared best practice strategies

Book Study each year - *Onward* by Elena Aguilar

Primary Team:

K-2nd - PLC implementation is strongest life level additional hours of PLC time is utilized bi-monthly to engage in data analysis, CFA, Common lessons and analysis

Daily Five training has been a consistent focus for three consecutive years - instructional routines for reading comprehension/Word Work, Step-Up-to-Writing scaffolding support, and seeking training in SIPPS

Benchmark training - all teachers have received additional support from Curriculum office with different levels of literacy proficiency, Phonics/Literary deep dive, creating instructional norms for supporting the different phonemic levels

Volume reading goals - Library is an important part of school culture and Media Assist attends all training offered and reinforces literacy strategies, good fit books and language of the initiative (2 Book Fairs and Literacy Weeks per year).

Intermediate School Team

3rd-Grade Team - Guiding Coalition member - building a foundation for working as a team - Substitutes are utilized to support tier 2 and 3

4th-Grade Team - Guiding Coalition and works in sync to plan common lessons - Step-Up-to-Writing routines/Benchmark lessons

5th-Grade Team - Guiding Coalition - platoons and consistently works together/mentor teachers leaders on site

Volume reading goals - Library is an important part of school culture and Media Assist attends all training offered and reinforces literacy strategies, good fit books and language of the initiative (2 Book Fairs and Literacy Weeks per year).

Middle School Team

6th-8th - AVID Team - Focused Notes, College and Career Mondays - AVID elevate (18 attended Feb 25-26 and 8 attended October 4-5), 3 site AVID PDs on Focused Notes, Using Inquiry to facilitate Rigor, and a Socratic Seminar. - Teachers are understanding the need to engage students in more collaborative instruction.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teachers unable to implement learned strategies and produce the effect size of .4 and above gains as promised by the researchers. **Root Cause/Why:** Multiple training has been facilitated without time to apply skills, provide timely feedback, and engage in coaching conversations with exemplars. Efforts to rebuild teacher collective efficacy from Distance learning/Hybrid to In-school efforts were undermined. Too many COVID related absences - 2nd-highest COVID rate in the District.

Needs Statement 2 (Prioritized): Coaching model was disrupted resulting in lack of teacher support with their understand the principles of high leverage instructional methodology - teacher clarity, surface, deeper, and transfer learning - learning systems well enough to implement them independently. **Root Cause/Why:** Inability to develop actionable definitive moves to rebuild the "will and skill" of the staff - and move forward with different teaching practices and the execution of site initiatives with fidelity and impact.

Needs Statement 3 (Prioritized): PLCs- Professional Learning Communities did not adapt to address the complicated needs caused by COVID stressors/triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs. **Root Cause/Why:** Ill-equipped to address the lack of teacher stamina will/student motivation/boredom/enemies of engagement due to high absenteeism.

Teaching and Learning

Teaching and Learning Summary

Madison has engaged in five years of conversations centered on the development of subject-based instructional vision and instructional norms in tier 1 ELA and Math spaces based on Hattie's High Impact strategies that change every year! Operationalizing the MTSS system during Teacher Academic Conferences and unpacking our vision for the skill and will of each student to know and be able to do have been undertaken but not implemented this year. We have developed the vision for all Madison teachers to be knowledgeable in the principles of best practices for surface (EDI/Direct instruction), deeper (Collaborative conversations), and transfer learning (Projects). We have focused on supplemental training per life level: Primary - Daily Five/SIPPS, Intermediate - Step-Up-to-Writing/GLAD, and 6th-8th - AVID, After school program - VTS. We have received training from the national experts in PLCs, Benchmark Curriculum/Savvas, iReady, Step-Up-to-Writing instructional coaches, and AVID training, Watershed VTS, A2Z Math Consultants, and the District Curriculum office. The next phase is to develop systems of support, feedback, and monthly/Northstar benchmarks based on CFAs and designated instructional strategies. Also, systems of meta-analysis to monitor PLCs, walkthrough data, and electronic products will be created to help (Yearly Instructional Support and Culture Plan as well as an electronic instructional guide. Teams need to be developed by life levels for the walkthrough, lesson demo, and progress monitoring support. SPED has purchased Read 180 for instructional support for our SWD. The instructional coach was placed in the classroom due to staffing shortages. Staff shortages begin after day 3 of school and persisted throughout the year.

Formal Observation Process/AVID certification walks/Williams Act/Instructional minute reduction from 20-21/Interventions - Tutoring

In the past 5 years, Madison achieved the following deliverables: SBAC - 2018 in ELA 6% growth and math 1%, 2019 11% ELA and math iReady 8%, 2020 Winter iReady 7+ in ELA (Pandemic year 1- no SBAC), **2021 Fall and Winter ELA increase 8+ in ELA and 6+ increase in math**, and reclassification rates have had a steady decline. Again we have centered our academic focus around mastering use of high impactful evidence based strategies with an effect size higher than .4 (Hattie). We've anchored our academic culture in literary aspirations using our Media Assist to demonstrate best practice literary initiatives in the library and promote volume reading goals. (Our program specialist helps support high impactful holiday events that are grounded in literary inspiration - 2 book fairs per year and one literacy night.) Our instructional program utilizes collaborative efforts to create priority standards. Math Vertical PLCs have been the most developed on site as they create SMART Goals, Priority Standards, 15 Day challenge for essential math skills, and share different methods of teaching. ELA has begun to develop these practices with reflection phases and collaboration time used to share writing samples and instructional approaches that produce them. Flocabulary, Newsela, SIPPS was purchased as supplementary supports but not monitored effectively. The Master Schedule is set up with classes that support STEM, financial literacy, AVID, Drama, Music, ELD, PLUS but not remedial or intervention supports.

Teacher total number of absences - 489. Student increased rates of chronic absenteeism jumped from 22% to 55%. Professional development was limited in the support of ELD instructional practices. English learner progress continues to decline in both reading and math.

The development of a Blueprint for RTI , effective ELD high leverage practices/norms, AVID site goals, classroom interventions were interrupted. Plan to future proof our school never actualized on a surface level.

