Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Orville Wright Elementary School

50711676052781
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
May 16, 2022	June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:
It is the mission of Orville Wright to ensure academic, social, and emotional growth for all.

School Description:
Orville Wright Elementary School is a part of Modesto City Schools. Founded in 1948, it is located in the Airport Neighborhood. The school serves approximately 400 students TK through 6th grade, including preschool . The school is designated 86.8% socio-economic disadvantaged. Originally settled by immigrants from Arkansas and Oklahoma, the area is now over 80% Hispanic. We have 56% of our students that come from families where neither parent has graduated from high school. Another 53% of the students are learning to speak English as their second language. The community is largely entrenched with gang violence, domestic abuse, and other crimes. The school is the primary community agency in the neighborhood and serves as the "hub" for information, assistance, socialization, and education.

The educational program at Orville Wright includes implementation of Common Core State Standards. The teaching staff at Orville Wright participate in ongoing professional development related to providing all students access to grade level content standards. The English Language Arts curriculum utilized is Wonders. Swun Math is implemented in mathematics and provides teachers an opportunity to focus on the Standards for Mathematical Practices. Our school is in year four of implementation to teach a social-emotional support curriculum, Second Step. This program is designed to teach students how to self-regulate and interact positively with others. Our Computer Literacy teacher enhances the educational experience by providing students with Common Core aligned technological instruction while improving keyboarding skills. Monthly staff meetings, as well as weekly early release teacher collaboration meetings, are utilized to provide ongoing professional development to teachers so that students may receive the best instructional program possible. A school site leadership team meets monthly to go over data, site needs, collaborate on ideas with a consensus, look for practices and recommendations that will support continual student growth.

English Language Development (ELD), English Language Arts (ELA), and Mathematics are the main focus areas for our students and teachers with approximately 55% of our students designated as English Learners. We continue to carefully monitor our progress in Science and look forward to new changes in State assessments and formats. Orville Wright is committed to strengthening the character of every student through the promotion of the Modesto City Schools Character Education program and Peacebuilders. We are building a strong Positive Behavioral Intervention and Support Program as well as Restorative Practices, working to assist students in learning appropriate behaviors and working together to resolve differences. Orville Wright provides encouragement and incentives to students, recognizing personal and class attendance success, as we teach the whole community the value of our children's education and the skills they need to find success in our world.

In the classroom, teachers use the District Wide adopted Wonders Language Arts and English Language Development Curriculum. Science and Social Science instruction are embedded into ELA instructional time, as selections from these texts are chosen for their text complexity, rigor, comparative qualities and other standards based components to enhance student learning. As previously indicated, the school population includes 55% English Language Learners. English Language Development (ELD) is presented in both a designated format as well as through integrated instruction across all curriculum areas.

Students in need of additional support in reading receive assistance through Orville Wright's school-wide intervention. English Learners receive integrated English Language Development daily through the use of the our Wonders curriculum. Designated ELD is also taught to our English Learners through the use of our Wonders curriculum in tandem with the ELD component.

We are using AVID (Advancement Via Individual Determination) this school year for grades 4-6. AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career. The three areas are rigorous academic preparedness to be ready for college curriculum, opportunity knowledge to help students set goals and make choices as they transition to the next level of education, and student agency so students believe in their own potential and persist in becoming autonomous learners. At Orville Wright, we have created 3 site goals as we implement AVID in the 4th - 6th grades. The first goal is in the instruction domain; specifically focused note-taking and organization methods using the WICOR strategies. We will also work in the culture domain to promote college and career talk in order to encourage and support scholars in pursuing a goal for their future. Our final goal, in the systems domain, is to conduct monthly meetings in order to stay focused on the goals and the collection of evidence for each goal.

Orville Wright has been a Peacebuilder school and we are beginning year 9 of implementing a Positive Behavior Intervention System (PBIS). We have a commitment to create peace by modeling peaceful behavior in ourselves, staff, and students. Staff supports students in their development through lessons on what it means to be a Peacebuilder and how to develop their skills in Peacebuilding. Such skills include righting wrongs, admitting wrongs, and to notice and speak up about hurts that are caused. Praise is an extensive part of this program. This fits well with our social/emotional curriculum Second Step. The goal of PBIS is to create a supportive and encouraging structure where the expectations are known and held by all stakeholders. Our plan is to teach site-wide norms and continually praise students throughout the school year, acknowledging when they are exhibiting the desired behaviors. In order to further support our tier 2 scholars, we also implemented our PeaceBuilder Center. The PeaceBuilder Center is a location on campus staffed by a Student Assistance Specialist. The purpose of this center is to provide immediate assistance to scholars that are in crisis. Our Student Assistance Specialist works with our students in a one-on-one setting, group mediation, and classroom presentations.

Orville Wright students are fortunate to be a part of several wonderful programs. We offer Morning Care starting at 7:00 A.M. with daily breakfast in the cafeteria to all students before school as well as lunch. Instrumental music and chorus are held for students in grades 4-6. The Traffic Patrol takes pride in helping our students safely cross the street to attend and depart the school. The Student Council focuses on teaching students the purpose and role of government and the meaning of service. Students are encouraged, supported and empowered with knowledge to bring about change through service. Orville Wright has an after school program (ASES) that continues to increase in size to accommodate as many scholars as possible with minimal wait listed students. We continue to have a scripted reading and phonics intervention program aptly named Rigorous Intervention for Student Excellence (RISE) implemented to further support struggling scholars after school.

We are also fortunate to have the Orville Wright Healthy Start Family Resource Center to provide social service support to families. Our Healthy Start program staff continues to work hard to meet the needs of our student population including resource and referral for housing, Medi-cal, and educational concerns including supporting health services for families with children ages 0-5. Healthy Start also offers parenting classes, bus passes, job application assistance, counseling, food and clothing. Together, the Healthy Start staff and the school staff strive to provide a range of services to families so that the children will have the support needed to enable them to focus on learning. We have extensive partnerships with and support from educational leaders, social service and health agencies, government support, non-profit groups, businesses and private individuals. The services include parenting classes, a Health, Education, & Safety Fair, health insurance enrollment, English as Second Language classes, computer literacy, parent support group, and Promotoras are just some of the supports provided to parents. The Airport Neighborhood Community Center opened in the Spring of 2013. Previous to the COVID-19 Pandemic the activities included, Karate, Ballet Folklorico, Art Restores Kids, and the Airport Bike Club (ABC) as well as Charlas Comunitarias (Community Chat Group in conjunction with Tuolumne River Trust) and other activities for parents and students to become involved.

Orville Wright also runs two very successful Head Start and State Preschool classrooms. Communication with the K-6 campus is on-going. The transition to Kindergarten is enhanced by the continuity of our pre-formal programs. We have also included our Transitional Kindergarten class at Orville Wright.

