

Heaton Elementary

106216660062741

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Laura Gemetti	X				
2. Chairperson - Steve Wilburn				X	
3. Andrea Hernandez				X	
4. Veronica Cuevas				X	
5. Rose Najera				X	
6. Lorraine Sanchez				X	
7. Griselda Avila				X	
8. Brynn Wall		X			
9. Jackie Herrera		X			
10. Mike Pulido		X			
11. Yolanda Barraza			X		
12. Derrick Hansen			X		
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Heaton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti		March 21, 2018
SSC Chairperson	Steve Wilburn		March 21, 2018

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$53,550 *
7090	LCFF Supplemental & Concentration	\$216,149
7091	LCFF for English Learners	\$48,387
TOTAL 2018/19 ON-SITE ALLOCATION		\$318,086

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,260
Remaining Title I funds are at the discretion of the School Site Council	\$52,290
Total Title I Allocation	\$53,550

Heaton Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.644	18.644
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.878	22.878
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	11.824	18.824
One D or F on Any Report Card (grades 2-12)	46.262	39.262

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Based on classroom walkthroughs, IPG data (tenant 3) discussion in AC meetings, and CFA and Interim data, teachers continue to provide the "heavy lifting" in the classroom and students are not given the opportunity to show ownership in their learning.
- There is a need to identify the high-leverage essential standards and align lessons to the rigor of the standard.
- There is a need to intensely focus on guiding question number one "What do we want students to learn?" Teachers need to have a deep understanding of each essential standard. Teachers will align CFAs with the rigor of the standard and provide tier 2 RtI based on CFA data
- There is a need for increased analysis of student work during AC meetings where teachers identify common errors, and determine how it will be retaught and assessed to ensure all students understand the concepts and skills.
- Based on walkthroughs and IPG data, there is a lack of student writing in all subject areas.
- ELD resources are not being utilized within the classroom to support differentiated instruction, such as the ELD companion workbook.
- AC Teams created 1-2 CFA's per quarter/units in for ELA leading to CSA Unit Assessment.
- AC Teams engaged in identifying Essential Learning Standards at Buyback and utilized the Common Core Companions to identify learning targets and daily lesson objectives.
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

SBAC ELA	2014-15	2015-16	2016-17
All	9.6%	11.3%	15.9%
3 rd Grade	11.3%	16.9%	23.8%
4 th Grade	3.1%	10.7%	6.7%
5 th Grade	10.5%	10.2%	19.4%
6 th Grade	14.3%	5.0%	8.3%
African-American	Less than 3.0%	Less than 3.0%	4.0%
Foster Youth	n/a	28.6%	n/a
Special Education	4.2%	3.8%	n/a
English Learners	n/a	6.7%	18.9%
Homeless Youth	n/a	n/a	14.3%

Students with disabilities and African-American students performed significantly lower than all other subgroups on ELA SBAC.

- AC Teams conduct data analysis using Form A and Form B to identify and target instruction for Sped, African American and Foster Youth.
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's.
- Site Leaders focus grade level walks; 15-minute observation with 15-minute feedback loop

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2-3 CFA's per quarter in Math Data Driven Instructional calendar AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments
- AC Teams participated in the Cycle of Continuous Improvement
- AC Teams engaged in Professional Development from District coaches with a focus on utilizing the Five E's, manipulatives, lessening scaffolding
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's
- Site Leaders focus grade level walks; 15-minute observation with 15-minute feedback loop

EL Reclassification Rate (All grade levels)

Core Index Report

- 2016 metric report: 19% Redesignated
- 2017 metric report: 40% Redesignated
- Increase of 21% of English Learners Redesignated

One D or F on Any Report Card (grades 2-12)

- Lead Teacher training with new FUSD Grading Policy with follow-up AC discussions and calibration.
- Reading the Power of Zero article PL
- Calibration of Grade Level grading practices (number of tasks, rubric scoring, criteria for success for assignments).
- 1st-6th grade teachers submit electronic Progress Reports and Report Cards to Site Leaders each Quarter.

RSP teacher did not utilize the adopted GVC for special education students.

Kindergarten teachers tutor 1st grade non-readers twice a week for 30 minutes per day.

There is a need for culturally-relevant teaching practices that include connecting text to students' lives through strategic questioning and responding to complex texts and tasks. Lesson planning that addresses the Four Foundations and use of the Common Core Companion for the "gist" to align the learning targets to the rigor of the standard.

Use of visuals and realia, cooperative groupings, collaborative conversations and partner-talk, reteaching as a part of the instructional path.

