

# School Plan for Student Achievement

**LEA:** Mt. Diablo Unified School District  
**School:** Silverwood Elementary School  
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**SPSA Year:** **2022-2023**

**The school certifies completion of this plan.**

**School Site Council Approval:** 10/31/2022

**Approved by MDUSD Board of Education:**

## Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Annual Evaluation

<b>Annual Evaluation Goal 1:</b>	High quality, culturally proficient, and responsive staff will provide engaging instruction, respectful of all students' backgrounds to ensure they are college and/or career ready.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
<b>Goal Applies to:</b> Grade/Department/Other: TK-5 Applicable Pupil Subgroups: All students		
<b>Expected Annual Measurable Outcomes:</b>	<p>ELA          2020-2021 ELA CAASPP outcome: -17 scaled score below Level 3.          2021-2022 ELA CAASPP goal: -0 scaled score below Level 3</p> <p>Math          2020-2021 Math CAASPP outcome: -26 scaled score below Level 3.          2021-2022 Math CAASPP goal: -13 scaled score below Level 3.</p> <p>Emerging Bilingual          2020-2021 ELA CAASPP outcome: -114 scaled score below Level 3.          2021-2022 ELA CAASPP goal: -102 scaled score below Level 3.</p> <p>2020-2021 Math CAASPP outcome: -81 scaled score below Level 3.          2021-2022 Math CAASPP goal: -73 scaled score below Level 3.</p> <p>2021-2022 percent of students designated as English proficient goal: from 13.7% to 15%.</p> <p>Students with a Disability          2020-2021 ELA CAASPP outcome: -86 scaled score below Level 3.          2021-2022 ELA CAASPP goal: -76 scaled score below Level 3.</p> <p>2020-2021 Math CAASPP outcome: -78 scaled score below Level 3.          2021-2022 Math CAASPP goal: -68 scaled score below Level 3.</p> <p>Socio-Economic Disadvantaged (SED)</p>	<b>Actual Annual Measurable Outcomes:</b> <p>ELA          2021-2022 ELA CAASPP outcome: -2 scaled score below Level 3; while an improvement of +15 scaled score points was made, the goal of -0 was not met.</p> <p>Math          2021-2022 Math CAASPP outcome: -8 scaled score below Level 3; while an improvement of +5 scaled score points was made, the goal of -13 was not met.</p> <p>Emerging Bilingual - ELA          2021-2022 ELA CAASPP outcome: -119 scaled score below Level 3. The goal of a -102 scaled score was not met.</p> <p>Emerging Bilingual - Math          2021-2022 Math CAASPP outcome: -80 scaled score below Level 3. The goal of -73 was not met.</p> <p>2021-2022 percent of students designated as English proficient outcome from 13.7% to 15%. was met. The actual percentage was 19%.</p> <p>Students with a Disability - ELA          2021-2022 ELA CAASPP outcome: -114 scaled score below Level 3. The goal of -76 was not met.</p>

<p>2020-2021 ELA CAASPP outcome: -37 scaled score below Level 3. 2021-2022 ELA CAASPP goal: -18 scaled score below Level 3.</p> <p>2020-2021 Math CAASPP outcome: -35 scaled score below Level 3. 2021-2022 Math CAASPP goal: -18 scaled score below Level 3.</p> <p>To address the learning needs caused by the COVID-19 Pandemic school closures, teachers will be trained in Accelerated Learning strategies intended to increase student achievement. At Silverwood Elementary School teachers will participate in professional development that will improve learning outcomes for students.</p> <p>Note: CAASPP is administered to 3rd-5th grade elementary school students</p>	<p>Students with a Disability - Math 2021-2022 Math CAASPP outcome: -84 scaled score below Level 3. The goal of -68 was not met.</p> <p>Socio-Economic Disadvantaged (SED) - ELA 2021-2022 ELA CAASPP outcome:+12. The goal of -18 was met.</p> <p>Socio-Economic Disadvantaged (SED) - Math 2021-2022 ELA CAASPP outcome: +5. The goal of -18 was met.</p>
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<p><b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b></p>	<p>The most significant changes to improve student achievement include a) attendance, recognizing that while schools were open last school year, attendance was negatively impacted by high rates of student absenteeism related to COVID; b) a concerted focus via Accelerated Learning training, specifically on math standards; and c) an increase in monitoring of student performance, especially related to foster youth, homeless and African American/Black students.</p>
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**SPSA Year: 2021-2022**

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>1.1 Include, as part of monthly staff meetings, discussion on successful practices related to increasing staff cultural proficiency in order to provide engaging instruction focusing on all student backgrounds.</p>	<p>1.1</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% attendance at MDUSD professional development day (August 2021); Teaching Expectations and Student Achievement (TESA) - presented teaching strategies with a focus on equity (ex. equitable response opportunities for all student levels) at 80% of staff meetings. While actions were effective, there is a continued need to address staff cultural proficiency.</p>
<p>1.2 Reintroduce and implement PBIS.</p>	<p>1.2</p>	<p>Effective</p>

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% of staff attended and approximately 92% of students attended "Kick Off" PBIS classroom assemblies. 90% of staff participated in re-establishing the distribution of SOAR (Safe, On-Task, Accountable, Responsible) Bucks. 90% of staff participated in PBIS classroom reward incentives. The staff PBIS committee was re-established and meetings were held monthly, from October through May. SOAR was discussed during 100% of student referrals to the office. 100% of teachers reviewed and explained PBIS handbook rules In January 2022. Actions were effective relative to rewarding students for the purpose of positive reinforcement.</p>
<p>1.3 Per staff review of data (SEL surveys, benchmark and common assessment), identify successful strategies related to ensuring equity in lessons, activities, programs.</p>	<p>1.3</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>SEL surveys, benchmark and common assessment data were reviewed by 100% of the staff on October and March professional development days. 100% of the staff developed "next steps" following data reviews. More time is need to determine effectiveness, and more time is needed (vs. two times a year) for monitoring, collaboration and professional learning community work.</p>
<p>1.4 Staff participation in and implementation of Learning Acceleration strategies to increase student achievement.</p>	<p>1.4</p>	<p>Needs More Time to Evaluate Effectiveness</p>

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% of teachers participated in the introduction of Accelerated Learning in August 2021. Far more training has been offered (for Cohort B) in school year 2022-2023 which will provide more information relative to effectiveness next school year.</p>
1.5 Provide staff cultural proficiency training.	1.5	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% attendance at MDUSD professional development day (August 2021); Teaching Expectations and Student Achievement (TESA) - presented teaching strategies with a focus on equity (ex. equitable response opportunities for all student levels) at 80% of staff meetings. While actions were effective, there is a continued need to address staff cultural proficiency.</p>
	1.6	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.7	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.8	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	1.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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<b>Annual Evaluation Goal 2:</b>	Parents, families and community will be informed, engaged and empowered as partners with Mt. Diablo Unified School District and Silverwood to support student learning.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
<b>Goal Applies to:</b> Grade/Department/Other: TK-5 Applicable Pupil Subgroups: All Students		
<b>Expected Annual Measurable Outcomes:</b>	2022 California Healthy Kids Survey outcome: 39% of parents "strongly agree" (with the statement, "School actively seeks the input of parents before making important Decisions" on CalSchls parent survey (2020 California Healthy Kids Survey outcome: 29% of parents "agree" with the statement, "School actively seeks the input of parents before making important Decisions".)  School newsletters to parents outcome: Monthly  Parent Workshop outcome: present at least three parent education workshops focusing on student learning	<b>Actual Annual Measurable Outcomes:</b> Data is not yet available per the CA Healthy Kids Parent Survey.  Newsletters were sent 100% of the time on Fridays, and a second principal monthly newsletter was sent 100% of the time, from October through May. Content included 100% of the time, opportunities for parents to participate in school decision-making. The outcome was met.  The goal to provide three parent education programs was met and surpassed.
<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	Opportunities for parents to participate in school committees, programs and activities will increase, as will programs specifically designed on the topics of parent education.	
<b>SPSA Year: 2021-2022</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	
	<b>Actual Actions</b>	<b>Evaluation</b>
2.1 Reintroduce and implement PBIS (see also Goal #1, Action 1.2)	2.1	Effective