At O.W. it was still possible to continue to serve our students and families through the collaboration with community partners. Together, this year, it was possible to provide parent classes, student activities, school, and community services. Students, families, and the Airport Community has benefited through the collaboration with educational partnerships. With the commitment of our educational partners in investing their time, staff, and resources to make a difference in the Airport neighborhood the following were some of the multiple activities that took place throughout this school year: Parent Classes-English as a Second Language, Dental Disease Prevention & Education, Health & Nutrition, Family Literacy, Mental Health / Well-Being, Parenting Classes, Parent Leadership Training, Parent Cafes and Zumba Classes. Student Activities-Art Restores Kids, ASES – After School Program, Activities during recess, AVID activities, College and Career Day. School & Community Services-Backpack Giveaway, Book & Toy Drive, Beautify O. Wright (Love Modesto), Christmas Toy Giveaway (every student), Clothes Closet (Donations), Community Safety/Coffee with a Cop, Family Literacy Night, Family Math Night, Family Science Night, Free Mobile, Farmers Market Monthly, Free Little Library (2) – Orville Wright, Holiday Food Basket & Toy Giveaway, Housing Resources, Leaders/Volunteers, Food Distribution (2x monthly), Shoes for Students, Student Counseling Services, School Fundraiser-Kermes, Soroptimist Holiday Program, School/Community - Mentor(s), Organizations & Business Partners, In-Kind Donors, Parent Thanksgiving food baskets, Trunk-or-Treat, Traffic Patrol and Walking School Bus.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

We currently have a Parent Ambassador in which this person continues to make connections with parents and school. The Parent Ambassador will help parents with linking them to surrounding resources available to our community. We also have a Family Support Services (FSS) staff member which connects and supports parents with our community as well.

Parents are encouraged to contact the school for more detailed information about their child's educational programs at (209) 574-8462 between the hours of 7:40 AM and 4:00 PM.

Section 2 CSI & ATSI: Purpose and Description

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)

X   Schoolwide Program

X   Comprehensive Support and Improvement

The main purpose with this plan is to increase student achievement according to the California Assessment of Student Performance and progress (CAASPP) in English Language Arts, Mathematics and increase attendance by decreasing the number of students who are chronically absent. This will include decreasing the number of students with suspensions.

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.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted School Site Council (SSC) and English Learner Advisory Committee (ELAC).

Resource Inequities

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

Upon review of the needs assessment, the greatest need at Orville Wright Elementary School is the academic outcomes. Resources have been allocated to meet the needs such as:

Extended learning time
Additional supplemental materials
Support families with chronically absent students
Site walkthroughs to provide supports and suggested instructional strategies
Professional Development to address teacher clarity on CORE Instruction
Ensure all Certificated Staff has Behavior Curriculum (2nd Step) to strategically teach expected student behaviors at school.
Professional Development in AVID for the implementation of AVID in 3-6 grades to support scholars with Writing, Inquiry, Collaboration, and Reading (WICOR).
Increase student social-emotional support time with an additional day of Center for Human Services Student Assistant Specialist (SAS).

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Orville Wright Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Orville Wright Elementary School's 2022 - 2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the school year as data became available for dissection in the 2023 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022 -2023 SPSA and then discussed how to move forward for the 2023 - 2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in February and March 2023.
All educational partners also participated in the development of the CSI Plan to improve student outcomes.

<p style="text-align:center">Section 4 ELA Goal</p>

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Based on analysis of DIBELS progress monitoring, and ELA smart goals, we identified that K-6 progress monitoring took place with fidelity and intervention groups were fluid based on the data. The coordination and implementation of in school levelized reading intervention was refined throughout the year. Kindergarten through Sixth grade participated in levelized in-school reading utilizing the district adopted Direct Instruction curriculum. All students were progress monitored frequently and consistently by teachers and our MTSS Coach. Student data was frequently analyzed and placements of students were revised when needed. The 5th and 6th grade class diminish by one classroom teacher, in which a 5/6 Combo class was created.

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

All preliminary data (DIBELS and fluency scores) collected and dissected throughout the school year indicated an overall of student English Language Arts growth. We lost several of our MTSS Paraprofessionals throughout the year and they eventually got replaced. Our MTSS coach covered part of the para's group, therefore, teacher support was limited for a period of time. ELA Coaching pull out time with Grade Level Teams did not occur during the school day for all grade levels as the Para staffing shortage impacted every grade level team. During the school year all grade level teams worked together through PLCs in Collaboration. Progress Monitoring with fidelity in DIBELS was inconsistent in some of the upper grade level classrooms. It was hard to fulfill the 5/6 Grade Combo class and was disseminated towards the middle of the school year increasing the number of overage students in both 5th and 6th grade levels having 38-42 students in the classrooms.

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.

Orville Wright remains committed to using assessment data (see the below assessments) to guide instruction. Furthermore, the Modesto City School's professional development department has offerings that will assist teachers as they navigate through teaching English Language Arts. The metrics used to guide teachers will be periodic English Language Arts Smarter Balanced Practice Interim Assessments and/or Wonders assessments, reading fluency assessments, writing data (using the MCS rubrics to score) as well as Common Formative Assessments. Due to the additional and comprehensive professional development department, monies will not be allocated toward soliciting professional coaching like in the previous years. Monies will be provided for Conference Travel and registration to help cover costs for necessary Professional Developments and the AVID Summer Institute if additional teachers are needed to attend.

The goal to increase English Language Arts student achievement as well as various assessment outcomes will remain the same as the previous school year with data displays and data discussions shared in

leadership, site collaborations, and in staff meetings. We will include the support of Dr. Reeves through collaboration guidance to support in exiting the CSI Status.

Changes that will be implemented for the next year include the following: Progress Monitoring will occur TK-6 with close monitoring by the Admin. team and MTSS Instructional Coach, a focus on Tandem Teaching Strategies for Kinder-3rd grade will be a part of all PLC discussions as a way to support students Reading Foundational Skills. Using additional CSI funds will be strategically used for site leadership teams coaching. Add additional opportunities for the site leadership and teachers to use strategic time for collaboration and conferences. An additional allocation of funds will be provided for supplies with direct links to support student academic performances. Additional sub time will be provided to teachers so that lesson studies can occur in all grade levels for professional development. Treasure Walks will continue to happen, however, this will occur after ELA lesson studies have occurred. MTSS Para additional support time will be implemented to work with intensive students towards the beginning and/or end of their day. Provide consultant opportunities to guide best outcomes for English Language Arts. The collapse of the Combo classes will support in having less students in the classroom.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Benchmark/ Curriculum Embedded Assessments we identified that 50-59% of English Learners students are in need of support / intervention in the area of: Phonics

To address this the school can:
Provide additional intervention support to foster oral language production in a smaller group setting. This may involved the need for English Language Development since the majority of the students struggle to read at a proficient level. Group sizes should be made smaller for intensive support. Continue to frequently progress monitor students at least every 1 - 3 weeks. Scholars should be assessed frequently as well. WIN time should continue to occur Monday through Friday with sacred allocated time without interruptions. Daily fluency routines should also be a regular routine with all grade level classrooms. Provide AP time for data analysis support.