Address the Four Guiding Questions in AC meetings to pre-plan for acceleration and re-teaching; continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and Tier 3 Interventions.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

SBAC Math	2014-15	2015-16	2016-17
All	6.5%	11.6%	11.8%
3 rd Grade	15.5%	24.7%	20.8%
4 th Grade	4.8%	9.2%	10.7%
5 th Grade	2.6%	3.4%	5.6%
6 th Grade	Less than 3.0%	3.3%	4.2%
African-American	n/a	3.1%	4.0%
Foster Youth	20.0%	14.3%	n/a
Special Education	n/a	7.7%	n/a
English Learners	n/a	4.3%	n/a
Homeless Youth	n/a	8.3%	14.3%

Historically, students with disabilities, English Learners, and African-American students performed significantly lower than all other subgroups on Math SBAC.

Need for culturally-relevant teaching practices that include visuals, collaborative groupings, collaborative conversations, re-teaching as a part of the instructional path and AC Teams addressing Four Guiding Questions during pre-planning. Strategies and ongoing data collection during lessons to check for understanding; systemic use of AC Grade Level Common Formative Assessments with calibration and implementation of Tier 2 Interventions within classrooms and grade-level teams.

EL Reclassification Rate (All grade levels)

RFEP	2014-15	2015-16	2016-17
All	10.2%	4.6%	11.6%
1 st Grade	n/a	n/a	3.7%
2 nd Grade	n/a	n/a	20.0%

3 rd Grade	n/a	10.0%	13.8%
4 th Grade	7.1%	7.1%	12.5%
5 th Grade	23.5%	6.3%	6.7%
6 th Grade	31.6%	n/a	21.4%
Foster Youth	n/a	n/a	n/a
Special Education	n/a	6.7%	n/a
Homeless Youth	n/a	n/a	n/a

The majority of students in EL subgroup performs lower on the reading and writing sections on the CELDT and this prevents them from being redesignated.

Need for culturally-relevant teaching practices that include visuals, collaborative groupings, collaborative conversations, re-teaching as a part of the instructional path and addressing Four Guiding Questions during pre-planning, continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and Tier 3 Interventions.

One D or F on Any Report Card (grades 2-12)

D's & F's	2015-16	2016-17	2017-18
All	50.9%	46.3%	50.6%
2 nd Grade	37.1%	38.3%	n/a
3 rd Grade	50.0%	38.4%	34.5%
4 th Grade	58.1%	50.6%	50.5%
5 th Grade	56.7%	44.3%	55.1%
6 th Grade	58.8%	71.4%	66.2%
African-American	63.0%	60.6%	48.0%
Foster Youth	50.0%	66.7%	100%
Special Education	71.1%	72.1%	81.3%
English Learners	49.4%	56.3%	52.5%
Homeless Youth	64.7%	77.8%	100%

Need for culturally-relevant teaching practices that include visuals, collaborative groupings, collaborative conversations, re-teaching as a part of the instructional path and addressing Four Guiding Questions during pre-planning, continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and Tier 3 Interventions.

Foster Youth, Special Education and Homeless Youth subgroups are disproportionate to other students as having at least a D or F in one subject matter.

- Significant subgroups will have priority for after school library tutorial program with designated TSA and instructional assistants.
- Grade levels will continue to provide differentiated instruction/intervention through the RtI process and significant subgroups will be targeted with the designated TSA and instructional assistants.
- Continue to use SST process to identify targeted needs for significant subgroups.
- Use of form A and form B on CFA data analysis to identify students in significant subgroups.
- EL students in grades 1-6 will receive specific, targeted intervention based on formal and informal assessment data with our designated TSA and instructional assistants, which includes CELDT/ELPAC scores.
- Only grades K-3 were BAS tested to determine reading level. Next year, all grade levels will BAS test students who are below grade level as determined by DRP results.
- Students will continue to have access to online learning using Imagine Learning, Imagine Math and Imagine Math Facts.
- Fifth and sixth grade students were given the opportunity to engage in drum circle and yoga to assist with social/emotional needs. All students will participate in these programs next year through Heaton's Spark! grant.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Asked about the thinking behind the elimination of Teaching Fellows.
- Mrs. Gemetti explained what intervention should look like in the classroom.
- What are we doing for those students who understand the curriculum? (question 4)
- There is a need for professional learning around EL instruction (Integrated & Designated)
- Inquired about school homework policy and why some teachers don't give homework.
- Budget Priorities: Continue to assign designated TSA to small group instruction, continue to fund instructional assistant to support TSA, continue to fund instructional assistants for the after school library tutorial program, fund instructional assistants supplemental contracts to provide instruction for ELD boot camp, fund social/emotional TSA to support classroom teachers with SEL and school wide campus culture and parent connectiveness, continue to fund two instructional assistants to support Early Learning for small group instruction in Kindergarten.

2 ELAC:

- Parents were enthused about the current intervention program.
- Parents want to keep EL intervention for the next school year.
- Inquired about the after school program that existed a few years ago.
- Parents would like support in math for all students as they struggle at home.
- Would like to see more homework in intermediate grades with a focus on specific needs for each student.
- Discussed the ELD boot camp and the funding of instructional assistants to support intervention.