Teaching and Learning Strengths

		Overall: 2021 Fall and 2021 Winter ELA increase 8+ in ELA and 6+ increase math
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Whole School Data Proficiency Changes:

iReady Fall to Winter ELA 406 students grew +10 points

Tier 1 9%-17%

Tier 2 37%-35%

Tier 3 56%-48%

iReady Fall to Winter Math 357 students grew +10 points

iReady Fall to Winter Math Whole School

Tier 1 4%-11%

Tier 2 35% - 42%

Tier 3 61% - 48%

Whole Staff Strengths:

Collective Efficacy is strong/PLC Teams: Staff consistency and building upon current initiatives

Leadership Team

Guiding Coalition

Primary Team Strengths:

PLC Teams -Collaborations are most aligned with PLC practices/fidelity to the process, team connections/relational trust is strong and high collective efficacy/Common Instructional Practices/Willingness to risk take

Tier 1 Instructional Practices in Math: Math Talks/Student centered classrooms, restorative circles practiced daily

Tier 1 Instructional Practices in ELA:Instructional Practices: Daily Five instructional routines

Tier 2 - Afterschool Tutoring

Intermediate Team:

PLC Teams - 3rd-Grade developing, 4th/5th grade are strong

Tier 1 Instructional Practices in Math: Math Talks/RTI Packets in Multiplication/Fractions

Tier 1 Instructional Practices in ELA: Step-Up-to Writing, Common Formative Assessments in Writing, Benchmark and iReady implementation lesson design is strong/consistent

Tier 2 - Afterschool Tutoring

Middle School Team:

PLC Teams -Collaborations are most aligned with PLC practices/fidelity to the process, team connections/relational trust is strong and high collective efficacy/Common Instructional Practices/Willingness to risk take

Tier 1 Instructional Practices in Math:Math RTI packets for Math Team

Tier 1 Instructional Practices in ELA:Instructional Practices: AVID Student Note-taking/Questioning/Writing

Tier 2 - Afterschool Tutoring

Library has the highest circulation of books.

8th-Graders are mentors for younger students

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Effective systems for support of struggling readers were not adequately developed for all subgroups including English Learners and SPED students. **Root Cause/Why:** Not making time to backwards map a PLC focus for year, calendar the monthly PDs & align with suggested collaborations. High absenteeism interrupted planning/training/PD to support ELD instructional practices. Lack of an instructional guide/electronic version to guide consistent systems. Lack of consensus on instructional norms, instructional vision, and expertise in high-impact strategies.

Needs Statement 2 (Prioritized): Students were not able to fully actualize instruction to close foundational learning gaps in ELA and Math. **Root Cause/Why:** COVID Survey made it difficult to maintain fully staffed classrooms. SPED classes were continuously short para assist. Teacher low will/teacher COVID toxic fears interfered with agency and innovation -more wellness activities should have been used to focus on teacher and support staff well being - book study (Onward by Elena Aguilar) wasn't enough.

Needs Statement 3 (Prioritized): Student subgroups are not growing equitably with current access to the curriculum. **Root Cause/Why:** White (ATSI), AA, SWD, and Hispanic achievement levels are still not growing in significant numbers. Lack of culturally responsive teaching strategies. Lack of cultural proficiency - not fully understanding your audience.

Parental Engagement

Parental Engagement Summary

This school welcomes feedback from staff, parents, and students. We have a diverse faculty and staff. A culture of problem-solving is fostered and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Stakeholders take pride in the campus and value supporting initiatives that improve our environment so that authentic learning can occur. School goals for meaningful partnerships are the following: By May 26, 2022, increased parent volunteers and parents attending Parent orientations, Back to School Night, Parent Conferences each year by using 3 pathways - inviting room parents, inviting parent to tech trainings, and PTA involvement. This will support classroom activities targeting 1 parent per grade level for a total of 9 volunteers. Monthly Parent Coffees, SSC, ELAC, and PTA meetings are conducted. UOP offers a mentoring program for 6th-8th servicing over 50 students. Stockton Scholars will offer a Summer Bridge Program for 6th-grade risers. More intentional relationship building with parents is targeted. Parents have requested more relevant topics for parent needs. More intentional training on brain trauma and how it affects emotions and perspectives were requested in last year's CNA. More intentional training on math support was requested in CNA last year. Parent conferences are conducted three times a week and embedded in the yearly schedules. Three parent orientations meetings are scheduled at the beginning of the school year. Literacy night-Fairytale Film Festival, Harvest Carnival, Turkey Trot, Two-Book Fairs and Literacy Read Week/Rotary Reader, and carnival. Two churches have adopted the school and donate turkeys, backpacks, donuts for staff, and provide garden maintenance. Surveys to staff about additional training that can be provided in regards to culture, mental health, and different populations.

Parental Engagement Strengths

Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback. Parent conferences are conducted three times a week and embedded in the yearly schedules. Stellar monthly meetings are offered to parents via Zoom - SSC, Parent Coffee, ELACs, and PTA meetings. UOP offers a mentoring program for 6th-8th servicing over 50 students. Stockton Scholars will offer a Summer Bridge Program for 6th-grade risers. More intentional relationship building with parents is targeted. Communication is consistent - weekly Blackboard Messages every Sunday night at 7:00 PM. Website is updated weekly, Marquee is updated monthly, Parent Newsletter is updated each trimester. Physical flyers are distributed as event reminders. Progress reports and report cards are submitted electronically as well as physically. Parents expressed a love for Classroom Dojo.

SAP Process/Care Team/SST/IEP and 6 week follow-up is consistent.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents are missing skills/techniques to be reading and math instructional coaches at home. **Root Cause/Why:** Shift of academic training focus to vaping, trauma, and other internal issues became the immediate priority for parent training. Increased inappropriate student behaviors. Students need extended support at home focusing on academics. Disconnect between the feedback parents provide at the end of the year with what we implement throughout the year. Advanced scheduling and alignment disconnected.

Needs Statement 2 (Prioritized): Inconsistency of parent participation at school activities. **Root Cause/Why:** Zoom meetings made it difficult to maintain a solid connection with parents on a consistent basis. Inability to offer meals and enriching activities compromise the substance of the experience. Virtual sign ins caused confusion. Virtual promoted disengagement/passive involvement.