ELA PD

Based on Observations we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:
Allocate time from the site AP and the CI/PD department to provide language support PD to support all students.

Additionally we analyzed specific data to indicate the following need(s):

Orville Wright students in grades 3-6 grade need to improve on their next CASSPP ELA scores. All scholars need to continue with phonics, literacy development, and reading comprehension in order to support our English Learners, students with disabilities, and students who are socioeconomically disadvantaged. Students in the lower grades TK-2 benefit from phonemic awareness and students from the upper grades 3-6 grades will benefit from Fluency data. Progress monitoring data, Wonders Unit Assessment, DIBELS, and past CAASPP results were reviewed and analyzed to determine that there is a strong need to increase phonemic awareness, literacy, and reading comprehension. The ELA and DIBELS benchmark assessments and unit assessments given throughout the school year, indicated that there are areas of student growth.

Discuss the areas of strength and need based on data analysis:

During the 2023-2024 school year, teachers will continue to stay on pace and provide additional support to students who are below grade level as well as use engagement and checking for understanding tools to ensure students are learning along with site norms. Additionally, when comparing DIBELS beginning of year data vs. middle of year data, significant growth was made in first sound fluency, phoneme segmentation fluency and nonsense word fluency in grades k-1. During the 2023-2024 school year, we will continue ongoing progress monitoring of our English Learners as well as students with disabilities in an effort to ensure language development and academic readiness. 32.9% of students are making progress towards English Language Proficiency. 97.5% of our student population are socioeconomically disadvantaged. AVID along with WICOR strategies were used in 4th and 6th grades, with the exception of 5th grade as the teacher was not trained. This coming up summer the 5th grade teacher, a couple 3rd grade teachers, along with new teachers will be trained in AVID in order to continue to use WICOR strategies.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1   Improve distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard.

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -104.7	Goal -89.7
English Learners (EL)	Actual -124	Goal -109
Students with Disabilities (SWD)	Actual -125	Goal -110
Other Student Groups Socioeconomically Disadvantaged	Actual 105.4	Goal 88.4

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. **Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.**					

Schoolwide (SW)						
				Substitute Teachers	Title 1 Professional Development	1545
				Instructional Materials	Title 1 Supplies and Services	3741
				Books	CSI Funds	1489
				Reprographics	Title 1 Supplies and Services	1000
				Supplies	CSI Funds	11000
				Academic Intervention Classified hourly	CSI Funds	11520
				Site Leadership Teams Trainings	CSI Funds	1629
				Sub Teachers to release Teachers	CSI Funds	6750
				Consultant	CSI Funds	5000
				Teacher Curriculum/Colla boration	CSI Funds	2000

	a. In order to increase student achievement in fluency professional development will be provided in the areas of sound fluency and word reading. b. Provide ongoing collaboration for teachers to design lessons with a focus on concept and skill development. c. Provide further Professional Development for teachers to increase their knowledge and understanding of instructional supports provided in the ELA curriculum. d. Admin., MTSS Coach and ELA Coach will provide coaching for teachers in order to increase percent of students mastering grade level foundational skills. e. District ELA coaches will work collaboratively with Tk-6th grade teachers with the implementation of the curriculum in their classrooms, specifically with teaching phonics and reading fluency. f. In order to increase student achievement in foundational reading skills, teacher in grades K-6th will progress monitor on a target skill per grade level. g. In order to increase student engagement	a. Teacher attendance, ongoing. b. Teacher attendance, ongoing. c. Teacher attendance, ongoing. d. In classroom support, ongoing. e. Teacher participation and schedule, ongoing. f. DIBELS mClass progress monitoring. g. Teacher observation of student engagement during classroom instruction h. DIBELS Progress Monitoring, ongoing DIBELS Benchmark Scores Classroom CFUs and Exit Tickets. i. Increase classroom use of effective instructional routines within the curriculum. j. Grades k - 6th DIBELS Assessment, three times per year (Beginning of the Year, Middle of the Year, and End of the Year). k. Pre and post test results as reported by RISE intervention teacher, ongoing l. Teacher data, ongoing Meeting Summary. m.Goal settings will be supported with coaches and used as evidence when looking at data. n. Look at measurement 5 week sessions at a time and/or alternate days including T/W/Th	

	during classroom instruction technology integrations will be utilized through the use of a television monitor. h. Incorporate grade level SMART goals/15 Day Challenge during teacher collaboration to target essential standards. i. Provide teachers with the opportunities to visit other classes focused on instructional routines utilizing the district curriculum/Treasure Walks. j. Levelized school wide intervention targeted to increase fluency, phonemic awareness, and vocabulary. Students will receive progress monitoring to ensure appropriate placement and continued growth. k. Provide additional time outside of the school day for students K-6th grade targeting reading foundational skills through RISE Intervention. l. Recommendation to RISE Intervention will be made to support target students who are not meeting grade-level standards m. ELA district coaches will be coming to the site. site several times in the school year to support with district	only. o. Use Book study readings in staff meetings with reflection questions. p. Site Leadership Team Participation. q. Fill out document with data and goals from what was worked on and turn in to admin. r. Take note of Consultant recommendations. s. Look at DIBELS data & growth in subsections. t. Update Data wall with Hyper-Focus students every other week/monthly. u. have AVID signs around campus. v. Classroom Visit Walkthrough data with glows and grows (Engagement).	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	adopted materials. n. Provide additional MTSS Para time to support strategic students. o. Continue with Book Study and purchase new books for new teachers. Purchase new Books for teachers on new Book Study. p. Provide Site Leadership with trainings. q. Provide additional Curriculum/PLC Time to teachers to analyze student data, create common forms of assessment, and create smart goals to make informed instructional decisions to increase student achievement. r. Bring in a consultant to support with academics. s. Purchase incentives to students who are making DIBELS growth in DIBELS categories. t. Have Hyper-Focus Student Data Wall. u. Promote AVID school Wide with CSI funds. v. Provide PD to address teacher clarity on CORE Instruction to support CSI.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
English Learners (EL)		_____ a. Pre and post test results as reported by intervention teacher, ongoing b. Reclassification results c. Teacher attendance, ongoing. d.MTSS Instructional Coach and teachers will use pre and post assessments to place students into appropriate groups and progress monitor students. e. Evidence in classroom teacher walls with anchor chart posters.	Supplies/Incentives	CSI Funds	2000
			Conferences	CSI Funds	7000
			LETRS Training/Consultant	CSI Funds	6000