3 Staff:

- Establish school wide goal in writing.
- Other resources for teaching the standard.
- Test scores are low.
- Tablets are almost one to one per student.
- Continue Imagine Learning, Imagine Math, and Imagine Math Facts online learning program.
- Need to meet the needs of all students.
- Writing support in first grade.
- Continue pull out intervention with TSA.
- Budget Priorities: Continue to assign designated TSA to small group instruction, continue to fund instructional assistant to support TSA, continue to fund instructional assistants for the after school library tutorial program, fund instructional assistants supplemental contracts to provide instruction for ELD boot camp, fund social/emotional TSA to support classroom teachers with SEL and school wide campus culture and parent connectiveness.
- School wide PL to support differentiation in the classroom, culturally relevant to teaching practices.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Effectiveness in 2017-18

- Teachers attending the PLC conference were able to create next steps: create CFAs, more focus on question 1, PL on unpacking the standards, implement data discussions, revise RtI schedule so students aren't missing core instruction, and tutorials.
- Material and supplies were used to support teachers and students.
- Technology: tablets purchased so every 4-6th grade student had one to one tablets, Imagine Learning/Imagine Math/Imagine Math Facts online program purchased school wide, Wonders online leveled readers, Go Math online curriculum, and use for district DRP and Interim tests, and SBAC testing

Changes for 2018-19

- Fund instructional assistants in Kindergarten classes to assist with small group instruction, and one assistant providing instruction during intervention groups.
- Continue to fund for online reading/math programs.
- Provide class coverage for teachers in primary grades to assess students and to attend SST/IEP meetings.
- Continue to use funds for material and supplies for teachers and students.

Action 1

Title: Challenging content in ELA and Math

Action Details:

In Literacy, Heaton teachers will use challenging content, grade-level texts, and a variety of complex texts and complex tasks to support students acquisition of essential skills outlined in the Common Core State Standards. In Mathematics, Heaton teachers will plan for and implement lessons that deepen students' conceptual understanding of mathematics, while reinforcing procedural skills reflected in the mathematical shifts: focus, coherence and rigor. Teachers will integrate listening, speaking, reading, writing and language skills across the curriculum.

Increase capacity of site Instructional Leadership Team, Grade-level AC Teams and Teachers through the implementation of Fresno High Regional Plan.

- 1. Focus on IPG Tenet 1 by clearly identifying the necessary components of an effective learning environment and providing PL with IPG Tenet Modules.
- 2. Use the IPG Walk-through Tool and collected regional data with ILT and AC teams to identify high-performing teams and form regional grade-level support.
- 3. Peer classroom walks and debriefing with Site Leaders and Instructional Coaches to identify strong evidence of IPG Tenets within classrooms.
- 4. Implement action plan for identified regional Problem of Practice.
- 5. ILT utilization of Instructional Practice Guides for both math and ELA to ensure challenging content is consistently being delivered in lessons.

Build Strong AC Teams with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

Use of Designated Hours and Quarterly Release days for AC Teams to backwards map Essential Standards and create Common Formative Assessments for ELA and Math units.

AC Teams analyze CFA data for next steps and intervention decision-making during AC meetings.

Analysis of student work by AC Teams through the CCI process during AC planning; monitored by site leaders through AC Agendas/minutes and site leaders' classroom walk-through data with IPG, calibrated lesson plans, use of rubrics and criteria for success, and posted student work and data walls.

Student assessment data reviewed as AC Team during quarterly SART meetings with site leaders and TSA.

On-going planning and reflection on the Four Guiding Questions: What do we want students to learn (CCSS-aligned lessons based upon essential standards in ELA and Math)? How will we know they learned it (CFU and CFA data analysis)? How will we respond when they don't learn (Tier 2-Reteaching and Tier 3-Intervention)? How will we respond when they already learned it (acceleration and enrichment)?

Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation) to guide teams to make "high-impact" decisions during AC Time and around professional learning expected actions.

Provide professional learning in the area of Complex Text and Complex Task Rubrics, student work protocols, analyzing data, high-leverage engagement strategies and effective PLCs with Learning by Doing and Making Thinking Visible ?and through attendance at conferences (PLC and RTI conferences).

Professional Learning on the Four Foundations Objective, Aligned Instruction, Assessment and Closure to ensure they are present in all lessons.

Lesson Study in Mathematics supported by Math Coaches to deepen teacher understanding and provide strategies in the use of manipulatives to support the Five E's.

District TSA's to support PL around small group instruction and guided reading as a Tier 1 strategy to increase reading comprehension.

Progress Monitoring of SQII 3751 for number and percentage of Kinder students mastering both Math and ELA on most recent KAIG (Q1-Q4).