School Culture and Climate

School Culture and Climate Summary

The school staff consistently provides a comprehensive system of support (e.g., counseling, coaching, goal setting, time management, problem-solving) to maximize the personal growth and development of nearly all students. The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. Site attendance 2018 -22%, 2019 -27%, 2020 - 23%, 21 - 28%, 22- 55%. A total number of discipline incidences was 141 and suspension data 71 out of school/ISS suspensions during 2021-2022 (a disproportionate number of suspensions came from 6th-grade and one 7th-grade student). Site's vision and goals have been to create a restorative culture where all students feel they belong here and connect with at least one trusted adult. Our equity imperative strives to create an inclusive environment where all students love themselves more as a result of attending this school/learning about themselves. Our mission is in alignment with the focus on "self-awareness and agency". Providing the wrap-around services necessary to address all the trauma from DL has been the greatest challenge. Two counselors that are RAMPed are devoted to modeling tier 1 SEL/2nd Step curriculum but have had difficulty meeting with admin to engineer a pathway that helps support consistent teacher implementation (embed SEL/Restorative time in the master schedule). According to our teacher efficacy classroom management survey, 80% believed that it was within their capacity to control disruptive behaviors, get them to follow classroom rules, and establish a management system. However, questions related to motivation, and valuing learning had low scores of efficacy. Indicating there may be a cultural proficiency gap that teachers are acknowledging. Significant numbers of all staff have been formally trained on Restorative Circles or experienced them as the staff. PLUS survey data between 88% and 72% of students feel like they belong, have friends and adults that care about them, and feel comfortable talking to an adult/believe they have friends that care. Teachers have engaged in PD that discussed an emphasis on relationships during the 21-22 school year and reminders of techniques to deal with trauma/ACES. PBIS team not as active/low attendance than in the past. The CSA/Safety Team needs to work with the teachers to define behavioral expectations, review, and model these expectations daily, and acknowledge and reinforce appropriate student behavior daily. Student Council and counselors need to be a part of the Honor Roll assemblies. Tier 3 mentoring services were provided from October through December.

School Culture and Climate Strengths

There are ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing, and disciplined school environment that is conducive to teaching and learning. The PBIS team oversees the key areas of school culture and climate of the campus: safety, discipline management, staff culture, student culture. The same PBIS ESLER (Expected school-wide learning results) have been established and communicated with teachers/staff for behaviors (Positive, Respectful, Responsible, and Safe). A vision for what type of inputs would build a student with a solid character, resilient, self-confident, empowered with a spirit of agency, internalized growth mindset, healthy self-esteem, and internally strong. Trimester leadership/discipline assemblies are conducted to reward behaviors. Initial assembly for all students is held during the first trimester to review site expectations. We have formally discussed the 10 things to do daily to transform the culture - Morning formation - ESLER review, discussion of how to embed Restorative Circles, and 2nd-Step curriculum in all we do. SAP/Care Team, SST, and IEP are stellar. Admin has high expectations for engineering the social culture - promotes the consistent use of restorative circles, defines behavioral expectations, teaches behavioral expectations, reviews and models behavior expectations and school rules, acknowledges and reinforces appropriate student behavior, provides corrective feedback, and utilizes data in collaboration. A discipline pathway prior to referring a student to the office is in place. Noon Duty received PD in CHAMPS/STOIC, Anger Management, Conflict Resolution, ACES by Counselor and Mental Health Clinician. We've engaged in vision-driven discussions on how to develop student voice/agency using PLUS, Student Council and AVID leaders, and Student Council. PLUS creates structures and opportunities for students to teach other students and serve as role models/peer mediators. Continue grade level forums allowing the student to student modeling/teaching social responsibility skills to other students and "no child eats alone" campaigns. We offer PLUS and AVID classes as an elective. Counselors participate in morning announcements and support student and staff morale.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Mental health tools have not been developed for trauma plagued students needs to be addressed through tier 1 systems and practices. **Root Cause/Why:** No time has been available for intentional training and support for ways to change the narrative for students of trauma and deliver that impact classroom culture for all students - 6th-grade responsible for most suspensions. Resources/tools have not been fully developed. Trauma is "non-traditional".

Needs Statement 2 (Prioritized): Increased discipline and student conflicts during lunch recess. **Root Cause/Why:** Insufficient security/support staff prevents us from adequate support services to deal with tier 2 needs and outside unstructured time. Students are missing consistency of structure and mirroring behavior in their outside environment. The construction project has added to a lack of organized outside activities/choices that lead to lots of conflict during lunch recess. Shifts in students leaders.

Needs Statement 3 (Prioritized): Social-emotional curriculum has not been integrated into tier 1 instruction. **Root Cause/Why:** No time to plan out the year calendar, add SEL and restorative circles to the master schedule, and review lessons. Integrated lessons have not been embedded or developed.

Needs Statement 4 (Prioritized): Student absenteeism has increased. **Root Cause/Why:** COVID impacted student natural development and ability to socially interact in emotionally mature ways. Need to belong is not actualized. Staff has been absent to manage the site with consistency. Students are not getting adequate support services to deal with tier II social emotional needs. Students lack of coping mechanism in day to day social engagement.

Needs Statement 5 (Prioritized): Extreme student behaviors risk safety of students/staff. **Root Cause/Why:** Tier 2 and 3 students need monopolized site resources, focus, and time and retracted from the time counselors typically spend with tier 1 initiatives. Extreme student behaviors caused by distance learning -

compounded ACES required more time to creatively problem-solve with the Wellness team.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students.

EL:

By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students.

Math:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students.

Identified Need

Teachers unable to implement learned strategies and produce the effect size of .4 and above gains as promised by the researchers.

Coaching model was disrupted resulting in lack of teacher support with their understand the principles of high leverage instructional methodology - teacher clarity, surface, deeper, and transfer learning - learning systems well enough to implement them independently.

PLCs- Professional Learning Communities did not adapt to address the complicated needs caused by COVID stressors/triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs.

Effective systems for support of struggling readers were not adequately developed for all subgroups including English Learners and SPED students.

Students were not able to fully actualize instruction to close foundational learning gaps in ELA and Math.

Student subgroups are not growing equitably with current access to the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students reclassified	5	15
# of students performing two or more grade levels below - Math	266	216
# of students performing two or more grade levels below - ELA	272	222

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLC Training and Support: Teachers will participate in bimonthly in-depth professional development that focuses on increasing schoolwide understanding of the Professional Learning Communities (PLC) process.

Teachers will be supported by administration, program specialist, Instructional Coach Centralized Service), and other district support personnel to improve the implementation of PLCs at Madison.

Teachers will work through the vision, mission, core values, collective commitments and develop systems for feedback/common instructional lens to create high-functioning teams that will then practice data cycles creating and using common formative assessments to drive high-quality first instruction and tier 2 support. PLC Teams will develop feedback systems/architecture to guide learning walks and provide teacher feedback for will/skill and lesson studies (Danielson Rubric/CSTP) - providing strategic and deliberate feedback.