		Professional Development: a. Provide ELD PD Staff info. for staff to attend at CIPD sessions to better support students with early acquisition levels to increase English development. b. Professional Development for teachers on integrated and designated ELD c. Provide professional development for teachers on the implementation of written sentence frames to support student language acquisition. d.MTSS Instructional Coach will be used to support teachers with effective instructional strategies (as prescribed by the text authors) and provide English Learner students with intervention. English Learner data discussions with teachers, parents and coach will be used when creating "next steps" in an effort to provide all educational partners appropriate strategies to help student achievement. e. Use of anchor charts with sentence frames/stems and with academic vocabulary f. Professional Development to address CSI identified	f. AVID (Advanced Via Individual Determination) training for all teachers in grades 2-6, AVID Goals progress monitoring data. g. Look at DIBELS data & growth in subsections. h. TCII observation in meetings, parent interactions in meetings, and translated documents.	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	needs in ELA. g. Purchase incentives to students who are making DIBELS growth in DIBELS categories. h. TCII Translator support EL parents with translation services in paper form and in meetings such as Parent Cafe, ELAC, Parent Teacher Conferences, IEP's, SST's, SSC, to increase parent knowledge and understanding of the School site and district.				
Students with Disabilities (SWD)	Professional Development: a. Provide teachers with the opportunities to visit other classes focused on instructional routines utilizing the district curriculum through Lesson Studies and Treasure Walks.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	b. Progress monitor students with their IEP's. c. Case managers will progress monitor swd to ensure student growth throughout the school year.	a. Increase classroom use of effective instructional routines within the curriculum. b. Ensure time lines are being met in their IEP's. c. Progress monitor in DIBELS, fluency, progress monitor on IEP goals by teacher and case manager and address goals in IEP settings.			
Other Student Groups Socioeconomically Disadvantaged	a. Invite parents to Family Literacy Nights b. Teacher data talks with Admin. reviewing DIBELS data and setting goals. c. Progress monitor students	a. Collect sign in sheets. b. Data talks with teacher/Admin. and goal settings on Data Wall. c. Look at DIBELS Data, attendance, and behavior.	Supplies	CSI Funds	1500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Orville Wright made a good faith effort in implementing strategies and activities during 2022- 2023 school year and focused on English Learner needs. Based on analysis of report card data, and math smart goals, we identified that additional supports were needed to increase math scores. In the 2020-2021 school year, we began a new math curriculum called Swun Math which included regular math coaching. In 2021 -2022 the Swun math coach modeled lessons to teachers and continued in 2022-2023 to increase competency and confidence with the Swun curriculum with gradual release to teacher implementation of strategies. This was our third year of Swun implementation, however, due to distance learning and hybrid instruction, we focused as if it was a two years and a half Swun implementation instead of year three. The math district coach came into classrooms to support in mathematics as well. Swun coach reviewed BTBF with teachers, had data discussions with review & planning, and modeled GMT lessons for K-6 grades. Teachers were provided time to create anchor charts with sentence stems/sentence frames along with vocabulary charts to use in their classroom referencing to them during mathematics instruction. We will continue to focus on closing the achievement gap. The district math coach came to support teachers at the beginning and towards the end of the school year.

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

All teachers received most of the planned support and participated in the math professional development activities. There were no major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities to meet the articulated goal. A note to make is that when the Family Mathematics Night was offered to teachers, there was no staff who had volunteered to participate. After offering an additional hour of preparedness, we received limited staff who volunteered to participate. The teachers met with the SWUN Coach and the District Coach to review pacing guides and suggested ways to prepare for the CAASPP assessments.

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 following changes will be implemented to achieve the above math goal: SWUN pacing guide accountability, SWUN monthly coaching and support, SWUN assessments given (according to pacing guide), engagement and checking for understanding strategies in all lessons. Orville Wright will continue to host a Parent Math Academic Night aimed at educating parents on their child's grade level math standards and our district SWUN math program. The teachers will continue to receive opportunities through PLC's to collaborate, analyze student achievement data, and work on essential essential standards. PLC's will continue to focus on the instructional design, diagnostic assessment, pre-post assessments, and student engagement.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:
Ensure all teachers are using the modified SWUN pacing guide with fidelity focusing on adherence to conceptual and procedural lesson design, and SWUN assessments to guide instruction. In addition, teachers need to use additional time to provide small group instruction to students who fail to understand concepts and procedures. Furthermore, teachers should utilize engagement and checking for understanding throughout math lessons. Focus on daily math fluency using Beyond the Basic Facts to increase foundational math fact skills.

MATH PD

Based on PLC Input we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
Work with our designated Swun Coach and district coach to provide PD and supports on data analysis. Provide AP time for data analysis support.

Additionally we analyzed specific data to indicate the following need(s):

Pacing was challenging to teachers as COVID surge was on the rise due to several students and teachers were quarantine between 5-10 days at a time. Orville Wright students struggle with achievement in basic math skills. Teachers struggled to stay on pace using the recommended pacing guidelines due to students lacking basic math sub-skills necessary for grade level achievement. However, teachers are committed to ensuring their students receive a full year of grade level, standards-based math using the recommended pacing guide. Orville Wright teachers are committed to using data to drive their instruction and, due to the user-friendly assessment tool provided with the SWUN curriculum and Performance Matters, teachers are able to dissect assessment data and use it for reteaching, create problem of the day (POD) based from assessment data, differentiated instruction and parent-teacher conversation.

Discuss the areas of strength and need based on data analysis:

An increase of time with SWUN Coach and District Coach was being spent on math effective instructional strategies including incorporating sentence frames/sentence stems, providing ample think-time, providing structured think-pair-share routines and speaking in complete sentences at all times. During the 2023-2024 school year, we will technically be on our fourth year of implementation for the SWUN math program, and will continue to keep fidelity to the math coaching it provides. The SWUN benchmark assessments and unit assessments given throughout the school year, indicated areas of student growth in some grade levels, however, not on others. Teachers will continue to stay on pace as best as possible and provide additional support to students who are below grade level as well as use engagement strategies and checking for understanding tools to ensure students are learning.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve distance from Standard by +17 points or maintain green/blue status Fall 2022 CA Dashboard.

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -117	Goal -100
English Learners (EL)	Actual -134	Goal -117
Students with Disabilities (SWD)	Actual -147	Goal -130
Other Student Groups Socioeconomically Disadvantaged	Actual -119.1	Goal -102.1

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					

Schoolwide (SW)					
			Instructional Materials	Title 1 Supplies and Services	2000
			Supplies	CSI Funds	7500
			Reprographics	Title 1 Supplies and Services	1000
			Substitute Teachers	Title 1 Professional Development	1000
			Academic Intervention Classified hourly	CSI Funds	4259
			Teacher Curriculum/Collaboration	CSI Funds	472
			Site Leadership Teams Trainings	CSI Funds	384