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% of staff attended and approximately 92% of students attended "Kick Off" PBIS classroom assemblies.</p> <p>90% of staff participated in re-establishing the distribution of SOAR (Safe, On-Task, Accountable, Responsible) Bucks. 90% of staff participated in PBIS classroom reward incentives. The staff PBIS committee was re-established and meetings were held monthly, from October through May. SOAR was discussed during 100% of student referrals to the office. 100% of teachers reviewed and explained PBIS handbook rules In January 2022. Actions were effective relative to rewarding students for the purpose of positive reinforcement.</p>
<p>2.2 Develop, implement and distribute weekly communication to staff, and, at least monthly, a parent newsletter informing them of school and district programs and opportunities to serve on school and district committees.</p>	<p>2.2</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The "Early Bird", a site daily newsletter was sent every day or 100% of the time. Weekly communication was sent to parents every Friday or 100% of the time. A monthly newsletter was sent to parents from October to May, or 100% of the time. 100% of newsletters included information about opportunities to participate in school or district programs. Data includes three Silverwood parents attending MDUSD Parent Advisory Council meetings; two parents attending District English Language Advisory Council meetings, and parents serving on the School Site Council.</p>

<p>2.3 Communication will include information and opportunities for participating in significant decision-making.</p>	<p>2.3</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Specific parent notices/newsletters focused on opportunities for participating in significant decision-making. The School Site Council developed several strategies at the March 2022 meeting that were followed up in the spring of '22 to solicitate School Site Council parent participation. See also Actual Actions, 2.2.</p>
<p>2.4 Provide at least three parent education programs focusing on student learning.</p>	<p>2.4</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The goal to provide three parent education programs was met and surpassed. A teacher presented two programs, one at a PTA meeting and two others directly to parents and students. 5th grade teachers presented a parent education program. First grade teachers organized a Halloween Storybook Parent Program. Six "Meet with the Principal" programs were held during the school year. A parent input meeting on dismissal procedures was held. Three parent volunteers meetings were held to solicit parent volunteers. Four ELAC meetings were held.</p>
<p>2.5 Implement safety plans and investigate re-establishment of the Safety Patrol and or provide student safety training</p>	<p>2.5</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		<p>Safety plans were implemented via fire, earthquake, shelter-in-place and intruder drills. 100% of required drills were held. Feedback was requested after each drill. Student training in riding bikes and scooters was provided to all parents and students who rode bikes and scooters to school received safety information directly from the principal. Plans to establish a safety patrol were developed; however, they were not implemented during the 2021-22 school year. A safety patrol, per last year's plans, started the second week of the 2022-23 school year.</p>
	2.6	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.7	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.8	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.9	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	2.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

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	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?



<b>Annual Evaluation Goal 3:</b>	All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career. Student learning needs will be addressed through the use of targeted instruction/interventions for students working below grade level standards.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
<b>Goal Applies to:</b> Grade/Department/Other: TK-5 Applicable Pupil Subgroups: All students		
<b>Expected Annual Measurable Outcomes:</b>	2021-2022 Chronic Absenteeism outcome: 4.9% 2020-2021 Chronic Absenteeism outcome: 5.9%.  2021-2022 Suspension rate outcome: less than 1% 2020-2021 Suspension rate was 0%. The 2019-2020 Suspension rate was 1%. The 2018-2019 Suspension Rate was 0.9%.  Students participate in an SEL assessment outcome: three times over the course of the year.  2021-2022 students self-reporting high and middle levels of competency, per the SEL assessment, from 92.4% to 93.4%.  2021-2022 ELA CAASPP, by means of additional intervention services, outcome: from -17 to -0 scaled score below Level 3 2021-2022 Math CAASPP, by means of additional intervention services, outcome: from -26 to -13 scaled score below Level 3.  Note: CAASPP is administered to 3rd-5th grade elementary school students	<b>Actual Annual Measurable Outcomes:</b> <p>The chronic absenteeism rate for 2021-2022 was 25%. The increase in rate is directly related to an increase in COVID rates, from December 2021 through February 2022 and, again, in April 2022. The goal was not met.</p> <p>The 2021-2022 suspension rate was 0%. The goal was met.</p> <p>The goal for students to participate in three SEL surveys was met.</p> <p>2021-2022 students self-reporting high and middle levels of competency, per the SEL assessment, from 92.4% to 93.4% was not met. Spring 2022 SEL data showed self-reporting high and middle levels of competency at 80% for grades TK-1st and 88% for grades 3rd-5th.</p> <p>ELA and Math goals, by means of intervention, were not met.</p>
<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	Changes include a concerted focus on attendance, implementation of MDUSD Google Classroom SEL lessons, increased monitoring of SEL implementation, and tracking PBIS student referrals .	

SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Implement in-school interventions focusing on early math and literacy skills.	3.1	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The SPIRE intervention reading program was implemented; however,. it did not begin until well after winter break. While students did benefit per observation and pre and post assessments, more time is needed to determine the overall effectiveness. A math intervention program was not established.</p>
3.2 Increase staff technology access.	3.2	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>60% of teachers received new laptops. 20% of teachers received large screen monitors to replace free standing LCD projectors.</p>
3.3 Reintroduce and implement PBIS (see Goal #1.2).	3.3	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% of staff attended and approximately 92% of students attended "Kick Off" PBIS classroom assemblies. 90% of staff participated in re-establishing the distribution of SOAR (Safe, On-Task, Accountable, Responsible) Bucks. 90% of</p>

		<p>staff participated in PBIS classroom reward incentives. The staff PBIS committee was re-established and meetings were held monthly, from October through May. SOAR was discussed during 100% of student referrals to the office. 100% of teachers reviewed and explained PBIS handbook rules In January 2022. Actions were effective relative to rewarding students for the purpose of positive reinforcement.</p>
<p>3.4 Participate in SEL survey data review and implement strategies to increase student self awareness.</p>	3.4	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All grades administered SEL surveys three times during the school year. All staff reviewed SEL data at the October and March professional development days. Per these reviews, areas of focus were identified for improvement.</p>
<p>3.5 Investigate and consider purchase of SEL program.</p>	3.5	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The School Site Council participated in the review of one SEL program. A second presentation to review "Second Steps" was planned; however, because the MDUSD was developing it's own SEL program via Google Classroom, the SSC decided to review the MDUSD program before expending funds on what may be a similar program.</p>
<p>3.6 Monitor suspension and chronic absenteeism rates.</p>	3.6	<p>Effective</p>

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Suspension rate is 0%. Chronic absenteeism rate was 24.9%. The high absenteeism rate is due to numerous absences related to the COVID pandemic.</p>
	3.7	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.8	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.9	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.10	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.11	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	3.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

## Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2022-2023 SPSA	Annual Evaluation Impact on SPSA 2022-2023
School Site Council meeting on September 8 at 3:05 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 10 at 3:05 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 11 at 3:05 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 13 at 4:00 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
"Early Bird" newsletter to all staff inviting participation in the development of School Site Council goals, actions and services	Increased communication to solicit increased stakeholder participation. Seven School Site Council meetings were held with parent and staff representation at all meetings for the purpose of ensuring active participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 20 at 4:00 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 25 at 6:00 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council meeting on October 31 at 3:05 PM	Planned and held seven School Site Council meetings to ensure multiple opportunities for staff and parent participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
Weekly communication to parents inviting participation in the development of School Site Council goals, actions and services.	Increased communication to solicit increased stakeholder participation. Seven School Site Council meetings were held with parent and staff representation at all meetings for the purpose of ensuring active participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
School Site Council update to PTA on October 13 at 7:00 PM inviting participation in the development of School Site Council goals, actions and services.	Increased communication to solicit increased stakeholder participation. Seven School Site Council meetings were held with parent and staff representation at all meetings for the purpose of ensuring active participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.
Posting all meeting agendas on the Silverwood website and on the front door of the school.	Increased communication to solicit increased stakeholder participation. Seven School Site Council meetings were held with parent and staff representation at all meetings for the purpose of ensuring active participation in the development of the SPSA. The impact is increased participation and a more robust SPSA.