Teams/differentiated feedback will increase their instructional capacities and create roles within the PLC teams through site-based professional development. PD focus on crucial conversations (no one size fits all feedback structures). Facilitating feedback conversations about instruction. Long-terms substitutes will be compensated for PD training after hours.

Substitute Pay Calculation (Object Code 11700): 10 substitutes x 10 days x \$200 rate of pay = \$20,000 Title I

Premeeting and debrief meeting from training (Teacher Additional Comp Title I) \$15,000

Training/Webinar/Conference - Site Based: \$9,500

Staff Professional Development Rigor and Intervention: Staff members (Certificated & Classified) will be compensated to participate in professional development (PD) outside their contracted time which includes on-site PD provided by district staff and sending teachers to workshops and training provided by outside agencies. Professional development will focus on evidence-based instructional strategies for reading/RTI/WIN/SIPPS/AVID for interventions for tier 2/3, implementing the standards for mathematical practice, and utilizing the district-adopted curriculum for high-quality tier 1 instruction. Teachers will conduct peer classroom walk-throughs to provide peer coaching and support to each other on lesson delivery and curriculum implementation. Purchase books for staff teams to use during book studies. Feedback on novice (missing steps in practice/lack understanding of prerequisite skills/lack content/lack knowledge of appropriate instructional strategies), apprentice (inconsistent/incomplete/doesn't understand conceptual relationships), practitioner (gaps - solid knowledge of content and strategies, relationships among concepts/anticipates learning pitfalls), and master teacher (best practice, content across grade/disciplines, empowers student ownership)level matrix will be developed. Framework for diagnosing students and teachers - self-reflection of stage.

Teacher Additional Comp Calculations (Object Code 11500 Title 1) : 108 hrs x \$60 rate of pay = \$16,410 - (Title 1)

Classified Additional Comp Calculations (Object Code 22500Title I): \$2,000 - LCFF

Books/Supplies (Object Code 43110): \$3,000 - (Title I)

Staff Collaboration PLC Rigor- Common Formative Assessments: Certificated and Classified personnel will be compensated for collaborating outside contract hours and provided subs during school to develop capacity around unwrapping standards to provide rigorous first instruction/RTI/WIN. Staff will be guided through the data analysis process, lesson design and planning. Staff will identify priority standards and create a system for tier 2 support using common formative assessments that are aligned to the priority standards.

Collaboration Interventions will also focus on Daily 5, WIN/RTI Systematic Instruction on Phonics (SIPPS) for K-2, Step Up to Writing and Designated ELD Instruction for 3-5, and Advancement Via Individual Determination (AVID) for 6-8.

Teacher Additional Comp Calculations (Object Code 11500): \$2,000 - Title 1

Classified Additional Comp Calculations (Object Code 22500): \$2,000 - LCFF

Academic Conferences Rigor and Interventions: Academic conferences will be held 3 times per year. Academic conferences will focus on creating grade-level SMART goals around academic achievement. As a team we will be walking through grade-level data analysis, reflecting on teaching strategies, and identifying areas of need for the grade level and struggling students. Teachers will walk through SBAC test prep to fully understand the depth of knowledge required of students. The team will backward map the standards and skills needed to be taught throughout the year. The team will also identify students in need of additional support through tier 2 and tier 3 interventions and create a plan to meet their needs and reflect on the implementation of the plan. Substitute Pay Calculation (Object Code 11700): \$2,500 - Title I

Conferences/Training/Workshops/Webinars (Virtual): Staff members will attend conferences and workshops that will support instructional practices such as SIPPS/WIN/RTI/AVID. To develop capacity in the area of PLC practices, unpacking priority standards, and data analysis, staff will attend conferences and workshops such as the /Corwin/Hattie Conference, UnboundEd, Corwin-Virtual Teacher Clarity Playbook Certification, Virtual PLC Institutions, Solution Tree PLC/RTI, MTSS and County Office of Education Workshops. Staff members will attend AVID, CAPS, Daily Five, SJCOE and other conferences that provide staff members with professional learning opportunities that support the implementation of supplemental programs that are implemented on-site.

Calculation LCFF Conferences/Webinars \$25,000

Staff members will attend conferences such as Mastermind Groups, Breakthrough Coach, SAM, ASCD/Mindsetinc/Builders Lab 360 Experience/Buildership University, ACSA Institutes, CAAASA and other Continuous Support or coaching conferences to build knowledge around school and team leadership for help with technical and adaptive institutional navigation

Conferences/Workshops (Object Code 52150): \$15,000 - LCFF

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)
\$18410	50643 - Title I
\$2000	23030 - LCFF (Site)
\$3000	50643 - Title I
\$15000	50643 - Title I
\$2000	23030 - LCFF (Site)
\$20000	50643 - Title I
\$34500	50643 - Title I
\$15000	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Madison students will increase proficiency in literacy standards. They will become familiar with authors, comprehend stories using high-impact strategies, and participate in rigorous discussions about stories. Independent Reading is important for building students' vocabulary, fluency and overall passion for reading. School wide students will participate in goal setting based on minutes being read and volume of books read. A key component is ensuring that all students have access to the literacy support and books they are interested in.

Library Media Assistant (.4375 FTE Library Media Assist (Salary and Benefits) -- \$21,596 - LCFF: Organizes the library so students can easily find books at their Lexile level, makes sure books are labeled properly, orders books that go along with the Daily Five Strategies, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through:

- * Working directly with teachers and students to support students finding good fit books.
- * Reading to all classes K-2 using elements from common core standards and Daily Five reading strategies.
- * Organizing the library so students can easily find books at their AR level.
- * Support students to develop and meet reading goals through progress monitoring and modeling using a growth mindset.
- * Schedule times for each class to visit the library to check out books and participate in read-alouds where students will have the opportunity to practice the Daily Five Reading strategies and practice making connections to various genres of text.
- * Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support core curriculum.
- * Run and organize the book fair
- * Participate in family nights

AVID - Critical Reading and ELD Institute

Reading Assessment - BPST

Library Media Assist. Additional Duties: Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights, preparing school wide goal setting, opening the library for before and after school culturally responsive book clubs and managing the book fair. Library Media Assist Additional Comp Calculations: 100 hours x \$50 rate of pay = \$5,000 - LCFF

Print Rich Environment & Learning

Resources: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, large colored paper to make signs and posters. Instructional materials that support students with writing and speaking such as sentence strips, tape, pencils, crayons. Personalized whiteboards and markers to support students when practicing spelling, writing, and quick checks for understanding. Planners to help students stay organized. Maintenance agreements to cover the cost of maintenance on machines used to support a print rich environment throughout the school year. Folders, Sleeves, and Binders to support student organization and AVID. Notebooks, remedial writing resources, student manipulatives and other student interactive resources. Flexible learning resources such as clipboards and easels.