	Professional Development: a. In order to increase student achievement in math, professional development will be provided in Standards for Mathematical practice. b. Provide ongoing collaboration for teachers to design lessons with a focus on the Standards for Mathematical Practice, Lesson Studies. c. Provide further Professional Development for teachers to increase their knowledge and understanding of instructional supports provided in the math curriculum. d. Provide ongoing collaboration for teachers to prioritize math lessons and pace lessons appropriately. e. Admin., District Math Coach, SWUN Coach, MTSS Coach, and/or Site Coach will provide modeling lessons and coaching to teachers in order to increase percent of students meeting or exceeding grade level Math Standards f. District math coaches will work with grade level teachers on the Math Collaborative Teaching Model and focus on math fluency and computation. g. Provide teachers with the opportunities	a. Attendance of professional development, ongoing. b. Attendance of collaboration, ongoing. c. Attendance of professional development, ongoing. d. Attendance of collaboration, ongoing. e. Math benchmark scores and Math Interim Assessments will be monitored each trimester. f. Classroom walkthrough during math instruction ongoing. Math Interim Assessments will be monitored each trimester. g. Teachers will be accompanied by an administrator & Coach while visiting classrooms and a debrief will be held immediately after visit. h. Attendance during math RISE intervention, ongoing. Pre and post test results, as reported by math intervention teacher, ongoing. i. Teachers chose standards to create Common Formative Assessments & assess student mastery. j. Review SWUN Benchmark Data results. k. Manipulatives are to be used in the	

	to visit other classes during math instruction/Treasure Walks. Additional Student Supports: h. Provide additional time outside of the school day through the RISE Intervention for students in K-6th grade to master essential math grade level standards. i. Professional Development to address CSI needs. j. Provide small group instruction to students who do not meet 80% mastery to address CSI. k. Instructional supplies, manipulatives, and materials for math instruction. l. Send out SWUN newsletters when starting new units of study for parent & staff awareness. m. Purchase instructional incentives for students who reach their goals in mastering math facts. n. Purchase instructional materials, supplies, and technology to assist with CSI and Math instruction. o. Extend Math collaboration time using CSI funds focused on analyzing data, plan on instruction based on student data creating common formative assessment/SBAC	classroom as evidence. l. Receive a copy of SWUN Newsletter been sent out and/or place on Parent Square. m. Keep tract of students achieving goals. n. Review assessments/benchmarks to notice impact on data. o. Extended collaboration will require the grade level team to submit an Agenda, Participant Names, detailed notes focusing on planning, preparing, and anticipation of students who will be served. p. Have sign in sheets of participants and receive an agenda from teachers. q. Progress monitor intensive students targeting BTBF.	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Interim Assessments. p. Family Math Nights to work with their teachers and child on math curriculum and techniques. q. Offer Math Intervention WIN time.				
English Learners (EL)	Professional Development: a. Provide professional development K-6th grade math utilizing a variety of scaffolding techniques.	a. Attendance of professional development, ongoing.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Professional Development: a. Provide teachers with the opportunities to visit other classes during math instruction b. Data talks with Teacher and Admin. & review student achievement results. c. Case managers will monitor students' data, grades and IEP goals to work on meeting grade level standards.	a. Teachers will be accompanied by an administrator and/or Coach while visiting classrooms and a debrief will be held immediately after. b. Teacher release time for Data Talks & progress monitor SWD. c. Resource teacher will meet with staff multiple times to review IEP goals and other pertinent info as needed.	Subs for Teacher Release Time	CSI Funds	1593
Other Student Groups Socioeconomically Disadvantage Students	a. Provide math materials/manipulatives from CSI Funds to use at school/home. b.	a. Progress monitor student in various assessments ex; benchmarks, units,			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

The strategies and activities implemented in the 2022-2023 school year to improve attendance showed success as Orville Wright's overall attendance rate increased and chronic absenteeism decreased in this school year compared to the previous year. The implementation of our "Walking School Bus" was not implemented since the beginning of the school year due to having a new Classified Administrator. The plan to persist with parent participation continues. The parents are to be responsible for starting at various locations in the school neighborhood before school and walk students to school as a group. Parents of students with chronic absenteeism are encouraged to participate. Students with increased attendance were recognized at Student Of the Month Assemblies towards the end of the school year. A Student Attendance Review Team (SART) composed of a Student Records Clerk, Attendance Liaison, Administrator and Community Outreach Aide was generated to meet with parents of chronically absent students. The purpose of these meetings are to discuss the importance of regular attendance and a way to offer support to parents in order to eliminate obstacles that may be keeping them away from school. All students with improved attendance were given a certificate in trimester 3 in recognition of their accomplishments. Finally, we worked diligently to generate monthly newsletters to parents explaining the importance of regular school attendance, and arriving to school on time and offer supports to any families that may be struggling to get their child to school.

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

Attendance and chronic absenteeism goals were met. Implementation of the plan to meet the attendance goal and budgeted expenditures differed. The SART process was not implemented at the beginning of the school year as planned since we had a new Student Record Clerks person. SART was addressed after the first month(s). The "Walking School Bus" began a few months late after classes began in August.

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 add 1st Trimester Attendance Certificate rewards to students along with monthly incentives for good attendance or improved attendance. Additionally, SART will begin in August and September for the 2023-2024 school year. Given the immediate positive impact of SART, these strategies will continue to be a priority for the 2023-2024 school year. We will also continue to refine and continue to implement the strategies noted. The "Walking School Bus" will be implemented earlier in the school year beginning in August/September as long as COVID protocols do not change as of now. Notifying parents will also take place sooner when identifying students earlier before reaching chronic absenteeism at the beginning of the school year. Home visits will be enforced to make parents aware of their student attendance and provide supports if needed in order to have students present at school.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:
Admin. will systematically present attendance data to educational partners, Admin. Team, SSM (School Support Manager), Campus Supervisor, Mental Health Clinician, Family Support Service provider (FSS), Student Assistant Specialist (SAS), Parent Ambassador, staff inclusive of teachers regarding additional support for students who struggle with attendance. The FSS and SAS may coordinate with families to build and deliver PD that is geared on increasing student attendance, awareness of attendance that impacts on learning. Workshops will be offered to staff and parents. Any of the above mentioned can personally reach out to families with chronically absent students.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
Incorporate SAS/Mental Health Specialist PD's during staff meetings and optional PDs during collaborations, on strategies/coping skills to support students with anxiety and SEL techniques to incorporate in the classroom.

Additionally we analyzed specific data to indicate the following need(s):

We began the 22-23 school year through in person learning and have identified an issue with students having chronic absenteeism for various reasons. Therefore, we will continue to use the above monitoring system (indicated in the strategies below) to increase student participation and attendance. Based on our CSI eligibility, we have several sub groups that meet the criteria (EL's, Hispanic, Socioeconomically Disadvantaged, students with disabilities, and white students.