Progress Monitoring of SQII 6256 and 6258 for number and percentage of students scoring standard met/exceeded on District Interim CFA#1 and CFA#2 in Math and ELA

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- DRP
- Interim Assessments
- Go Math Assessments
- Grade Level Common Assessments
- Quarterly Student Academic Review Team (SART) Meetings
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- IPG Walks
- Classroom Observations and Feedback

Owner(s):

- Teachers/AC's
- Teachers/AC's
- Teachers/AC's
- Teachers/AC's
- Instructional Aide support
- Principal/VP/TSA
- Admin/Teacher
- Admin/RSPTeacher/Reg Ed Teacher/School Psych/SLP
- Admin Team
- Admin Team

Timeline:

- Twice a year
- Twice a year
- Upon Unit Completion
- Upon Unit Completion
- Quarterly Monthly or as needed
- Monthly or as needed
- Monthly or as needed
- Weekly
- Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Materials and Supplies

Sub release time for teacher planning/IEPs/SSTs

Teacher Supplemental Contracts for Lead Teachers to plan

ELA/Math Professional Learning for staff

Teacher Supplemental Contracts for extra planning time

Teacher Conferences (RTI & PLC) Travel fees

Technology (projectors, tablets, headphones, cords, printers, carts, etc.)

Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, chart paper, and other associated items to support instruction

Specify enhanced services for EL students:

EL students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom.

Teacher books

Parent Involvement Supplies

SaveMart card

Coffee Chats

Direct Maintenance for technology&installation (EKCEnterprises)

GW

Office Depot

Copylease

Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Back to School Night
- Parent Meeting regarding helping students at home
- Parent University classes
- Quarterly Heaton and ParcGrove focused Coffee Chats
- HSL quarterly training meetings for parents to access EduText and ATLAS Parent Portal
- Parent/Teacher conferences that include strategies to help at home; translators will be provided at conferences
- Quarterly progress reports, report cards, and ISLPs
- Fall Family Literacy Night and Spring Math Night

Describe Professional Learning related to this action:

- DRP-Analyze data and plan next steps by understanding the DRP reports.
- Mathematics and Literacy Interim Assessments-Analyze data and plan next steps (Creating Common Assessments with Illuminate).
- Literacy-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on Complex Text, Complex Task, Questioning, Strategies and Graphic Organizers to align instruction to the standards).
- Mathematics-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on the three Instructional shifts of Focus, Coherence and Rigor).
- Provide time for ACs to observe, collaborate, analyze data, and plan lessons (CCI process)
- PL on focused standard planning and concept building and math progression standards
- PL to support technology (tablets/librarian support)
- PL around Learning by Doing and Making Thinking Visible book
- PL on Text Complexity Rubric; Lexile Level of text IPG Walks

Action 2

Title: Response to Intervention-Students Reading by Third Grade

Action Details:

Heaton will implement a comprehensive reading intervention program to address the language and literacy development needs of students K-3 with an emphasis on Guiding Question #3 "How will we respond when students do not learn it?" in response to struggling students and Guiding Question #4 "How will we respond when students already learned it?" in response to higher achieving students.

- During Foundational Skills Instruction, target skills will be developed in service of comprehension with opportunities for students to practice reading and writing newly acquired reading skills with guided reading leveled texts and decodable texts in grades K-2nd and Reading Mastery curriculum.
- Lessons will focus on student needs through frequent progress monitoring from BPST, DIBELS, and BAS assessment data.
- Instruction and materials will address skills by attending to phonological awareness, concepts about print, sound-letter recognition, phonemic awareness, word structure, vocabulary and fluency.
- Students reading at or above grade level will go deeper into concepts and expand their skill development.
- Students reading by Third Grade is a site focus with differentiated Professional Learning for primary teachers provided by RSP teacher, TSA and District Instructional Coaches/TSA's.
- Teachers will have release time for AC planning around Foundational Skills instruction, assessment and data analysis.
- Grades K-3 will implement a Response to Intervention block focused on foundational skills instruction that is informed by frequent progress monitoring using a variety of assessments: KAIG, BPST, DIBELS, BAS, Interim Assessments and DRP.
- Four Teaching Fellows will be utilized for push-in support and small group instruction on Foundational Skills in 1st-3rd grades.
- Two Instructional Aides will be hired for RTI in Kindergarten focusing on Foundational Skills and KAIG.
- Utilize the Designated Site TSA to monitor and support K-3 RTI and foundational skills instruction with both teachers and Teaching Fellows around best practices and progress monitoring.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- KAIG
- BAS
- DIBELS
- Interim Assessments
- DRP Assessments
- Grade-level Common Formative Assessments
- Student Work Samples; AC Student Work Protocols
- Quarterly SART AC Team Meetings
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Fund 4 Teaching Fellows
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Conferences (RTI & PLC) Travel fees.
- Copier machine lease
- DIBELS per student fee
- Subs for teacher release time for planning RTI lessons
- Subs for teachers to collaborate for SST meetings
- Supplemental contracts for translators
- Technology: Hardware and software to support reading intervention and assessment programs
- Imagine Facts, Imagine Math, Imagine Learning licensing

Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Quarterly Heaton and Parc Grove Coffee Chats
- Home School Liaison and CWA will help with communication and translation
- HSL will offer quarterly trainings on EduText and Parent Portal
- Quarterly RTI progress monitoring reports

Owner(s):

- Kinder Teachers/Instructional Aides
- K-3rd Teachers/TF/TSA/Instructional Aides/RSP Teacher
- TF/TSA/Instructional Aides
- Teachers
- Teachers
- Teachers/AC Teams
- Teachers/AC Teams
- Admin/TSA/Teachers
- Admin/teacher
- Admin/RSP Teacher/Reg Ed Teacher/ School Psych /SLP

Timeline:

- Quarterly
- Quarterly
- Twice a year
- Twice a year
- Twice a year
- Upon unit completion
- Upon unit completion
- Quarterly
- Monthly or as needed
- Monthly or as needed

Specify enhanced services for EL students:

- Students in need of intensive academic interventions will be referred to the Student Success Team to receive additional interventions and supports.
- EL students qualifying for these intervention services will receive 30-45 minutes of reading intervention.

Describe Professional Learning related to this action:

- PL on Guided Reading and grouping; Corrective Reading and Reading Mastery by TSA/RSP Teacher.
- Data Analysis PL delivered by TSA and site leaders
- Provide time for ACs to collaborate and plan lessons for RTI deployment and/or stations based on KAIG and/or BAS results with support of TSA
- Trainings throughout the school year focused on early literacy to support increased comprehension.
- Provide subs for teachers to participate in Cycle of Continuous Improvement to review and analyze data as part of progress monitoring.
- PL for teachers on variety of assessments for calibration of results: KAIG, BAS, BPST, DIBELS

Action 3

Title: EL Redesignation

Action Details:

Heaton will implement a comprehensive academic English language acquisition program focused on increasing the number of students being redesignated annually.

- Increase the number and percentage of students being Redesignated each year as Fluent English Proficient.
- Decrease the number of students not meeting their Redesignation target date and becoming At-Risk or Long-term English Learners (LTEL).
- Increase the number of students meeting the cut-points for ELPAC, DRP and Interim Assessments and meeting at borderline eligibility.
- Increase the number and percentage of students On-target based upon annual ELPAC assessment EL level.
- Provide targeted instruction in listening, speaking, reading and writing based upon student need.
- School-wide Designated and Integrated time for English Language Development.
- Professional Learning on research-based language acquisition strategies used throughout the day that especially target reading comprehension and writing.
- Instructional Aide to provide EL classroom support.
- Provide teachers with planning time specific to EL Learners by instructional coach around RIRA, questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Annual ELPAC assessment
- BAS test for 1 graders
- DRP test for 2 -6 graders
- Teachers' common formative assessment
- Admin walk-throughs with feedback
- EL Redesignation Goal-setting Reports on ATLAS

Owner(s):

- REA ELPAC Assessors
- Teaching Fellows/ TSA/ Inst. Aides
- Teachers
- Teachers
- Admin
- Admin/Teachers

Timeline:

- Annually
- Quarterly
- Twice a year
- Upon Unit Completion
- Weekly
- EL Services Designated Dates

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Subs for teachers to observe best practices with a focus on EL instructional strategies and planning
- Teacher Supplemental Contracts for Planning & Delivering ELD Professional Learning to Staff
- TSA Supplemental Contract for Test Site Coordinator/ELPAC
- REA ELPAC Assessors (2)
- Tablets, hardware, software to support reading and assessment program for EL students
- Classroom materials and supplies for ELs—including notebooks, paper, pencils, pens, markers, and other associated items to support designated EL program needs.
- Food for parent meetings/Coffee Chats
- ELPAC Medals & Incentives & Certificates
- Classified Supplemental Contracts for Babysitting/Translating at ELAC/Parent Meetings
- Classified Supplemental Contract to support EL instruction
- HSL Supplemental Contract for support with ELAC meetings, translating and parent meetings.

Specify enhanced services for EL students:

- EL students scoring at level 1 and level 2 will receive 30 minutes of designated ELD deployment instruction

Explain the actions for Parent Involvement (required by Title I):

- SSC and ELAC/DELAC
- Progress Reports
- Parent CELDT Reports
- Parent Conferences
- EL Goal-setting reports
- Coffee Chats
- RFEP Assemblies; presentation of RFEP certificates and medals

Describe Professional Learning related to this action:

- ELD teacher collaboration and planning prior to the start of the school year.
- AC collaboration and planning for ELD Deployment.
- Provide professional learning on the use of EL Goal Setting Report to identify target students and their instructional needs.
- PL around the ELD framework, designated and integrated ELD.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST **cannot be used for IEPs**	4,101.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (1st Grade)	1,992.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (2nd Grade)	936.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (3rd Grade)	936.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,828.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies **NO FOOD, NO INCENTIVES**	5,578.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	2,694.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level Data Chats	3,632.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level Planning	7,780.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Conferences	5,147.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - Planning ELA/Math & Intervention	5,386.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - Writing Task Force	1,556.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - New Teacher Orientation	1,796.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - ILT Planning	1,436.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies SEE ALL GOALS/ACTIONS	12,035.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - Tablets, Accessories	6,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences - PLC	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	68.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology - Tablets, Accessories	4,000.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kindergarten Assistant	8,491.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kindergarten Assistant	9,928.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math Facts - Online site license	3,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math - Online site license	7,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Imagine Learning - Online site license	28,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	3,000.00
G1A3	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental Contract - EL Intervention	2,446.00
G1A3		Instruction	Direct-Other				1,000.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4 000 00

\$161,766.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	80.751	87.751

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

District-wide Goal 2 activities and field trips for TK-6th grade increased overall student participation; effective tracking and input of students into Goal; addition of campus Goal 2 Clubs; HSL and Site Leaders speaking with parents for field trips (i.e. 6th grade camp) to break down cultural barriers to over-night and out of town field trips. Spark! Grant to integrate arts school-wide for 2017-18 and 2018-19 school year (Drums, Yoga, Dance, Movement).

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

Goal 2 Arts, Athletics, Activities	2015-16	2016-17	2017-18
All	18.3%	80.1%	11.5%
1 st Grade	n/a	100%	
2 nd Grade	n/a	96.7%	
3 rd Grade	n/a	93.1%	
4 th Grade	29.3%	100%	
5 th Grade	61.0%	98.6%	64.1%
6 th Grade	74.6%	100%	38.1%
African-American	25.4%	75.5%	14.3%
Foster Youth	41.7%	83.3%	
Special Education	19.4%	82.8%	
English Learners	11.2%	75.6%	9.4%
Homeless Youth	25.0%	100%	33.3%

District-wide Goal 2 activities and field trips for TK-6th grade increased overall student participation TK-6th.

African-American and English Learners participated at a lower rate than all students.

Foster Youth and Special Education participated at a lower rate than all individual grade levels.

Due to busing students to Parc Grove apartments, some students do not participate in goal 2 activities because parents do not have transportation to pick up the students and it is unsafe to walk to their apartments.

English Learner's parents have expressed concerns about sending their children on out of town or over night field trips.

Home School Liaison will address parent concerns and encourage parents to chaperone on field trips.
Offer Saturday Sports activities open to all students to begin 2018-2019 to increase student and parent involvement (Parents also participate in Drum Circle and Yoga to learn what their children are involved in at school).
Increase communication to parents at awards assemblies, back to school night, open house, special events and through the school website and weekly School Messengers to encourage Goal 2 participation and school connectedness.
Spark! grant to implement school-wide arts with Yoga, Drum Circle, Dance in TK-6th grades.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Questions concerning participation rate
- Parents would like to attend monthly parent involvement meeting
- Parents would like Multicultural Fair to increase the sense of community within the school.

2 ELAC:

- Parents are happy that clubs and activities are being offered.
- Principal listened to parent concerns and started music classes and clubs.

3 Staff:

- Improved engagements and activities
- Increased the amount of clubs during the day and after school to ensure more students attend goal 2 clubs and activities.

Action 1

Title: Increase student involvement in extra-curricular activities

[Action Details:](#)

Heaton will increase student involvement by implementing a comprehensive Goal 2 program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities.

- Increase student involvement at school.
- Develop and communicate to students and parents the extra-curricular activities for student participation.
- Engage students in activities of interest to them through the use of a student interest survey.
- Increase the diversity of Goal 2 opportunities.
- Parent and Community outreach to support and provide volunteers for activities.
- Provide funds for teachers and staff to lead and facilitate extra-curricular activities.
- Increase recognition for student participation.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Goal II indicators in SQII
- SEL Survey results
- Student feedback and interests
- ATLAS Engagement Reports-static reports
- Grades for Orchestra and Band

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers, NTAs, Instructional Aids will be encouraged to help volunteer or sponsor clubs
- Supplemental Contracts will be given from Goal 2 budget for those that sponsor clubs
- TSA will organize and input data entry into Atlas engagements
- Office Manager/TSA will order supplies and materials for clubs (GW, Office Depot, Costco, First String Sports)
- Incentives & Recognition Awards (Graphics, GW, Costco, SaveMart)
- Development of Intramural sports during lunch
- Subs for teachers attending the Arts Integration PLC
- Supplemental Contracts for teachers attending the Arts Integration PLC
- Teaching Artist for Readers Theater and Visual Art

Explain the actions for Parent Involvement (required by Title I):