Instructional Supplies (Object Code 43100): \$7000 - LCFF; \$3,000 - Title I

****General supplies are unallowable using State & Federal funds.****

Maintenance Agreement (Object Code 56590): \$2,300- Title I

Writing Academic Conferences. Teams will vertically align to determine rubric guidelines and calibrate writing expectations. Writing will be celebrated on the school's website with featured projects and prizes. Step-up to writing will be used to assist teachers and students to reach school wide writing expectations.

STEP-Up to Writing: Staff will enhance and align all instruction on campus to utilize the Step-Up to Writing strategies as a supplemental instructional resource. Staff will use the color coding strategies when writing and paragraphs to illustrate the different purpose of sentences. Each life level will create SMART goals for the 3 writing genres during

Webinars Title 1 \$3000

NewsELA: Provide teachers access to NewsELA as supplemental support. NewsELA provides leveled reading articles and writing prompts to strengthen student comprehension of informative text and their written responses to the articles. Articles can be adjusted to meet the levels of the students so all students in the same class can read the same content but at their level.

AVID Site licensing.

License Agreement (Object Code 58450): \$4,200 - LCFF

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)
\$21596	23030 - LCFF (Site)
\$3000	23030 - LCFF (Site)
\$5000	50643 - Title I
\$4200	50643 - Title I
\$2300	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Program Specialist: Teachers and staff will be provided direct support from the Program Specialist with day-to-day needs in various capacities.

The PS ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras, LCFF).

AVID - Support the implementation of the AVID program. Coordinate with the district to secure tutors, and ensure that documentation is collected for AVID certification. (Title I). The AVID focus will be incorporated into each elective - AVID/Drama, AVID Elective, ELD AVID- pathways for vocabulary, Robotics/AVID, AVID Forensics/Financial Literacy Art, Music. AVID will meet bi-weekly to review strategies and walkthrough data. AVID PLC/partner school, AVID Team, and AVID Leadership Team will meet to progress monitor, and build capacity.

Technology- The core curriculum consists of varied multimedia materials that teachers will use during instruction and the PS supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports(LCFF).

ELD-monitor and discuss EL student progress with each teacher. Program Specialist develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the new ELD curriculum will be maintained school-wide. (LCFF)

Assessment- Coordinate and execute district and state-mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, and i-Ready. (LCFF) \$2839

Parent Meetings/Events- The PS will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include ELAC, SSC, parent workshops, coffee hour, school-wide assemblies, and lunch on the lawn.

Instructional Coaching Support- Provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need-by-need basis. (Title I)

Data- Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The PS also supports the evaluation of the data to create SMART goals for teachers and students. (Title I)

Academic Conferences - The PS will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. (Title I)

ELA Reading Groups - provide pull-out and push-in reading groups for English Learners utilizing GLAD Strategies, SIPPS, Kate Kinsella vocabulary routines and ELD intervention strategies. (Title I)

After School Tutoring- Identify, make, and distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule, and complete planning and prep. Gather materials as needed. (Title I)

.549 FTE Program Specialist (Salary and Benefits): \$83,151 - LCFF

.451 FTE Program Specialist (Salary and Benefits): \$68,033 - Title I

EL Collaboration: Monthly collaboration with ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals. During collaboration with the program specialist, teachers will create EL SMART Goals that mirror school-wide goals and make a plan to meet those goals utilizing ELD instructional norms. ELD with partner site to truly understand what success looks like- exemplar - AVID ELL.

Substitute Pay Calculation (Object Code 11700): 15 Substitutes x \$200 rate of Pay = \$3,000 - Title I

Teacher Additional Comp Calculations (Object Code 11500): 50hrs x \$60 rate of pay = \$3,000 - Title 1

English Language Development Professional Development: Teachers who are instructing Designated ELD will attend the San Joaquin County Office of Education Guided Language Acquisition Design (GLAD) training. GLAD is an instructional model that supports the vision of the California English Learner Roadmap policy by strengthening educational programs and practices for English Learners. The instructional model provides full and meaningful access to 21st-century education that results in attaining high levels of language proficiency and mastery of grade-level standards. Conferences/Workshops (Object Code 52150): \$3,000 - Title I

Bilingual Aid recommended from ELAC committee. District LCAP funds will cover.

Tier 2 After School Support for English Learners and Tier 2/3 learners: Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English Learners who are considered far below grade level. Students will be working with a fully credentialed teacher on-site in a small group for 2-12 week cycles, 2 days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement. The after-school teacher will have 1 hour of prep time for every 2 weeks of tutoring for curriculum preparations, collaboration, and family communications. Flocabulary supplement will be utilized for vocabulary support.

Teacher Additional Comp Calculations (Object Code 11500): Tutoring: Teachers x 3 hours x 24 weeks x \$60 rate of pay = \$12,960 - LCFF \$9774 Title 1 \$3186

Tutoring Prep: 3 Teachers x 1 hours x 12 weeks x \$60 rate of pay = \$2,160 - LCFF

SPED Autism Program certificated Title I - Read 180 training PD \$2000

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)
\$83151	23030 - LCFF (Site)
\$68033	50643 - Title I
\$3000	50643 - Title I
\$3186	50643 - Title I
\$undefined	50643 - Title I

\$9774	23030 - LCFF (Site)
\$undefined	23030 - LCFF (Site)
\$2839	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Math PLC Team: The team will continue to participate in vertical collaboration onsite and with teachers at the feeder high school. The PLC will focus on the math frameworks, procedural fluency, and team infrastructure. The team will participate in 15-Day challenges that focus on Response to Interventions, Math Monthly Common Formative Assessments, and math tutoring. The team will establish youth empowerment opportunities through the creation of a lunchtime math center, and math competitions between students and other schools.