Discuss the areas of strength and need based on data analysis:

Overall Orville Wright increased the attendance rate and decreased the chronic absenteeism to the 22-23 school year. From this data it was determined that our White students had a better chronic absenteeism rate than overall students. Due to this data analysis, it was determined that there needs to be ongoing progress monitoring of all students in every subsection including EL's, Hispanic, Socioeconomically disadvantaged, and students with disabilities with an ongoing absenteeism rate.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism rate by 1%

| | Increase student attendance rate by 0.5% or to 98%. | | Decrease chronic absenteeism rate by 1% | |
	2022-23 Final Data	**2023-24 Data Goal Increase**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 90.44%	Goal 90.54%	Actual 34.32%	Goal 33.32%
English Learners (EL)	Actual 92.20%	Goal 92.70%	Actual 27.23%	Goal 26.23%
Students with Disabilities (SWD)	Actual 89.64%	Goal 90.14%	Actual 40.82%	Goal 39.82%
Other Student Groups Socioeconomically Disadvantaged	Actual 90.44%	Goal 90.94%	Actual 33.33%	Goal 32.33%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	a. To decrease the percent of students with chronic absenteeism, a monthly attendance incentive will be given to at least one student for increased attendance and/or perfect attendance. b. Calls home will be made when chronically absent students are absent to increase their attendance. c. A Student Attendance Review Team (SART) will meet monthly with parents of chronically absent students in order to explain the importance of school attendance and create a plan to improve student attendance. d. Classroom incentives will be issued for students with improved attendance. e. Students will receive a certificate for improved attendance during trimester assemblies. f. PBIS Committee can offer incentives through CSI Funds for perfect/improved attendance.	a. Weekly/Monthly attendance reports b. Daily/Weekly/Biweekly attendance reports. c. Daily attendance reports. d. Chronic absenteeism report, daily, weekly, and Monthly attendance report, ongoing. e. Three times per year, trimester attendance report. f. On going attendance reports.	Student Attendance Incentives	CSI Funds	2388

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	a. TCII will communicate with families through phone calls, phone dialer, Parent Square, written forms communication to encourage parent involvement.	a. Parent Square dialers, communication phone logs indicate parent communication.			
Students with Disabilities (SWD)	a. TCII will communicate with families through phone calls, phone dialer, Parent Square, written forms communication to encourage parent involvement.	a. Parent Square dialers, communication phone logs indicate parent communication.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socioeconomically Disadvantaged	a. TCII will communicate with families through phone calls, phone dialer, Parent Square, written forms communication to encourage parent involvement. b. CSI sub groups for Chronic Absenteeism will have FSS develop workshops for the students and families. c. CSI sub groups will be brought up to SST if there are attendance issues.	a. Parent Square dialers, communication phone logs indicate parent communication. b. FSS to create a schedule to offer meetings per trimester. c. SST (Student Study Team) will recommend to the VP/Admin. to channel services to students through SAS BCM Services.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Strategies mentioned in the SPSA were incorporated during the 2022-2023 school year by monitoring the effectiveness of our PBIS program, we have increased the overall suspension rate and the suspension rate of the Hispanic and English Learner subgroup in which caused our school to fall under CSI. We continued with the implementation of Second Step, Restorative Practices, PBIS Rewards, SAS Services, BHRS, 2X10 check-ins, and mindfulness positively impacted overall in Orville Wright's discipline data in several months of the school year. All teachers received access to Second Step curriculum, we offered site-wide trainings through video and in-person training on how to effectively implement the Second Step curriculum with students. SAS services were inconsistent as we lost our SAS and had to get a replacement in which did not keep a full list of students and having a wait list, restorative practices were utilized with classified and certificated staff, PBIS Rewards was utilized by certificated and classified staff. Consistent use of PBIS strategies did not impact our data as there was an increase in incidents and referrals overall of the school year. We also had Recess Rodeo in the beginning and middle of the school year, TierII/III check-ins, Restorative Questions/think sheet, utilized the peace path, Parent/Student/Teacher/Admin. meetings, Restorative Practice (Teacher, Admin. meetings), SAS (4) Days a week, (2) mental health clinicians (twice a week), behavior coach, weekly focus group, Art Restores Kids, and mentors on site.

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

COVID Positive surges with students and staff, and the suspension of data, goals were partially implemented. There was an inconsistency of SAS attendance, switching days, hours, adjustments in times, absenteeism which lead to having sometime without an SAS until it was replaced with a new SAS continuing with 4 days a week. It was noted that not all teachers displayed the Character Trait Videos and did not follow the Second Step Curriculum with Fidelity.

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.

Strategies and supports that were not utilized consistently or site-wide for the current school year, will be implemented with fidelity in 23-24 school year. This includes lessons on structured play, Recess Rodeo per trimester, data tracking for targeted behaviors, and peace builder lessons. The SSM will also provide Character Trait Videos in which will support with a positive role model to follow within the videos. Our SAS will facilitate and guide teachers and scholars through PBIS lessons. Professional Development will be offered to staff members regarding the importance of using Restorative Practices as well as provision of quality service to the community and each other. The PBIS team members will be creating clear and concise behavioral rubrics related to proper peacebuilder behaviors. They will be posted and referred to by staff, students, and parents in all common areas on campus. Full implementation of Second Step social skills curriculum will be made available to all students in Tk-6th grades. Second Step training to new teachers will take place in order to use the curriculum with fidelity. Show the character trait videos in the classrooms. We

will ensure that all Certificated teachers have access to the Second Step Curriculum so that they can implement it in the classroom with fidelity. An extra day of SAS will be provided in order to have all week support with our SAS in order to support additional students and provide presentations.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals we identified that 0-49% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:
Identify, monitor, and provide social skills lesson and restorative justices practices to achieve desired behaviors. Implementation of the Second Step curriculum along with Character Trait Videos. Yard Duties, Campus Assistant, and Campus Supervisor receive additional training in the implementation of Restorative Justice, PBIS strategies, and following the Peace Path.

PBIS PD

Based on Observations we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:
Provide professional development to teachers with the Second Step Curriculum.

Additionally we analyzed specific data to indicate the following need(s):

All classified, Certificated and support staff would benefit from Restorative Practices 101 at the beginning of the school year, in which is offered through the Curriculum and Instruction and Professional Development in MCS.
Training for families in Restorative Practices 101 would further support decreasing incidents and referrals on campus. Site-wide community-based training on Restorative Practices were offered towards the middle to end of the school year, however, if done earlier will positively impact our students and could lead to increased academically achievement.

Discuss the areas of strength and need based on data analysis:

There are several areas of strengths when analyzing positive behavior intervention and support data. The use of PBIS points given to students from teachers increased, due to the PBIS REWARDS new system, where in previous years students used to receive the flyer bucks. The suspension rate at Orville Wright increased when comparing from 2021-2022, however, it was noted that several of the extreme behavior students ended up transferring to another school with intensive supports to help the scholars.

Successful interventions included having students participate in reward systems such as PBIS REWARDS and Flyer Renaissance. Additional areas of strength included explicitly teaching students school and classroom rules and providing them with incentives when they demonstrate desired behaviors. Providing students with additional support services during the 2022-2023 school year also supported in the decrease in discipline from our frequent offenders only in several months. A focus group was also established to work with more intensive students which met on Thursdays with Admin. support and our Mental Health clinician. Focus students responded well into the activities conducted to establish good character traits in which transitioned into their own classrooms, therefore, diminishing office referrals with particular students. The Vice Principal will be responsible for bringing discipline data to PBIS meetings for committee members to

dissect and create plans and be proactive with at-risk students. A new Girl's Focus group was about to begin to also include support to female upper grade students as well.