<p><b>Annual Evaluation Involvement Process 2022-2023 SPSA</b></p> <p>October 10, 2022 Professional Development Day</p> <p>Professional Development for teachers and or administration via the Accelerated Learning ( The New Teacher Project ) training on 8/2; 8/24; 9/6; 9/21; 10/4; 10/10; 10/11. Several future training dates are planned for the 22-23 school year.</p>	<p><b>Annual Evaluation Impact on SPSA 2022-2023</b></p> <p>Reviewed ELA, math, writing and SEL data and developed next steps to improve student achievement.</p> <p>Increase capacity relative to mathematics standards for each grade level, especially in the areas of conceptual understanding, procedural skills and application.</p>
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**Section 2: Goals, Actions, Expenditures**

<b>Goal 1:</b>	High quality, culturally proficient, and responsive staff will provide engaging instruction, respectful of all students' backgrounds to ensure they are college and/or career ready.	<p><b>Related State and/or Local Priorities:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Basic</li> <li><input checked="" type="checkbox"/> Implementation of State Standards</li> <li><input checked="" type="checkbox"/> Pupil Achievement</li> <li><input checked="" type="checkbox"/> Pupil Engagement</li> <li><input checked="" type="checkbox"/> School Climate</li> </ul> <p style="text-align: center;"><b>Related LCAP Goals:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> MDUSD LCAP Goal 2</li> </ul>
<b>Identified Need:</b>	There is a need to increase a) staff and student cultural proficiency relative to providing engaging instruction reflecting all student backgrounds; b) student EL, math, and writing performance; and , c) the percent of students redesignated as English proficient.	
<b>Goal Applies to:</b>	Grade/Department/Other: TK-5	
	Applicable Pupil Subgroups: All students	

**SPSA Year: 2022-23**

<b>Expected Annual Measurable Outcomes:</b>	<p>Overall Grades 3-5 Increase/decrease 21-22 CAASPP distance from a level 3: ELA increase from -2 by 15 points. Math increase from -8 by 15 points.</p> <p>Emerging Bilingual Grades 3-5 Increase/decrease 21-22 CAASPP distance from a level 3: ELA increase from -119 by 10 points. Math increase from -80 by 10 points.</p> <p>Low Income Grades 3-5 Increase/decrease 21-22 CAASPP distance from a level 3: ELA increase from +12 by 10 points. Math increase from +5 by 10 points.</p> <p>Special Education Grades 3-5 Increase/decrease 21-22 CAASPP distance from a level 3: ELA increase from -114 by 10 points. Math increase from -84 by 10 points.</p> <p>Emerging Bilingual Increase from 19% to 22% the number of students redesignated as English proficient.</p> <p>Overall Grades 1-2 Decrease the percentage of 1st-grade students performing at the Tier III level on the iReady #2 Diagnostic: ELA from 9% to 4% and Math from 13% to 6%. Decrease the percentage of 2nd-grade students performing at the Tier III level on the iReady #2 Diagnostic: ELA from 28% to 20% and Math from 27% to 19%. Increase the percentage of 1st-grade students performing at the Tier I level on the iReady #2 Diagnostic- ELA from 21% to 26% and Math from 15% to 20%. Increase the percentage of 2nd-grade students performing at the Tier I level on the iReady #2 Diagnostic- ELA from 38% to 43% and Math from 28% to 33%.</p> <p>Overall Teachers will be trained in Learning Acceleration strategies intended to increase student achievement. At Silverwood Elementary School all teachers and the principal will participate in school and district professional development training to increase teacher efficacy and improve learning outcomes for students.</p> <p>Note: CAASPP is administered to 3rd-5th grade elementary school students</p>
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1	X All Students	Supplies and Materials	LCFF Supplemental	200

<b>Attend and implement Accelerated Learning (The New Teacher Project) training and provide teachers time to visit classrooms, debrief, and monitor student achievement improvement plans developed on October 10 and subsequent staff and grade level meetings.</b>		Release time	LCFF Supplemental	2360
<b>1.2 Expand PBIS by holding monthly Student of the Month assemblies, tracking student behavior and communicating to all staff to award SOAR Bucks more consistently.</b>	X All Students	Supplies and Materials	LCFF Supplemental	2000
<b>1.3 Purchase library books to support the curriculum with a focus on cultural awareness, and plan class library visits with a focus on cultural awareness and monthly heritage celebrations/recognitions.</b>	X All Students	Supplies and Materials Books	LCFF Supplemental LCFF Supplemental	200 3300
<b>1.4 Increase opportunities for student and staff to learn about different cultures by means of student heritage presentations and at least one parent education heritage evening program presented by and for parents, students and staff.</b>	X All Students	Supplies and Materials	LCFF Supplemental	500
<b>1.5 Increase communication to staff, students and parents about heritage celebrations.</b>	X All Students	Supplies, materials, posters	LCFF Supplemental	1000
<b>1.6 Plan at least two student assemblies focused on cultural awareness.</b>	X All Students	Assembly program - contract services	LCFF Supplemental	2000

<b>Goal 2:</b>	Parents, families and community will be informed, engaged and empowered as partners with Mt. Diablo Unified School District and Silverwood to support student learning.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 3		
<b>Identified Need:</b>	Silverwood Elementary recognizes the on-going need to inform, educate, and empower students, staff and parents to support student learning.			
<b>Goal Applies to:</b>	Grade/Department/Other:	TK-5		
	Applicable Pupil Subgroups:	All Students		
<b>SPSA Year: 2022-23</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>2022 California Healthy Kids Survey outcome: 39% of parents agree with the statement, "School actively seeks the input of parents before making important Decisions" on CalSchls parent survey (2020 California Healthy Kids Survey outcome: 29% of parents agreed with the statement, "School actively seeks the input of parents before making important Decisions".)</p> <p>School newsletters to parents outcome: Weekly</p> <p>Parent Workshop outcome: present at least three parent education workshops focusing on student learning and parent evaluations with at least 50% noted as "satisfactory" per Action 2.2</p> <p>Monthly "Meet with the Principal" and a majority of "satisfactory" evaluations</p> <p>Three school-wide evening programs are held per Action 2.5</p> <p>"I can" curriculum checklists distributed to all parents</p>			
<b>Actions/Services</b>	<b>Pupils to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source</b>	<b>Amount</b>
2.1 Increase parent representation on the Silverwood PBIS committee or include a monthly update on PBIS progress at School Site Council meetings.	X All Students			
2.2 Plan and implement at least four of the following parent program topics to be presented by staff and	X All Students	Supplies and Materials	LCFF Supplemental	0

or parents: Zearn, iReady, EPIC, Clever, Google Classroom, parenting skills (discipline, homework, digital technology, body changes), SeeSaw, Embarc.Online, Assistive Technology, and Class DoJo.		Hourly Compensation for Presentations and Preparation	LCFF Supplemental	800
2.3 Increase communication about opportunities for parents to participate in school and district decision-making via newsletters, and add program dates (ex. School Site Council, MDUSD board and committee meetings) to the Silverwood website calendar and promote MDUSD parent education programs.	X All Students			
2.4 Plan and hold monthly "Meet with the Principal" with a focus on student leaning and participating in school and district decision-making.	X All Students	Materials and Supplies	LCFF Supplemental	600
2.5 Plan and implement, for the purpose of authentic assessment and increasing parent participation, at least three of the following programs: Art/Pi Night; Science Fair; Family Reading Night; Math and or Science Night.	X All Students	Supplies and Materials	LCFF Supplemental	1400
		Hourly Compensation for Presentations and Preparation	LCFF Supplemental	500
2.6 Increase opportunities for parents to be on campus, such as parades, PTA programs, assemblies, as volunteers, Storybook Pumpkin Night, etc.	X All Students	Supplies and Materials		150
		Hourly Compensation for Presentations and Preparation	LCFF Supplemental	250
2.7 Develop "I can" checklist by grade level for math, science, social studies, and ELA, and distribute to parents and post on the Silverwood website.	X All Students	Supplies and Materials	LCFF Supplemental	100
		Print Shop	LCFF Supplemental	200
		Hourly Compensation for Presentations and Preparation	LCFF Supplemental	250

<b>Goal 3:</b>	All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career. Student learning needs will be addressed through the use of targeted instruction/interventions for students working below grade level standards.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
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**Identified Need:** Meet students' learning needs through targeted instruction and intervention (during the school day and after school) Student growth on pre/post assessments, and state assessments.