Teacher Additional Comp Calculations (Object Code 11500): \$2,500 - LCFF

Tier 2 After School Support/Tutoring/Saturday School Zoom Support: Utilizing a current school teacher to assist underachieving students in Math. The focus will be on students who are considered far below grade level. Support will also focus on the learning loss of students and instructional deficiencies caused by COVID protocols. Students will be working with a fully credentialed teacher on-site in a small group at their level for a 12-week cycle 2 days per week, 1.5 hours a day. The after-school teacher will have 1 hour of prep time for every 2 weeks of tutoring. African American Students and Students with Disabilities will receive priority placement. Support will be offered for 3 groups; Tk-2nd, 3rd-5th, 6th-8th.

Teacher Additional Comp Calculations (Object Code 11500): Tutoring: Teachers x 3 hours x 12 weeks x \$60 rate of pay = \$6,480 - Title 1

Tutoring Prep: 4 Teachers x 1 hours x 6 weeks x \$60 rate of pay = \$7,200 - LCFF

Flocabulary as a resource for equitable math vocabulary review

SJCOE will conduct math-focused lesson studies, observe each other's teaching and receive feedback to improve teachers' ability to provide high-quality first instruction in math. Teachers and Program Specialists will participate in Science-based training at SJCOE.

(Object Code 58100): Conferences/Webinars \$3,000 - LCFF Math and Science Rigor Integration.

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)
\$2500	23030 - LCFF (Site)
\$7200	23030 - LCFF (Site)
\$6480	50643 - Title I
\$3000	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips. All students will participate in a hands-on experiential learning opportunity, outside of school grounds. Students will have one pre-assessment and one post-assessment that allows them to demonstrate their understanding of real-life experience connected with core instruction.

Field Trips: K-2 opportunities for students will include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. WOW Museum in Lodi to practice STEM lessons. Zoo field trip will be scheduled. Other science and/or social studies-related places might become available for students.

3rd-8th opportunities for students will include Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Washington D.C. Worldstrides where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Zoo field trip will be scheduled.

6 flags discovery kingdom so students can experience physics in motion.

Drama students will attend plays that demonstrate various culturally relevant topics that students are interested in.
 AVID students will visit local colleges to become familiar with college campuses and learn about the process and expectations that colleges have of their students.

Transportation (Object Code 57250): \$12,000 - Title I

****Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.

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)
\$12000	50643 - Title I

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology: Future proofing our instructional program created a need for new technologies to provide the best possible first instruction. Teachers rely on their doc cameras, projectors, bulbs, student chromebooks, and printers now more than ever. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction.

Technology (Object Code: 43100): \$5000 - Title I

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)
\$5000	50643 - Title I

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

- 1: Partial implementation of deeper PD and PLC implementation because of absenteeism - Did follow up on training with Anthony Muhammad/CAPS/SJCOE
- 2: Full implementation of volume reading schoolwide ranked top 8 out of 42 K-8 sites for library book circulation; Partial implementation of Teacher Academic Conferences due to absenteeism and lack of substitutes. Partial implementation of Step-Up-to-Writing training - training for Primary, Intermediate, and Middle school teachers - no follow-up monitoring possible due to absenteeism, substitutes, and student discipline, no follow up -Daily Five implementation with Partial follow up with Primary Team/Phonics deep dive Binders with 3 levels for phonics mastery - unable to review and monitor;
No substitutes to support Teacher Academic Conferences three times a year. Two one-hour Teacher Academic Conferences planned. SIPPS was purchased at the end of the year - unable to determine effectiveness at this time.
- 3: Partially implemented -AVID provided several training opportunities with little ability to follow and coach - absenteeism, discipline during recess, and construction; ELD partial implementation - 3 teachers will receive GLAD training/certification asynchronously
- 4: No implementation of Math vertical PLCs and training due to lack of substitute coverage
- 5: Due to COVID protocols/restrictions unable to implement field trips - unable to determine effectiveness at this time.
- 6: Delayed purchase of smartboard at the second half of the school year, pending delivery for implementation - unable to determine effectiveness at this time.

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

Example: Reallocated field trip funds to enhance visual/blended learning through the purchase of additional smartboard equipment.

1. Barriers instructional coaches unavailable for support and lack of substitutes to model and provide feedback to improve the process/product
2. Consultant and conference monies were moved to books/instructional to purchase more high-interest books with organized themes Lexile to support Daily Five centers; asynchronous Daily Five training with Primary Team/Phonics deep dive Binders with 3 levels for phonics mastery - unable to review and monitor;
No substitutes to support Teacher Academic Conferences three times a year. Two one-hour Teacher Academic Conferences implemented. SIPPS was purchased at the end of the year.
3. AVID - more training offered - two 12 hour training - 3 staff meeting workshops, -no AVID awards at Honor Roll Assembly, did a visitation to a showcase site, but no partnership
4. No writing plan developed, no writing smart goals,
5. Partial implementation - Program Specialist and ELD teacher pulled students for extra support, just purchased Kate Kinsella vocabulary books .67 and vocabulary routines. SIPPS .54 training, no consultants available for math support K-2, no youth empowerment math bowls
6. Delayed purchase of smartboards at the second half of the school year, pending delivery for implementation

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.

Example: Tutoring: Increase days from 2 to 4 per week for students to receive focused support of tier 1 instruction.

1. Continued support for PLC PD using CAPS, Solution Tree/Anthony Muhammad to support next level PLC cohesive Focus - Regional PLCs for singletons, making time to collaborate and debrief.
2. Media Assist attended all various literacy training, no follow up or goal setting after training for sites, no action walks among teachers, SIPPS training materials purchased but not coaching/training.
3. AVID meeting immediately following faculty meetings was implemented, no recognition in Honor Roll Assembly, 4 teachers attending AVID Institute this year.
4. Writing SMART goals, developing writing instructional norms, showcasing writing on the website
5. Bilingual Assist will be trained on SIPPS, Kate Kinsella, ELD Team will meet monthly -celebrations. Math vertical team will meet consistently,
6. Technology will be used to improve quality first instruction

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal)

By June 30, 2023, reduce suspension for All Students by 10%

By June 30, 2023, reduce suspension for Students with Disabilities by 10%

By June 30, 2023, reduce suspension for African American students by 10%%

By June 30, 2023 reduce suspension for White students by 10%

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 30, 2023, reduce chronic absenteeism for All Students by 2%

By June 30, 2023, reduce chronic absenteeism for English Learners by .5%

By June 30, 2023, reduce chronic absenteeism for Students with Disabilities by .5%

By June 30, 2023, reduce chronic absenteeism for African American students by .5%

By June 30, 2023, reduce chronic absenteeism for Whites by .5%

Identified Need

PLCs- Professional Learning Communities did not adapt to address the complicated needs caused by COVID stressors/triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs.