Student Assistance Specialist provided additional mental health supports for scholars by running social skills groups on topics identified throughout the school year including conflict mediation, problem-solving circles, and skill building groups. Our suspension rate increased to 4.55% an increase of 3.57% and total incidents increased by 165. A difference out on the yard was that we had our Campus Assistant out for most of the year and ended up leaving the site where currently we have a new sub campus assistant who is still learning as she is new to her sub position.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 3.96%	Goal 3.66%
English Learners (EL)	Actual 4.41%	Goal 4.11%
Students with Disabilities (SWD)	Actual 6.12%	Goal 5.82%
Other Student Groups Socioeconomically Disadvantage	Actual 4.41%	Goal 4.11%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)					
			PBIS Incentives	CSI Funds	4000

	a. Students will participate in a rewards system per trimester, PBIS REWARDS, Flyer Renaissance, for positive behavior. Data will be tracked based on MOSIS discipline report and from the social skills section of the student report cards. b. Students will receive PBIS REWARDS Points when exhibiting positive behavior on campus and will be able to purchase rewards at student store. c. Teachers will teach weekly lessons from the Second Step curriculum purchased to explicitly teach behavioral and social-emotional strategies. d. FLYERS SOAR assemblies will be held to recognize students who embody traits as defined by our FLYERS SOAR criteria based on the themes taught in the Second Step curriculum. These assemblies will be held in person depending on COVID protocols. e. Students are explicitly taught school and playground rules during Recess Rodeo grade level assemblies. f. Students are selected weekly as	a. Participation rate for Flyer Renaissance, per trimester. b. Each teacher will provide PBIS REWARDS Points, ongoing. Teacher observation, monthly. c. Teachers will be given a weekly focus based on their Second Step pacing guide. Classroom visits will be conducted to ensure implementation of the curriculum. d. Certificated and classified staff will nominate students based on classroom and playground observations, ongoing. e. Assemblies called Recess Rodeo will be conducted once per trimester or as needed. f. Staff observation and recommendation, weekly. g. Team will meet monthly and will be comprised of administrators, teachers, and classified staff. h. This will be ongoing and will be based on teacher and/or yard duty request. Also through a presentation to staff. i. Results from Common Formative Assessments during the 15 Day Challenge. j. Report card data	

	our "PeaceBuilder Preferrals" of the Week" and are nominated by staff members for exemplifying positive behavior. g. A Positive Behavior Interventions and Supports (PBIS) Committee will be implemented to analyze discipline data and generate ideas and strategies to increase positive behavior. h. In order to decrease the number of incidents that occur during the school day, professional development will be provided to teachers and yard duties on research based restorative practices. i. In order to explicitly teach school and classroom rules, we will implement a series of 15 Day Challenges throughout the school year focusing on areas in the life skills section of the report card. j. In order to explicitly teach desired life skills, lessons will be developed around the acronym FLYERS SOAR developed by the site leadership/Admin. k. Provide end of year Field Trip for displaying positive behavior all year long.	per trimester. Monthly assembly award data, ongoing. k. Keep track of discipline data.	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	a. In order to reinforce appropriate behaviors for Spanish speaking students, bilingual social skills groups will be implemented.	a. Teacher data, ongoing			
Students with Disabilities (SWD)		a. Discipline data, ongoing. b. Discipline data, ongoing.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	a. Yard Duties will be trained to work through difficult situations involving students with disabilities. b. Instructional paraprofessionals will be trained in effective ways to deescalate student behaviors while on the playground.				
Other Student Groups Socioeconomically Disadvantaged	a. Discuss with Leadership Team to find ways to support students with socioeconomically disadvantaged in supporting student sub groups described under CSI.	a. Notes from the Leadership Team will be discussed addressing socioeconomically students.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

For the 2022-2023 school year through leadership discussion and with the AVID team, it was determined that Orville Wright students had limited equitable learning opportunities and real world exposure through field trips. Due to COVID protocols changing, there was not enough communication among universities and colleges replying to our interest in visiting their sites in which eventually occurred towards the end of this school year.

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

During the 2023-2024 school year, this goal will continue with hopes to extend exposures and field trip learning opportunities to our Orville Wright flyers in grades 3-6.

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.

There will be no major changes to the strategies in meeting this goal. We will continue to refine and implement the strategies noted and communicate with the colleges/universities at the beginning of the school year in order to secure earlier field trips.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 90-100% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:
Ensure students have access and exposure to various places (field trips) and opportunities with an emphasis on an exposure to science at the college and university levels.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development book study

To address this the school can:
Form a book study on equity and inclusion on a voluntary basis from teachers.

Additionally we analyzed specific data to indicate the following need(s):

Student were in need of organizational skills with multiple subject areas in order to be better prepared for Junior High through the AVID Program and promote college/university with the younger grade levels.

Discuss the areas of strength and need based on data analysis:

The areas of strength include the consistent use of teacher progress monitoring in reading fluency in grades Kinder through 6th grade.   Additionally, there is an area of need in preparing students to meet the requirements to be accepted into the AVID program in middle school. We noticed that we need to do better in making everyone aware of AVID and promote/reference it more during our meetings including having AVID posters around campus.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Ensure that students have equitable access to real world applications in Science, Social Studies, and College and Career Readiness.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)			Field Trips	CSI Funds	1524
	a. Incorporate of additional STEAM based activities and assemblies. b. Equitable learning opportunities and exposure through field trips with CSI funds that will give students real world experiences that tie into the curriculum and content standards. c. Career Fairs or Guest Speaker Opportunities with an emphasis of exposing students to different career options. d. Incorporate AVID strategies in 3rd through 6th grade classrooms along with providing PD to the teachers in those grade levels.	a. Informal conversations and writing samples will be used to monitor the effectiveness and impact of the assemblies. b. Use variety of assessments along with the exposure to various places with an emphasis on Science, ELA, and Math goals to ensure students are meeting SPSA goals. c. Career Fair sign in sheet. d. Trimester Grades and acceptance into the AVID program in middle school.			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	a. Incorporate Library books and posters that reflect their nationalities.	a. Classroom walk through will be used to ensure students are exposed to culturally diverse posters and books.			
Students with Disabilities (SWD)	a. Provide opportunities and PD to staff to promote mainstreaming of special education students.	a. Mainstreaming data.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Parent involvement was one of our site goals during the 2022-2023 school year, Orville Wright believes parents are an integral part of student success. As a result, the staff and administration provided a few opportunities for parents to receive assistance as they worked to help their children succeed. Due to COVID protocols to follow, there were strict guidelines to follow with proof of testing with a negative result within a limited time, vaccination status, and recommendation for proper use of a mask for part of the school year. The staff remains committed to continuing to build trust with families as well as being creative with strategies to help continue to boost parent participation and attendance to meetings and school-wide functions and events. For the 2023-24 school year, parent engagement opportunities will be monitored for attendance and hope to see an increase for parent participation as COVID guidelines seem to fade away.

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

There were no major differences with the intended implementation and the budgeted expenditures to meet this goal. We did have some funds for child care that were not utilized, therefore the goal will be to include childcare in future parent meetings/trainings in order to improve on parent attendance. We want to continue with the same implementation and improve in welcoming parents to participate more on schoolwide 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.