**Goal Applies to:** Grade/Department/Other: TK-5  
Applicable Pupil Subgroups: All students

**SPSA Year: 2022-23**

**Expected Annual Measurable Outcomes:** Maintain suspensions from 0% to 0%.  
Decrease chronic absenteeism rate from 25% to 15%  
Increase the percentage of the parents on the California Healthy Kids Survey 2021 "strongly agree" and "agree" with the statement, "school actively seeks the input of parents before making important decisions." from 75% to 80%.  
Increase after-school interventions

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Implement in-school and after-school interventions focusing on early math and literacy skills.	X All Students	Support Staff - SPIRE Program	LCFF Supplemental	10430
	X African American	Read Naturally Software/License	LCFF Supplemental	800
	X Low Income Pupils	Guided Readers Software/License	LCFF Supplemental	190
	X Emerging Bilingual	iReady (ELA) Software/License	LCFF Supplemental	8000
	X Foster Youth	Renaissance Accelerated Reader	LCFF Supplemental	5000

	X Redesignated Fluent English Proficient	Emerging Bilingual After School Enrichment	LCFF Supplemental	0
		BEAKs (Blended Equity and Acceleration for Kids) after school intervention program focusing on math, ELA and writing	LCFF Supplemental	2000
		Increase access to EPIC for after school/home use	LCFF Supplemental	1000
3.2 Increase student and staff technology access, including the purchase or contract for a copier or Riso	X All Students	Devices and Large Screen Monitors	LCFF Supplemental	6000
		Copier or Riso contract	LCFF Supplemental	8000
3.3 Improve school safety, including holding drills when students are at recess	X All Students	Materials and Equipment	LCFF Supplemental	1000
		Signage	LCFF Supplemental	500
3.4 Encourage students to walk or ride to school and hold a program about safety related to travel to and from school.	X All Students	App Prgram and Supplies	LCFF Supplemental	500
3.5 Monitor suspension and chronic absenteeism rates.	X All Students			

<b>Goal 4:</b>	Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.	<b>Related State and/or Local Priorities:</b>
		<input checked="" type="checkbox"/> Basic
		<input checked="" type="checkbox"/> Implementation of State Standards
		<input checked="" type="checkbox"/> Parental Involvement
		<input checked="" type="checkbox"/> Pupil Achievement
	<b>Related LCAP Goals:</b>	
	<input checked="" type="checkbox"/> MDUSD LCAP Goal 4	

**Identified Need:** California Department of Education and site review of student progress identified a need to address specific populations of students.

**Goal Applies to:** Grade/Department/Other: TK-5  
 Applicable Pupil Subgroups: All students, African American/Black students, foster youth and homeless

**SPSA Year: 2022-23**

**Expected Annual Measurable Outcomes:** % of students participating in student leadership opportunities- increase from 6% to 10%

An EPP is developed for 100% of identified TK and K students

Increase/decrease 21-22 CAASPP distance from a level 3:  
 ELA increase from -2 by 15 points.  
 Math increase from -8 by 15 points.

At least four parent education programs will be presented

At least three student/parent programs will be held

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
4.1 Increase leadership opportunities (student council, safety patrol, spirit day/week, recycling, etc.) for students	X All Students X African American X Foster Youth	Supplies and Materials	LCFF Supplemental	500
4.2 Develop and implement an Early Education Plan (EPP) starting in TK or K	X African American X Foster Youth	Compensation for staff to develop EPP system, implement and oversee at least once a month	LCFF Supplemental	450
4.3 Counselor to monitor SEL progress and intervene or provide support as needed	X African American X Foster Youth			



<p>4.4 Parent Education (see Goal #2 and action 2.2 and 2.5)</p>	<p>X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient</p>	
<p>4.5 Improve communication and participation for the MDUSD AAPAC</p>	<p>X All Students X African American</p>	

## Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	47,160	47,160.00
LCFF Supplemental	60,030	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Supplemental	60,030.00

## Section 4: Centralized Services for Goals and Progress Indicators

### Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

## Section 4: Common Pages

### School Site Council (SSC) Membership

School: Silverwood Elementary School

Year: 2022-23

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council  
Elementary

( ) Principal	( ) Teachers	( ) Other school staff
( ) Parents and other community members		( ) Students

Schoolsite Council  
Secondary

( ) Principal	( ) Teachers	( ) Other school staff
( ) Parents and other community members		( ) Students

Schoolsite Advisory Council  
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Bruce K. Burns	X				X					
Cora Bohacek, Parent	X	X		X						
Kimberly Bradshaw, Parent	X	X		X						
Nancy Espino, Parent	X	X								
Lisa Buffom, Parent	X	X		X						
Janette Alinson, Parent	X	X	X							
Zelah Brandt, Teacher	X					X				
Liz Tang, Teacher	X					X				
Chiara Falcone, Teacher	X					X				
Fernando Sagastume, SEA	X						X			
<b>Numbers of members</b>	<b>10</b>	<b>5</b>		<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>			

## Section 4: Common Pages

### English Learner Advisory Committee

School: Silverwood Elementary School

Year: 2022-23

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: September 8, 2022

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

#### ELAC Membership:

a. Principal/ Principal's Administrative designee:

Bruce K Burns

b. Five parents, elected by parents of English Learners:

1. To be elected 11/14

2.

3.

4.

5.

c. Two Staff members, elected by staff:

1. Jenny Ross

2. Bruce Burns

**Section 4: Common Pages**

School: Silverwood Elementary School

**Schoolsite Councils/Committees  
Assurances & Recommendations**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

<b>The Schoolsite Council adopted the School Plan for Student Achievement on</b>	10/31/2022
	Council Approval Date
	
Bruce K. Burns	10/31/2022
Typed name of chairperson	Date

<b>If Applicable</b>	
<b>English Learner Advisory Committee reviewed the SPSA on</b>	To be Determined
	Council Approval Date
	To be Determined
Typed name of chairperson	Date

<b>If Applicable</b>	
<b>SCHOOL ADVISORY COMMITTEE:</b>	
	Committee Name
	Council Approval Date
Typed name of chairperson	Date

<b>If Applicable</b>	
<b>SCHOOL ADVISORY COMMITTEE:</b>	
	Committee Name
	Council Approval Date
Typed name of chairperson	Date

Bruce K. Burns

Bruce K. Burns

10/31/2022

Typed name of Principal

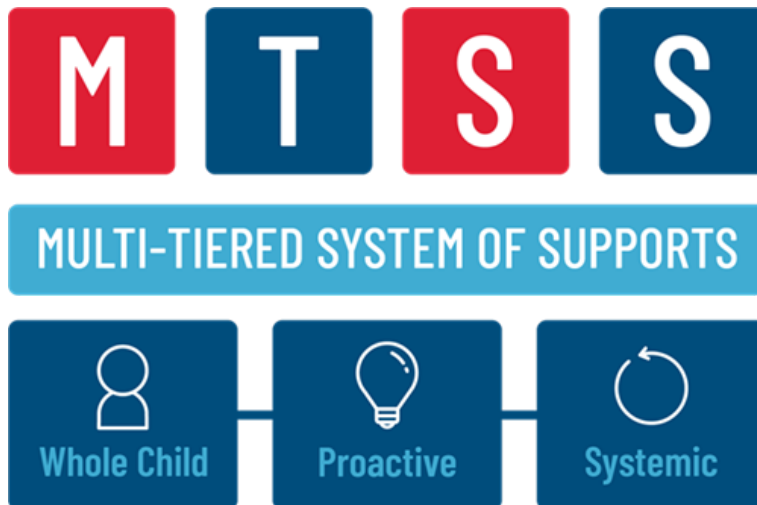
Signature

Date

# Silverwood Elementary School Multi Tiered System of Support Handbook

Collaboratively Developed  
by  
The Silverwood Elementary Staff

Version 1 - January/February/March 2022





## TABLE OF CONTENTS

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6. [Tier 2 - Overview, Background, Academic, Behavior, Analytics, Support, Process](#)
7. [Tier 3 - Overview, Background, Academic, Behavior, Analytics, Support, Process](#)
8. [Universal Screening and Analysis Measurements](#)
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10. [Glossary of Terms](#)

## Introduction

Silverwood Elementary School uses a Multi-Tiered System of Support (MTSS), which is defined as a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity (National Center on Response to Intervention).

MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for not meeting grade level standards. It also may be referred to as a multilevel prevention system. The increasingly intense tiers (Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive), represent a continuum of supports. Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.

MTSS Essential Components, briefly summarized below, together design a system of support for all learners.



## Rationale for MTSS Implementation

- Improves education for ALL students
- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the “wait to fail” model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

## MTSS - The Problem Solving Method

MTSS is a framework to ensure successful educational outcomes for ALL students by using a data based *problem solving process* to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

### The Problem Solving Method - Overview

#### Question: Is there a problem? What is it?

- Define area(s) of concern and prioritize.
- Review/Collect baseline data on primary area of concern.
- State discrepancy between what is expected and what is occurring.

#### Question: Why is it happening?

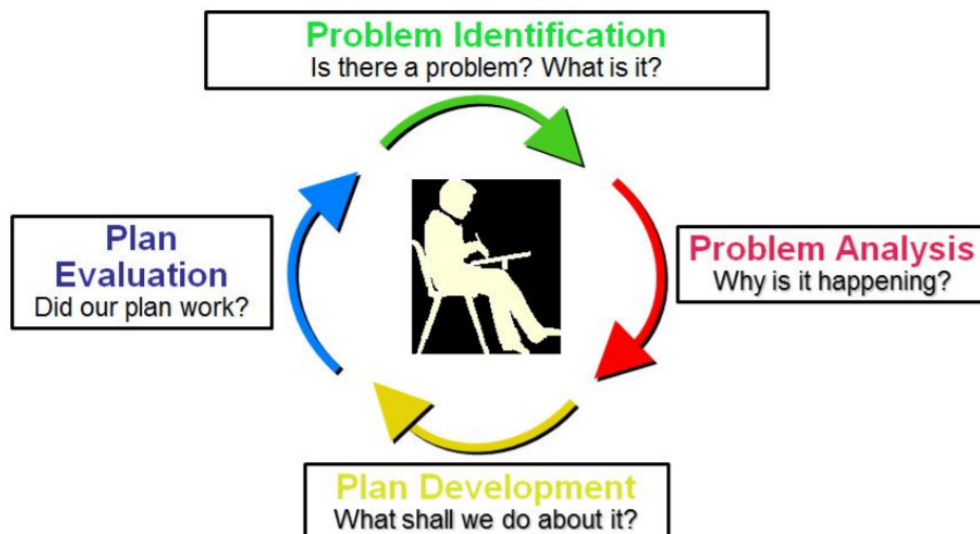
- Review data to generate plausible hypotheses.
- Collect additional data as needed to validate or refute hypothesis.
- Select most validated and alterable hypotheses.

#### Question: What shall we do about it?

- Identify intervention strategies/procedures.
- Identify implementation logistics to ensure plan is implemented with integrity.
- Identify progress monitoring logistics (e.g., who, what, when, where, how often).
- Write the goal, a measurable statement of expected outcomes.
- Decide on decision making rules for plan evaluation.

#### Question: Did our plan work?

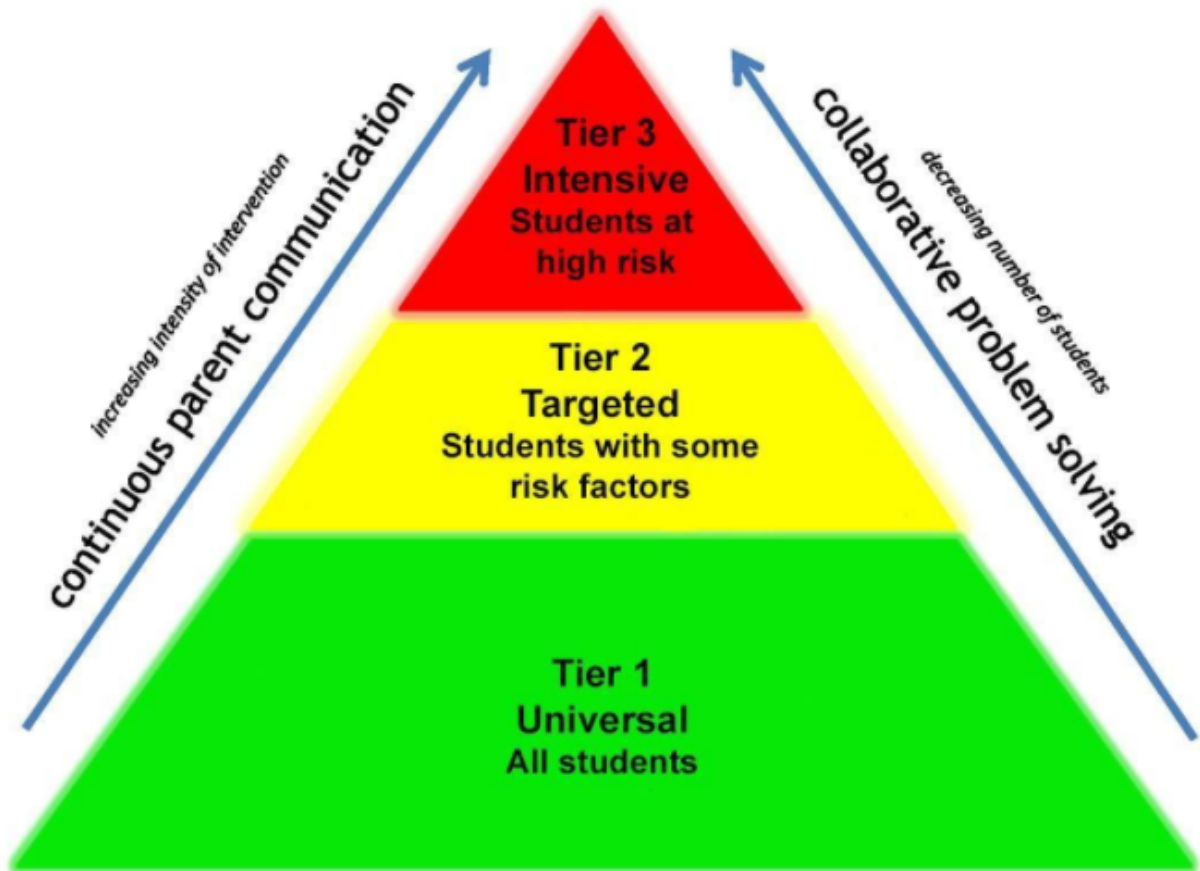
- Is progress being made toward the goal?
- Is the discrepancy decreasing between what is expected and what is occurring?
- Can the plan be maintained?



The Problem Solving Method - Steps

STEP 1	STEP 2	STEP 3	STEP 4
<p><b>What's the problem?</b></p> <p>Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "<b>What exactly is the problem?</b>"</p>	<p><b>Why is it occurring?</b></p> <p>Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "<b>Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?</b>" Design or select instruction to directly address those barriers.</p>	<p><b>What are we going to do about it?</b></p> <p>Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "<b>What are we going to do?</b>"</p>	<p><b>Is it working?</b></p> <p>Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted learning. Ask, "<b>Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?</b>" Team discussion centers on how to maintain or better enable learning for the student(s).</p>

## Overview of MTSS



The tables below, by Tier, include an overview of the Tier, Background, information related to Academics and Behavior, Analytics, Support, and Process. Additional information is highlighted in rows and columns via links.

The Tiers do not have “start” and “stop” points. Students do not have to demonstrate progress in Tier I or Tier II before receiving Tier III support, should data and evidence suggest intensive support is warranted.