Mental health tools have not been developed for trauma plagued students needs to be addressed through tier 1 systems and practices.

Increased discipline and student conflicts during lunch recess.

Social-emotional curriculum has not been integrated into tier 1 instruction.

Extreme student behaviors risk safety of students/staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Reports	52% chronically absent	26%
Synergy Reports	84 Suspension Days	42 Days

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Madison will continue to emphasize internalizing a positive, respectful, responsible, and safe culture- strong student self-efficacy. The school will utilize restorative circles embedding SEL and Mental Health tools into the circles to build a positive community. Culture and climate will be the focus building it into the master schedule/utilizing systems and incentives. College Houses/team/themes will build pride in values/sense of belonging/personal resilience/student voice. The morning formation/announcement will focus on acknowledgments of kindness, bonding for teachers, character traits, and the school pledge. Student goal setting for will and skill, learning vision for agency and advocacy, and relational capacity/AVID are the focus. Growth mindset teachers will continue their training, collaboration, and modeling during faculty meetings to emphasize effective ways to strengthen social and emotional growth during restorative circles using the district's Second Step Curriculum. Culture and climate audit.

PBIS Leadership Team/AVID College and Career Agency Goals/PBIS horizontal collaboration with exemplary school - The team will develop Positive Behavior Interventions and Supports (PBIS) school-wide plan for Tier 1, Tier 2, and Tier 3 behaviors. PBIS Rewards will be used to align points with Expected Schoolwide Learning Expectations Results (ESLERS) pre-established with teachers and staff members. The team will establish the vision for students to model and the systems that need to be in place to build students with solid character, resilient, healthy self-esteem, and a growth mindset. The following college and career materials will provide students with relevant information to understanding the complex career development process; 43 classroom University flags, 43 PBIS Welcome mats, 800 "Madison students are college and career ready" t-shirts sizes ranging from Youth Small - to Adult Large, and University gear (lanyards, decals, water bottles, pennants, flags, etc., for classrooms, hallways and students.
LCFF \$6000

Teacher Professional Development: Teachers will receive explicit training and professional development on trauma-informed teaching, restorative practices, cultural proficiency, equity, executive functions, and attendance incentives. Restorative school leadership training for the leadership

team to build capacity to strategically transform culture. Pre-planning retreat will focus on backward mapping restorative and 2nd Step curriculum.

PBIS/PAWs: Provide tier 3 intervention through a running club that focuses on proactive discipline and morning routines.

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)
\$6000	23030 - LCFF (Site)

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Classified Support Staff Training: Classified support staff will be provided training on the implementation of the PBIS school incentives and interventions. The focus will be on developing staff capacity to work as a team and increase the number of positive interactions they have with students daily to decrease the escalation of student behaviors. Classified staff will also be trained on how to support the flow of traffic in the morning to ensure all students and staff are safe. LCFF \$1000

Elective Classes: We will continue to build time into the daily schedule to provide 6th-8th grade students with the opportunity to participate in mentoring and leadership programs. Peer leaders Uniting Students (PLUS) will create structures and opportunities for students to teach other students and serve as role models and peer mediators. PLUS students will hold grade level forums allowing student modeling and teaching of social responsibility and other skills to students such as "No Child Eats Alone". PLUS and Leadership students will participate in peer mentoring programs such as attendance buddies. Students Council will be established to provide the student body with a voice to make a change. Students and teachers will participate in the BLOCK Conference, NAACP Delta College Conference, and training offered at UOP. Student Council and AVID leadership will also work to provide student support during unstructured time.

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)
\$1000	23030 - LCFF (Site)

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proactive Counselors/Mental Health Clinician/Wellness Team: School safety/student support/teacher/staff/student support with program development to support a positive student culture - chronically absent (CA School Dashboard) This was a large basis for our goal this year. The school counseling program will focus on the following achievement, attendance, behavior, and of/school safety goals this year. The School Counselor Program will focus on decreasing the chronic absenteeism rate. Counselors will implement school-wide initiatives to promote daily attendance. This will include; PBIS, Tier 2 Closing the Gap Action Plans for small group support for chronic attendance students school wide including a results report, school wide competitions (bragging rights posters, classroom parties, 100% day challenges), student attendance workshops in collaboration with CWA where students will complete "Most common reasons survey" p.25 of Hatching Results Implementing Data textbook. Afterschool training will be provided to the staff. Counselors additional comp \$2000

All students (K-8) will be provided age, and grade-appropriate planned school counselor Core Curriculum (SCCC) promoting executive functioning skills, knowledge, and attitudes through instruction in college/career readiness, academic, and social-emotional growth (growth mindset, self-regulation, and self-efficacy. counselors will give a minimum of 9 Intentional School Counselor Classroom Lessons by the end of April 2022 to all K-8 students.

Conferences teachers and support staff will participate in the following professional developments American School Counselor Association (ASCA) 2023 to discover best practices, resources and evidence based materials for our school, and PBIS Rewards Program virtual training session and summer conference to further support leadership, strengthen relationships and implement PBIS in our school. We plan to participate in the following professional development based on annual student outcome goals and our School Counselor Professional Standards and Competencies and self-assessment. Counselors will facilitate and build capacity with antiracist equity work and suggested training through participation in California Association School Counselors (CASC) Conference 2022

Title I \$5985 for 2 staff members - teachers/counselors/admin
LCFF \$3000 for 2 staff members - teachers/counselors/admin

Social-Emotional Learning and Support: School Counselors will implement PBIS rewards to encourage positive relationships and culture climate through monthly pizza parties for perfect attendance, weekly positive behavior and attendance raffles (sensory manipulatives; stress balls, sand trays, Legos, Huberman Spears breathing tools, kick bands, footballs, basketballs, glitter bottles tool making kits -jars, clear glue, fine glitter) in the cafeteria.