- Parents will be encouraged to help volunteer or sponsor clubs.
- Parents will be informed of Goal 2 Arts, Athletics and Activities opportunities for their child/children through Weekly School Messenger updates, SSC and ELA meetings, and Heaton Website and flyers sent home

Owner(s):

- Admin/OM
- Admin
- Teachers
- Admin
- Band and Orchestra Teachers

Timeline:

- Quarterly
- Annually
- Quarterly
- Quarterly, or as needed
- Quarterly

Specify enhanced services for EL students:

- Special Education Students
- TK-1st Students

Describe Professional Learning related to this action:

- TSA-Presentation/sharing of club options at monthly staff meetings
- TSA will update data in PL room
- Arts Integration PLC for Teachers through FCOE

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - Arts Integration	1,076.00
G2A1	Sup & Conc	Instruction	Travel			Arts Integration - PLC	1,500.00

\$2,576.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	89.109	96.109
Exposure to Careers - 4th Grade	97.297	100
Exposure to Careers - 6th Grade	93.75	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade Bricks 4 Kidz</p> <p>Exposure to Careers - 4th Grade Chafee Zoo</p> <p>Exposure to Careers - 6th Grade Fresno City College STEM collaboration with FCC Engineering Students</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade There is no significant dis-proportionality for any significant subgroup</p> <p>Exposure to Careers - 4th Grade There is no significant dis-proportionality for any significant subgroup.</p> <p>Exposure to Careers - 6th Grade There is no significant dis-proportionality for any significant subgroup.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <ul style="list-style-type: none"> • SSC was informed of FUSD sponsored field trips and other school events and activities. • Parents requested a definition/clarification of the goal. • Incentives for students bringing and completing their agendas. • Coordinate with Fresno City College about a possible Career Day at Heaton. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • ELAC was informed of FUSD sponsored field trips and other school events and activities. • Parents stated that their children are happy with taking field trips. • Parents want these trips to continue. • Requesting a Career Day at Heaton. 	<p>3 Staff:</p> <ul style="list-style-type: none"> • Staff members were informed of FUSD sponsored field trips and other school events and activities, and the significance of students participating in these events/activities. • Continue to provide career field trips. • Increase the amount of grade levels able to attend these trips.
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Action 1

Title: Increase student exposure to careers

Action Details:

Partnership with Fresno City College with a focus on STEM education. Students will have exposure to various career paths in Engineering, Geology and Liberal Arts.

Students will have the opportunity to attend a Career Day at Heaton. There will be a variety of professionals that will present to students and share their experiences.

Young Men of Character mentors will be meeting with 5th and 6th grade students during lunch twice a week.

The Young Men's Alliance and Young Women's Alliance from Fresno High school will mentor and tutor students once a month. Fresno High students will be out on the patio in the morning before school and in the classrooms to support teachers and students.

Students will have exposure to technology and careers during the Library After School program.

Students will have the opportunity to recover attendance credit during our Saturday Academy.

We will continue to implement the Literacy by Third Grade volunteer program. Volunteers will be in TK-3rd grade classrooms to support teachers and students.

Our Teacher on Special Assignment will provide small group instruction for students with a focus on accelerated and STEM learning.

In planning stages with Bitwise to integrate additional technology in classrooms for next year.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance from Young Men of Character, Library After School Program, Saturday Academy.
- Feedback from mentors and students regarding the various programs and Career Day.
- Behavior reports for those participating in the different programs

Owner(s):

- Mentors, librarian, teachers, admin
- Mentors, students
- Administration

Timeline:

- September 2018 - June 2019
- September 2018 - June 2019
- September 2018 - June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will partner with community and universities to support student exposure to careers
- Admin and teachers will recruit community members to participate in Career Day.
- TSA will provide accelerated learning through STEM activities.
- Volunteers will continue to support in the classroom.
- School staff will coordinate and oversee the Saturday Academy.
- Admin and office staff will order material and supplies to assist implementation of programs.
- Incentives and recognition awards.

Specify enhanced services for EL students:

- Career exposure field trips, programs and Career Day will include English Learners.

Explain the actions for Parent Involvement (required by Title I):

- Parents will be encouraged to participate in Career Day.
- School will communicate to parents regarding the different programs and activities that students will participate in to expose them of different career paths.

Describe Professional Learning related to this action:

- Administration/TSA will provide staff updates as to the career exposure and activities being provided to students.
- PL for accelerated and STEM learning.

- Parents will be encouraged to volunteer in class or with the different activities.
- School staff will send school messenger updates and send home flyers to inform them of any career based activities.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	93.205	94.205
Chronic Absenteeism	24.064	22.064
Suspensions Per 100	21.576	20.576
Parent Survey - Respected and welcomed	95.342	100
Parent Survey - Safe and secure	95.58	100
Student Survey - Included	72.519	79.519
Student Survey - Caring adult	73.485	80.485

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

There are three grade levels that have increased chronic absenteeism: Kinder - 36.1%, 6th grade - 28.8%, and 1st grade - 23.7%. Lack of communication between parents and school site. For Kindergarten students, there is a lack of building relationship between parents and school with those who are first time students at a school.