## Tier 1 - Overview, Background, Academic, Behavior, Analytics, Support, Process

<p><b>Tier 1 Overview</b></p>	<ol style="list-style-type: none"> <li>1. Examine the <a href="#">core curriculum</a> through data review</li> <li>2. Provide high quality instruction for all students</li> <li>3. Administer universal screening measures to all students</li> </ol>
<p><b>Tier 1 Background</b></p>	<p>These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80% of students in Tier 1 are typically expected to meet learning targets.</p> <p>Tier 1 instruction is the key component of the MTSS framework and process. It is the core program in which all students receive high-quality evidence-based instruction. Generally, academic and behavior instruction and support are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core programs is the delivery of high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.</p> <p>Determine if the data indicates that the problem is an individual student problem, a small group problem, or a systemic (class, school, district) problem.</p> <ul style="list-style-type: none"> <li>● Are 20% or more of students not meeting expectations? Intervene at the systemic level by examining instruction, curriculum, and environment for needed adjustments.</li> <li>● Are fewer than 20% of students not meeting expectations?             <ul style="list-style-type: none"> <li>○ Begin the MTSS process to address the individual needs of students.</li> </ul> </li> </ul>
<p><b>Tier 1 Academic</b></p>	<p>Focuses on Quality Core Instruction and support, such as Accelerated Learning, that meet the academic needs of all students. Tier 1 instruction consists of scientific, research-based programs and frameworks that align to state standards and best practices proven to be effective for all students.</p>
<p><b>Tier 1 Behavior</b></p>	<p>Is an effective, proactive, preventative, and school-wide behavior support system. Tier 1 behavior practices consist of school-wide plans and positive behavior systems (PBIS) that implement scientific, research-based programs.</p>
<p><b>Tier 1 Social Emotional</b></p>	<p><a href="#">SEL in the Classroom</a>  <a href="#">Explicit SEL Instruction</a>  <a href="#">MDUSD - SEL Program Resources</a>  <a href="#">Academic Alignment</a>  <a href="#">Building Classroom and School Community and Climate</a>  <a href="#">Community Circles</a>  <a href="#">Student Voice</a> and <a href="#">Strategies for Elevating Student Voice</a></p>

	<p><a href="#">School Wide SEL Indicators</a></p> <p>Explicit SEL Instruction (dedicated time to teach SEL)</p> <ul style="list-style-type: none"> <li>Needs to be sequenced, active, focused, and explicit (SAFE)</li> <li>District Resources include; SEL Google Classrooms and MDUSD-SEL Program Resources</li> </ul> <p>Academic Alignment</p> <ul style="list-style-type: none"> <li>Fostering academic mindset</li> <li>Aligning objectives</li> <li>Interactive structures to promote SEL</li> </ul> <p>Build classroom and school community climate</p> <ul style="list-style-type: none"> <li>Strong sense of community (Community Circles)</li> <li>Belong and emotional safety (Trauma-informed practices)</li> <li>Student-centered discipline</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>Strategies for Elevating Student Voice</li> </ul> <p>Adult SEL</p> <p>School-wide SEL Indicators</p> <p>School Counselor support</p> <p>School Psychologist</p>
<p><b>Tier 1 Analytics</b></p>	<p><a href="#">Grade K/TK*</a></p> <p><a href="#">Grades 1-3*</a></p> <p><a href="#">Grades 4-5*</a></p> <p>Attendance</p> <p>Behavior Reports</p> <p>ELD Assessments</p> <p>Report Cards</p> <p>Checklists/Logs</p> <p>iReady</p> <p>IABs</p> <p>Read Naturally</p> <p>RAP Level</p>
<p><b>Tier 1 Support</b></p>	<p>Quality Core Instruction Components and research-based programs and activities for use at Tier 1 level - <a href="#">HERE</a></p>
<p><b>Tier 1 Process</b></p>	<ol style="list-style-type: none"> <li>If a student <u>does not meet</u> standards on the Universal Screening and/or grade level standards:       <ol style="list-style-type: none"> <li>Continue Quality Core Instruction - See <a href="#">MTSS Tier 1 Quality Core Instruction Components</a></li> <li>Meet in grade level PLCs to review monitoring data and identify different teaching/behavioral methods to implement.</li> <li>Provide and monitor targeted differentiated instruction for a 4-6 week cycle</li> <li>Conduct and document weekly progress monitoring and gather data from multiple sources.</li> <li>If the response is Positive, continue with Quality Core</li> </ol> </li> </ol>

	<p style="text-align: center;">Instruction.</p> <p>2. If the response is not Positive as documented by <a href="#">Decision Making Criteria</a> and a. through d. above, the student should be recommended to the CARES Team for a Tier 2 CARES meeting.</p> <ul style="list-style-type: none"><li>i. Contact the office to schedule a CARES meeting</li><li>ii. Complete <a href="#">CARES referral form</a></li></ul> <p>b. Prepare per “<a href="#">MTSS Present the Student Case</a>” and see the administrator for support prior to the meeting</p>
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## Tier 2 - Overview, Background, Academic, Behavior, Analytics, Support, Process

<b>Tier 2 Overview</b>	<ol style="list-style-type: none"> <li>1. Identify students as “at risk” through universal screening data</li> <li>2. Provide small group research based or evidence based interventions</li> <li>3. Monitor progress every other week</li> <li>4. Problem solve for students as needed</li> </ol>
<b>Tier 2 Background</b>	<p>Tier 2 refers to Targeted Supplemental Intervention and Supports. These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10-15% of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.</p> <p>Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.</p>
<b>Tier 2 Academic</b>	<p>Tier 2: involves extra instruction and support beyond Tier I that serve students identified as needing more help. Often, this help is provided to these children in small groups. These students require strategic interventions that match their learning styles and additional support in addition to the core curriculum</p>
<b>Tier 2 Behavior</b>	<p>Tier 2: involves targeted groups of students in need of focused behavioral instruction and interventions. Tier II requires focused interventions that provide additional support to meet specific needs of students to conform to the school-wide behavior plan.</p>
<b>Tier 2 Social Emotional</b>	<p>School Counselor targeted counseling services  SEL groups  Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team, School &amp; Community Services Department</p>
<b>Tier 2 Analytics</b>	<p><a href="#">Grade K/TK*</a>  <a href="#">Grades 1-3*</a>  <a href="#">Grades 4-5*</a>  SPIRE Assessments  ELD Assessments</p>

	<p>Report Cards  Attendance  iReady  <a href="#">SEL Student Survey</a>  Checklists/Logs/Data Per Intervention  Behavior reports  Small Group Counseling Report  Read Naturally  RAP Level</p>
<p><b>Tier 2 Support</b></p>	<p>SPIRE  iReady  <a href="#">Restorative Practices</a>  Educational Specialists  EL After School Intervention  Parent Volunteer Tutoring  <a href="#">SEL Student Survey</a>  Students Needing Adult Guidance (SNAG)  SEL Groups  Counseling - Small Group  Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team, <a href="#">School &amp; Community Services Department</a>  Quality Core Instruction Components and research based programs and activities - <a href="#">HERE</a>  Child Welfare and Attendance  PBIS  EL Program</p>
<p><b>Tier 2 Process</b></p>	<ol style="list-style-type: none"> <li>1. CARES team holds CARES Tier 2 meeting, evaluates data and determines appropriate intervention(s) for student success. <ol style="list-style-type: none"> <li>a. Following the meeting <ol style="list-style-type: none"> <li>i. Implement and monitor Tier 2 interventions. <ol style="list-style-type: none"> <li>1. Administrator/Colleague monitors instruction.</li> <li>2. Teacher monitors student progress for 4-6 weeks. <ol style="list-style-type: none"> <li>a. Progress monitoring documentation is entered in [TBA] by the classroom teacher and additional interventionist(s).</li> </ol> </li> <li>3. If the response is Positive, the student may return to Tier I and continue with Quality Core Instruction.</li> <li>4. If the response is Questionable: Evaluate the <a href="#">fidelity</a> of the intervention's implementation. <ol style="list-style-type: none"> <li>a. If fidelity is not the problem, the CARES Team may increase the intensity or narrow the focus of the intervention for a specific time and then reassess its effectiveness.</li> <li>b. Return to problem solving and find a different intervention if the rate of</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>

	<p>progress does not improve.</p> <p>5. If the response is Poor, the student should be recommended to the CARES Team for a Tier 3 CARES meeting.</p>
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## Tier 3 - Overview, Background, Academic, Behavior, Analytics, Support, Process