We will continue to refine and implement the strategies noted in order to increase parent involvement which includes providing child care when possible. A change that can be implemented is to support academic achievement in parent trainings/classes on the following: English Language Arts & Mathematics Curriculum, PBIS, Attendance and Designated English Language Development (per ELAC/Parent Café request).

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student with attendance

To address this the school can:
offer parent education in an effort to help families assist their child with daily attendance as they work to achieve academic success.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development CIPD Support

To address this the school can:
Work with CIPD to add trainings in Parent involvement strategies.

Additionally we analyzed specific data to indicate the following need(s):

Through the 2022-2023 school year, Parent Involvement was minimal at times when the parent café meetings were cancelled and/or when the ELAC meetings were held separately. The mitigating factors for this could be that parent events and trainings were held on a different date and was challenging to assist different days. Due to COVID regulations, parents and outside people were discouraged of attending as part of the protocols was to check vaccination status and/or a negative test within a short period of time. There were times when parents did come to certain meetings due to enclosed areas, however, due to limited staffing, child care was not granted. Based on child care needs, it was noted that having child care for students to attend meetings and/or trainings, it would possibly increase parent participation.

Discuss the areas of strength and need based on data analysis:

Data indicates that parents are participating more when the meetings are held during the morning following the beginning of the school day and when meetings are in person. For the 2021-2022 school year, fewer parents were participating when meetings were held virtually. A successful implementation this past school year was due to the creation of meeting norms with parents who were able to attend and the continuation of raffles for parent attendance.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 For the 2023 - 2024 School Year, track parent engagement and involvement and obtain a baseline and needs assessment for next year.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	a. Parent literacy meetings to train parents to be able to support children at home with improving student sight word recognition, phonics and decoding skills. b. Hold In person Parent Café meetings with topics that are of interest to parents. c. Generate parent Survey on best way to communicate with them. d. Parent math meetings to train parents to support their children at home with improving math fluency. e. Provide childcare while parents attend meetings and trainings to obtain school information that promotes parent involvement and increase student achievement.	a. Attendance of parents and teachers for parent phonics meetings, ongoing. b. In-person Parent Café sign-in sheet. c. Survey data d. Attendance of parents and teachers in math meeting, ongoing. e. This will increase upon parent request.	Teacher Presentation cost/Curriculum Development	Title 1 Parent Involvement	1764
			Refreshments/Supplies for parent meetings	Title 1 Parent Involvement	175
			Interpretation	Title 1 Parent Involvement	240

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	a. Include topics in Parent Café related to EL and strategies to support them at home. b. Increase parent communication with Spanish speaking parents regarding the importance of student attendance. Provide Interpretation during parent teacher conferences (PTC).	a. In-person Parent Café sign-in sheet. b. Parent Newsletter, ELPAC scores, Provide a list of parents needing interpretation during (PTC).			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	a. Include topics in Parent Café related to SWD and strategies to support them at home. b. Increase parent communication through Parent Square and in person with parents of students with disabilities speaking regarding the importance of student attendance.	a. Parent newsletters to report on attendance data, monthly. b. Parent newsletters to report on attendance data, monthly.			
Other Student Groups Socioeconomically Disadvantaged	a. A wellness committee will be held targeting parents to discuss strategies to support student social emotional growth.	a. Training sign-in sheet			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide parent-to-school and school-to-parent communication with trained bilingual office staff. In order to reinforce appropriate behaviors for Spanish speaking students, bilingual social skills groups will be implemented. Calls home will be made when chronically absent students are absent to increase their attendance. Increase parent communication with Spanish speaking parents regarding the importance of student attendance.	TC II Translator	Title 1 Positions	19,544	ELA Goal 1 Math Goal 2 Attendance Goal 3 PBIS Goal 4 Access Equity Parent Engagement
Administrator of Curriculum and Instruction will model/provide lessons and provide coaching for teachers in order to increase percent of students mastering grade level foundational skills. Professional Development for teachers on integrated and designated ELD and provide professional development for teachers on the implementation of written sentence frames to support student language acquisition. Provide further Professional	Admin C&I Professional Development	Title 1 Positions	88,302	ELA Goal 1 Math Goal 2 Attendance Goal 3 PBIS Goal 4 Access Equity Parent engagement
Admin. Stipend to promote and ensure new implementations are in place in order to work in getting O.W. out of CSI.	Administrator	CSI Funds	12360	ELA Goal 1 Math Goal 2 Attendance Goal 3 PBIS Goal 4 Access Equity Parent Engagement

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Creative Leadership Solutions PLC Coaching Dr. Reeves Contract for PLCs	PLC Coaching/Consultant	CSI Funds	74483	ELA Goal 1 Math Goal 2 Attendance Goal 3 PBIS Goal 4 Access Equity Parent Engagement
Add an additional day of CHS SAS to O.W. ensuring mental support to students on a daily basis.	CHS SAS	CSI Funds	13500	Attendance Goal 3 PBIS Goal 4 Access Equity Parent Engagement

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	107846	0.00
Title 1 Professional Development	2545	0.00
Title 1 Parent Involvement	2179	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	7741	0.00
CSI Funds	178351	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

<u>Budget Summary</u>

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$120,311
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$
Total Funds Provided to the School Through the Consolidated Application	$120,311
Total Federal Funds Provided to the School from the LEA for CSI	$178,351
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$298,662.00
Grand total budgeted including carryover from Section 11	$298,662

<u>Other Federal, State, and Local Funds</u>

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024 **SCHOOL SITE COUNCIL (SSC) MEMBERSHIP** **Elementary (K-6)** **SCHOOL: Orville Wright Elementary School**

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>**Parents/Community Members**</u>	<u>**Staff**</u>
1. Name: Norma Davalos-Padilla Term: 2021-2022 & 2022-2023 XParent Community Member	1. Name: Javier Lara **Principal**
2. Name: Angelica Perez Term: 2021-2022 & 2022-2023 XParent Community Member	2. Name: Sandra Hernandez Term: 2021 -2022 & 2022-2023 **Teacher**
3. Name: Martha Garcia Term: 2021-2022 & 2022-2023 XParent Community Member	3. Name: Rosie Simas Term: 2021-2022 & 2022-2023 **Teacher**
4. Name: Emma Cardenas Term: 2021-2022 & 2022-2023 XParent Community Member	4. Name: Kenneth France Term: 2021-2022 & 2022-2023 **Teacher**
5. Name: Daisy Maciel Term: 2021-2022 & 2022-2023 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Michele Beaton Term: 2021-2022 & 2022-2023 **Other School Staff**

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

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.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Javier Lara	English Language Advisory Council (ELAC)
Barbara Rios, Sue Duff, & Lisa Leonhardt	Site Leadership Team (SLT)

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 the district governing board policies and in the local educational agency plan.

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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/12/2022 03:00 pm

Attested:

Michele Beaton	SSC Chairperson
Kenneth France	SSC Vice Chairperson
Sandra Hernandez	SSC Secretary