Social-Emotional Learning and Support: Developing capacity for the site to understand how to proactively implement healing-centered approaches in their classrooms in collaboration with School Counselors and our School-Based Mental Health Clinician to continue developing a vision to support all students. Counselors, Mental Health clinicians, Admin, and Program specialists will participate in a book study of the book, "Culturally Responsive discussions and goal setting" by Hammond, Onward by Elena Aguilar
 Supplies (Object Code 43110): \$2,000 - LCFF

Social-Emotional Learning and Support: Counselors will use tier 2 and tier 3 strategies to help students with de-escalation. Funding is needed to purchase manipulatives for students to support the de-escalation process such as therapeutic sand trays, video, and workbooks. Classrooms will be provided with flexible seating options to help students who struggle to remain seated for long periods of time. Examples include wiggle chairs, chair bands, bean bags, pillows, small tables and stools. Supplies (Object Code 43110): \$2,000 - LCFF

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)
\$2000	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)
\$5985	50643 - Title I
\$3000	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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.

1. Partial implementation of -PBIS Team low membership, major procedural shifting due to construction, Classcraft gamification goal did not receive enough tech support to develop.
2. No implementation of the vision for equitable practices, partial services for Raising Youth Resilience, and no training with Angela Buyers.
3. Partial implementation - PLUS facilitated activities for major campaign themes - Red Ribbon/White out Day/Yellow Ribbon, but didn't partner with Stagg's PLUS for vertical articulation.
4. Full Implementation - Tier 1 - 3,358 students contacts for Xello, High school Readiness a Tier 2 interventions were delivered as 75 Care Team meetings, daily announcements
5. Began an equity leadership team, implemented 3 schoolwide training with Nicole's Team
6. Wellness team developed

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

1. Students returned to campus with a complicated contact tracing system and Qualtrics
2. Tier 3 supports were no longer offered by outside consultants - Angela Buyers and RYR
3. Incentives offered in cafeteria, clubs offered as an option for outside activities
4. Not enough direction and support from CWA.
5. Did not continue conversations on culturally responsive teaching
6. Need to develop a focus on MTSS and equity

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.

1. Continue to build the vision of what a Madison student's Will/agency should encompass; will not continue Classcraft because of lack of tech support
2. Build a collective vision for procedures during unstructured time - fun zone, clubs and activities - PBIS experts in every life level
3. Only one PLUS advisor, continue grade level forums and themed campaigns
4. Develop a different cycle of support for tier 1 with counselor and teacher
5. Develop an equity component of our PBIS team, create a vision for equity
6. Intentional training and support on ways to change the narrative, trickle-down mental health tools to tier 1 circle.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June of 2023, Madison will increase their partnership with community organizations, and Improve parent attendance to Parent Conferences 3 times a year in conjunction with Literacy and Math Night

By June 2023, Madison will increase parent volunteers in school by 5% using 3 pathways - room parents, parent techs, and PTA involvement. Room parents will support classroom activities targeting 1 parent per grade level for a total of 6 parent volunteers on site.

By June 2023, double the number of parents attending parent meetings via Honor Roll assemblies, Mandatory Parent 8th, 5th, 6th and 3rd, parent/teacher conferences, orientation, back to school night, open house, 2 literacy nights - Fairytale/Film Festival, Harvest Carnival, Spring Carnival and Turkey Trot. All events will have language translation person upon entry available for support - ELAC recommendation.

Madison will build/maintain community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, Madison Park governing Board/Western League and local businesses /Amazon High school alignment with Chavez Music drumming program, Lutheran Church - Comfort Dogs,

Identified Need

Parents are missing skills/techniques to be reading and math instructional coaches at home.

Inconsistency of parent participation at school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent Conferences 3 times a year in conjunction with Literacy and Math Night: Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school and academic focused activities. Materials will be used to show parents how they can support their child's academic success through make and take math and ELA games/activities that parents can play with their children at home. Madison will provide parents an opportunity to join the PTA/PTO.

Parent Meetings: Provide additional support staff for meetings outside normal working hours to help monitor students at the meetings. Provide parents with meaningful topics during Parent Coffee/Cafe Hours and supportive resources that empower them to be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities.

Light snacks and refreshments will be provided. Materials such as chart paper, markers, whiteboard markers, toner, paper etc. will be used to support student engagement activities through strategies such as gallery walks and other take and make activities. Parent meetings will include SSC, ELAC, PTA meetings and events and Parent Coffee hours. Translation needs to be available at all events.

Parent Meetings (Object Code 43400): \$700 - Title I - 50647

Classified Staff Additional Comp Calculations:

2 Counselors x 6 hours x \$60 rate of pay = \$1,440 Title I - 50647

4 classified staff X 5 hours X \$50 rate of pay = \$1000 - LCFF - 23035

Madison Parent Support Group- offers training that builds capacity for parenting efficacy. Increased parenting efficacy will lead to greater belief and confidence to respond to and engage with their children, and to cope with stressful challenging situations. The first 4 meetings focused on healing your children from traumatic experiences. Additional topics included new graduation requirements, bullying, etc. Parents will be provided books with current strategies around parenting and supporting students in ELA and Math at home.

Supplies (Object Code 43110): \$1,000 - Title I - 50647

Parent Trainings: Parents will be provided with information and resources to support their child's journey from elementary school to high school and beyond to college. Madison will have 2 AVID parent night that will provide parents with valuable information they need to prepare their children for college. Parents will also be send to the 2021-2022 California Association for Bilingual Education CABE conference. Madison will send members of the PTA to the California State PTA Regional Leadership Conference.

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)
\$700	50647 - Title I - Parent
\$1000	23030 - LCFF (Site)
\$657	50647 - Title I - Parent
\$1440	50647 - Title I - Parent
\$1000	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.

1. Full implementation - Parent Coffee/ELAC/SSC facilitated via Zoom, Zoom Honor Roll assemblies transitioned to both in-person and recording offered on-site, parent conferences offered 3 times a year. Virtual and outside drive-through book fairs, Fall festival in-person 200 parents,

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

1. Parents fluctuated in attendance with more attending live events than Zoom at times, Back to School Night and 1st parent conference was well attended. 2nd and 3rd parent conferences had low parent attendance.

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.

1. More intentional relationship building with parents, more intentional training on brain trauma, more intentional training on adolescent parenting, more intentional training on math supports.

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	\$207591
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$378951

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 (\$)
50643 - Title I	\$203794
50647 - Title I - Parent	\$3797

Subtotal of additional federal funds included for this school: **\$207591**

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 (\$)
23030 - LCFF (Site)	\$171360

Subtotal of state or local funds included for this school: **\$171360**

Total of federal, state, and/or local funds for this school: **\$378951**