<b>Tier 3 Overview</b>	<ol style="list-style-type: none"> <li>1. Identify students needing intense levels of support through universal screening data</li> <li>2. Provide small group or individualized research based or evidence based instruction</li> <li>3. Monitor progress weekly</li> <li>4. Problem solve for students as needed</li> </ol>
<b>Tier 3 Background</b>	<p>Tier 3 refers to the Intensive Individualized Interventions and Supports. More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1-5 percent, would need the intensive individualized intervention and support of Tier 3.</p> <p>Tier 3 refers to the academic and behavioral instruction/intervention that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students at Tier 3 are much smaller sizes than Tier 2 with models including one-on-one instruction.</p>
<b>Tier 3 Academic &amp; Behavior</b>	<p>Tier 3 interventions are more intensive and longer in duration. Tier 3 requires that academic and behavioral supports adjust to the student's response to Quality Core Instruction and previous interventions. Tier 3 supports all students in need of individualized, intensive strategies to achieve or maintain desired student outcomes and prevent future difficulties.</p>
<b>Tier 3 Social Emotional</b>	<p>Positive Behavior Team (PBT)          Social Emotional Educational Collaborative (SEEC)          Inclusive of the Counseling Enriched Program (CEP)</p>
<b>Tier 3 Analytics</b>	<p><a href="#">Grade K/TK*</a>  <a href="#">Grades 1-3*</a>  <a href="#">Grades 4-5*</a>          SPIRE Assessments          ELD Assessments          Report Cards          Attendance          iReady  <a href="#">SEL Student Survey</a>          Checklists/Logs/Data Per Intervention</p>

	<p>Behavior reports  Small Group Counseling Report  IReady  RAP Level</p>
<p><b>Tier 3 Support</b></p>	<p>SPIRE  Read Naturally  <a href="#">Restorative Practices</a>  Educational Specialists  EL After School Intervention  Parent Volunteer Tutoring  <a href="#">SEL Student Survey</a>  Students Needing Adult Guidance (SNAG)  SEL Individual Plan  Counseling - One on One  Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team, <a href="#">School &amp; Community Services Department</a>  Quality Core Instruction Components and research based programs and activities - <a href="#">HERE</a>  School Attendance Review Board  <a href="#">Social Emotional Educational Collaborative (SEEC)</a>  Intensive Counseling Enriched Program  Counseling Enriched Program  Referral to Special Education  PBIS  EL Program</p>
<p><b>Tier 3 Process</b></p>	<ol style="list-style-type: none"> <li>1. CARES team holds CARES Tier 3 meeting, evaluates data and determines appropriate intervention(s) for student success. <ol style="list-style-type: none"> <li>a. Reviews, as needed, Tier 2 fidelity and problem solving</li> <li>b. Following the meeting <ol style="list-style-type: none"> <li>i. Implement and monitor Tier 3 interventions. <ol style="list-style-type: none"> <li>1. Administrator/Colleague monitors instruction.</li> <li>2. Teacher monitors student progress for 4-6 weeks. <ol style="list-style-type: none"> <li>a. Progress monitoring documentation is entered in [TBA] by the classroom teacher and additional interventionist(s).</li> </ol> </li> <li>3. If the response is Positive, the student may return to Tier 2 and continue with Quality Core Instruction.</li> <li>4. If the response is Questionable: Evaluate the <a href="#">fidelity</a> of the intervention's implementation. <ol style="list-style-type: none"> <li>a. If fidelity is not the problem, the CARES Team may increase the intensity or narrow the focus of the intervention for a specific time and then reassess its effectiveness.</li> <li>b. Return to problem solving and find a different intervention if the rate of</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>

	<p style="text-align: center;">progress does not improve.</p> <p>5. If the response is Poor, the student should be recommended to the CARES Team for a Tier 3 CARES meeting.</p>
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## Universal Screening and Analysis Measurements

All students at Silverwood participate in a universal screening process, also known as benchmarking. During this process, students are assessed using curriculum-based measurements (CBMs), which are short standardized probes that serve as general outcome measures, or indicators of basic skill acquisition. The assessment data gathered through benchmarking is used for the following purposes.

- To determine where an individual student’s basic skills are in comparison with other same aged peers nationally
- To identify which students need intervention
- To monitor students’ growth over time
- To assess the effectiveness of programs and interventions

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and students in reading and math. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. Universal Screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students’ risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools with consideration for cultural and linguistic responsiveness and recognition of student strengths. For a screening measure to be useful, it should meet the following criteria (Jenkins, 2003):

1. It should identify students who require further assessment.
2. It should be practical. It should generate positive outcomes by accurately identifying students without consuming resources that could be put to better use.
3. It should identify individuals in need of further assessment and possible movement to Tier II interventions.
4. It should provide feedback about class performance to help school leadership identify when a teacher might require support.
5. It should be implemented on a regular basis across grade levels, identify false negatives—(i.e. students who slip through the screening at one level, but are then identified at later points during the year). \*re-testing students who do not test well or have test anxiety and include multiple modalities in an alternate assessment

Description of Assessment Measures used at Silverwood Elementary

\* Indicates Universal Screener [TBD]

TK/K	ELPAC Initials (EL Only); ESGI ELA; ESGI Math; Social and Emotional Learning; Common Writing Assignment; Report Card; iReady Reading (EL Only); ELPAC (EL Only), SEL Student Survey
1st-3rd	ELPAC Initials (EL Only); iReady Reading Diagnostic; iReady Math Diagnostic; Social and Emotional Learning (3rd only); SEL Student Survey; Common Writing Assignment; Benchmark ELA; Benchmark Math; DL ELA & SLA (DL Only); Report Card; CAASPP ELA & Math; ELPAC (EL Only)
4th-5th	ELPAC Initials (EL Only); iReady Reading (EL Only); Social and Emotional Learning; SEL Student Survey; IAB/FIAB ELA; IAB/FIAB Math; Common Writing Assignment; Benchmark ELA; Benchmark Math; Benchmark SLA (DL Only); Report Card; CAASPP ELA, Math & Science (Grade 5 Only for Science); PFT (Grade 5 Only); ELPAC (EL Only)

## A Parent's Guide to MTSS at Silverwood Elementary School

### What is a MultiTiered System of Support (MTSS)?

- A preventative approach to providing high quality scientifically based instruction and intervention
- A system that uses data to assess students' response to instruction or intervention
- A way to proactively provide extra layers of support to students who are not responding to classroom instruction

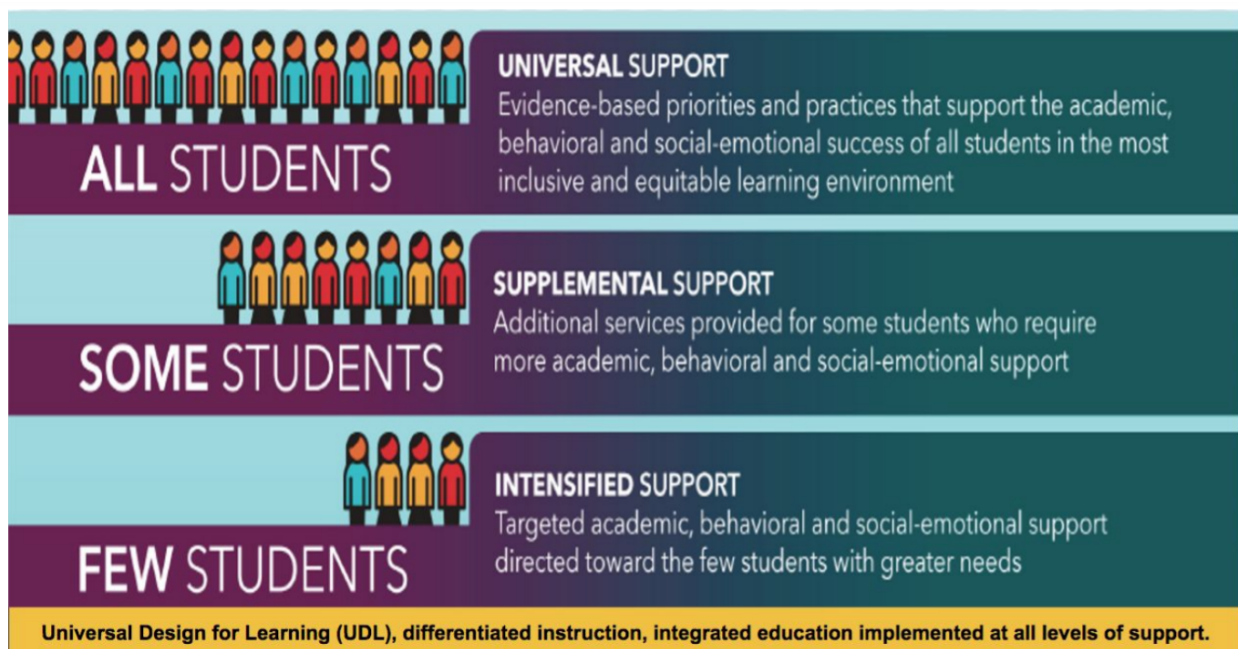
**SEL and PBIS?**

### What are the benefits of MTSS?

- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the "wait to fail" model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

### How can parents be involved in the MTSS process?

- Become familiar with children's assessment scores and progress
- Reinforce strategies being taught through interventions
- Provide specific praise to children on any improvements
- Become familiar with the interventions in which their children are participating
- Collaborate with teachers to identify children's strengths and areas of need
- Attend Parent Teacher Conferences and other requested meetings at school





## Glossary of Terms and Programs

**Accelerated Learning** is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

**Accommodations** help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

**Antecedent-Behavior-Consequence (ABC)** data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

**Baseline data** is the data that is collected before an intervention or program change begins.

**Behavior Intervention Plan (BIP)** is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

**Culturally Responsive** refers to the importance of including students' cultural references in all aspects of learning.

**Data-Based Problem Solving and Decision Making** A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

**Educational equity** is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

**Evidence-Based** refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

**Fidelity of Implementation** refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

**Functional Behavioral Assessment (FBA)** is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

**Gap Analysis** is a method for measuring the difference between the student's current level of performance and benchmark expectations.

**Individualized Education Program (IEP)** is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**Implicit Bias:** Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

**Institutional Racism** is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

**Intensive Interventions** are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

**Intervention** is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

**Multi-Tiered System of Support (MTSS)** is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

**Memorandum of understanding (MOU)** is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen's agreement.

**Positive Behavioral Interventions and Supports (PBIS)** is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

**Restorative Practices** is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

**Social Emotional Learning (SEL)** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

**Universal Screening** (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.

# Budget By Expenditures

## Silverwood Elementary School

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00	Goal 4	Counselor to monitor SEL progress and intervene or provide support as needed
		\$0.00	Goal 4	Parent Education (see Goal #2 and action 2.2 and 2.5)
		\$0.00	Goal 4	Improve communication and participation for the MDUSD AAPAC
		\$0.00		
		\$0.00		

### Funding Source:

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00	Goal 2	Increase parent representation on the Silverwood PBIS committee or include a monthly update on PBIS progress at School Site Council meetings.
Supplies and Materials		\$150.00	Goal 2	Increase opportunities for parents to be on campus, such as parades, PTA programs, assemblies, as volunteers, Storybook Pumpkin Night, etc.
		\$0.00	Goal 2	Increase communication about opportunities for parents to participate in school and district decision-making via newsletters, and add program dates (ex. School Site Council, MDUSD board and committee meetings) to the Silverwood website calendar and promote MDUSD parent education programs.
		\$0.00	Goal 3	Monitor suspension and chronic absenteeism rates.

# Silverwood Elementary School

\$0.00 Goal 3

Total Expenditures: \$150.00

Allocation Balance: \$0.00

## Funding Source: LCFF Supplemental

**\$60,030.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies and Materials		\$500.00	Goal 4	Increase leadership opportunities (student council, safety patrol, spirit day/week, recycling, etc.) for students
Compensation for staff to develop EPP system, implement and oversee at least once a month		\$450.00	Goal 4	Develop and implement an Early Education Plan (EPP) starting in TK or K
Materials and Supplies		\$600.00	Goal 2	Plan and hold monthly "Meet with the Principal" with a focus on student leaning and participating in school and district decision-making.
Supplies and Materials		\$1,400.00	Goal 2	Plan and implement, for the purpose of authentic assessment and increasing parent participation, at least three of the following programs: Art/Pi Night; Science Fair; Family Reading Night; Math and or Science Night.
Hourly Compensation for Presentations and Preparation		\$500.00	Goal 2	Plan and implement, for the purpose of authentic assessment and increasing parent participation, at least three of the following programs: Art/Pi Night; Science Fair; Family Reading Night; Math and or Science Night.
Supplies and Materials		\$200.00	Goal 1	Attend and implement Accelerated Learning (The New Teacher Project) training and provide teachers time to visit classrooms, debrief, and monitor student achievement improvement plans developed on October 10 and subsequent staff and grade level meetings.
Release time		\$2,360.00	Goal 1	Attend and implement Accelerated Learning (The New Teacher Project) training and provide teachers time to visit classrooms, debrief, and monitor student achievement improvement plans developed on October 10 and subsequent staff and grade level meetings.

## Silverwood Elementary School

Supplies and Materials	\$2,000.00	Goal 1	Expand PBIS by holding monthly Student of the Month assemblies, tracking student behavior and communicating to all staff to award SOAR Bucks more consistently.
Supplies and Materials	\$200.00	Goal 1	Purchase library books to support the curriculum with a focus on cultural awareness, and plan class library visits with a focus on cultural awareness and monthly heritage celebrations/recognitions.
Books	\$3,300.00	Goal 1	Purchase library books to support the curriculum with a focus on cultural awareness, and plan class library visits with a focus on cultural awareness and monthly heritage celebrations/recognitions.
Supplies and Materials	\$500.00	Goal 1	Increase opportunities for student and staff to learn about different cultures by means of student heritage presentations and at least one parent education heritage evening program presented by and for parents, students and staff.
Supplies, materials, posters	\$1,000.00	Goal 1	Increase communication to staff, students and parents about heritage celebrations.
Assembly program - contract services	\$2,000.00	Goal 1	Plan at least two student assemblies focused on cultural awareness.
Hourly Compensation for Presentations and Preparation	\$250.00	Goal 2	Increase opportunities for parents to be on campus, such as parades, PTA programs, assemblies, as volunteers, Storybook Pumpkin Night, etc.
Supplies and Materials	\$100.00	Goal 2	Develop "I can" checklist by grade level for math, science, social studies, and ELA, and distribute to parents and post on the Silverwood website.
Print Shop	\$200.00	Goal 2	Develop "I can" checklist by grade level for math, science, social studies, and ELA, and distribute to parents and post on the Silverwood website.
Hourly Compensation for Presentations and Preparation	\$250.00	Goal 2	Develop "I can" checklist by grade level for math, science, social studies, and ELA, and distribute to parents and post on the Silverwood website.
Support Staff - SPIRE Program	\$10,430.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Read Naturally Software/License	\$800.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Guided Readers Software/License	\$190.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.

## Silverwood Elementary School

iReady (ELA) Software/License	\$8,000.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Renaissance Accelerated Reader	\$5,000.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Emerging Bilingual After School Enrichment	\$0.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
BEAKs (Blended Equity and Acceleration for Kids) after school intervention program focusing on math, ELA and writing	\$2,000.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Increase access to EPIC for after school/home use	\$1,000.00	Goal 3	Implement in-school and after-school interventions focusing on early math and literacy skills.
Devices and Large Screen Monitors	\$6,000.00	Goal 3	Increase student and staff technology access, including the purchase or contract for a copier or Riso
Copier or Riso contract	\$8,000.00	Goal 3	Increase student and staff technology access, including the purchase or contract for a copier or Riso
Materials and Equipment	\$1,000.00	Goal 3	Improve school safety, including holding drills when students are at recess
Signage	\$500.00	Goal 3	Improve school safety, including holding drills when students are at recess
App Program and Supplies	\$500.00	Goal 3	Encourage students to walk or ride to school and hold a program about safety related to travel to and from school.
Supplies and Materials	\$0.00	Goal 2	Plan and implement at least four of the following parent program topics to be presented by staff and or parents: Zearn, iReady, EPIC, Clever, Google Classroom, parenting skills (discipline, homework, digital technology, body changes), SeeSaw, Embarc.Online, Assistive Technology, and Class DoJo.
Hourly Compensation for Presentations and Preparation	\$800.00	Goal 2	Plan and implement at least four of the following parent program topics to be presented by staff and or parents: Zearn, iReady, EPIC, Clever, Google Classroom, parenting skills (discipline, homework, digital technology, body changes), SeeSaw, Embarc.Online, Assistive Technology, and Class DoJo.

## Silverwood Elementary School

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LCFF Supplemental Total Expenditures:	\$60,030.00
LCFF Supplemental Allocation Balance:	\$0.00
Silverwood Elementary School Total Expenditures:	\$60,180.00