Suspensions Per 100

Overall suspensions have decreased this year, with a significant reduction in the African-American, and Special Education subgroups. Significant disproportionate group was Foster Youth although there are only 3 foster students. Contributing to these decreasing numbers are: implementation of schoolwide Restorative Practices, employing a full time Resource Counseling Assistant for the PAWS Clubhouse, weekly classroom meetings, 2nd Step lessons, and clear expectations for student behavior.

ADA Attendance

There were three groups that decreased in ADA: Kindergarten students, Special Education students, and Homeless Youth students. As mentioned previously, there is a lack of communication between parents and school site. Special education students have specific disabilities that prohibit them from always attending school. Our Homeless Youth students are often absent due to living conditions.

Parent Survey - Respected and welcomed

There has been an increase in parents feeling welcome and respected at school over the past three years

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Chronically Absent	2015-16	2016-17	2017-18
All	18.5%	21.6%	21.3%
Kinder	27.1%	25.0%	36.1%
1 st Grade	16.1%	20.8%	23.7%
2 nd Grade	15.8%	10.4%	16.7%
3 rd Grade	10.5%	24.0%	11.9%
4 th Grade	17.9%	20.8%	17.0%
5 th Grade	20.6%	28.4%	13.8%
6 th Grade	19.7%	23.1%	28.8%
African-American	21.7%	21.6%	18.8%
Foster Youth	20.0%	28.6%	15.4%
Special Education	35.6%	37.3%	26.9%
English Learners	10.5%	11.2%	9.1%
Homeless Youth	34.8%	33.3%	25.0%

(+11.0%). This increase is due to the front office being welcoming and assisting parents with their concerns. Teachers have also reached out to parents via phone calls or messaging online to communicate and invite them inside the classroom to make parents feel part of their child's education.

Parent Survey - Safe and secure

There has been an increase of 6.6% of parents that feel school is safe and secure over the past three years. Administration, teachers, and other support staff are visible during non-structured times. Administration sends messages to parents through school messenger when there is an incident at the school site and ensures that students are safe at school.

Student Survey - Caring adult

There was a decrease in the number of students feeling that there is a caring adult at school in three subgroups: African-American, Foster Youth, and Special Education students. There is a strong correlation between attendance, participation and not feeling cared by an adult at school.

Student Survey - Included

There is a low percentage (72.5%) of students that do feel included at school or in the classroom. Possible contributions could be the lack of teacher-student relationship and lack of participation in Goal 2 activities.

Kinder students who are chronically absent increased by 11.1%. Teachers and staff will reach out to educate parents of early learners about the importance of student attendance and how it affects them academically and socially/emotionally.

Special Education subgroup decreased 10% from last year but remains higher than the school wide attendance. There are two SDC autism classes that contribute to absenteeism in the Special Education subgroup. These absences are due to health concerns and parent connectiveness to the school site. Teachers will reach out to parents to ensure students are safe and have accessibility to the curriculum.

Suspensions Per 100

Suspensions	2015-16	2016-17	2017-18
All	29.36%	22.28%	13.30%
Kinder	19.72%	10.22%	14.53%
1 st Grade	35.66%	12.14%	17.65%
2 nd Grade	13.16%	32.08%	5.04%
3 rd Grade	34.58%	22.22%	24.49%
4 th Grade	11.96%	53.0%	11.88%
5 th Grade	47.89%	Under 3%	9.21%
6 th Grade	58.11%	33.33%	8.00%
African-American	97.53%	42.86%	21.05%
Foster Youth	80.00%	76.47%	100%
Special Education	43.75%	24.69%	23.75%
English Learners	14.29%	Under 4%	10.37%
Homeless Youth	64.00%	25.00%	Under 4%

Over-all suspensions have decreased with the implementation of school-wide Restorative Practices and employing a full-time Resource Counseling Assistant for the PAWS Clubhouse. Additionally, strong relationship-building with Classroom Meetings, 2nd Step Lessons, and clear expectations have supported positive decline in suspensions. Of great concern are Foster Youth increase in suspensions by 24% in one year.

African-American and Special Education subgroups has higher suspension rates than the school wide data. Young Men of Character, Drum Circle and Yoga has been implemented to address social/emotional needs and decrease the number of misbehavior's. These programs will continue next year and expand through all grade levels. Social/Emotional TSA will assist with teachers in the classroom to ensure appropriate routines and structures are in place, and support teachers with strategies and interventions.

ADA Attendance

ADA	2015-16	2016-17	2017-18
All	94.10%	93.67%	93.58%
Kinder	92.66%	92.29%	90.64%
1 st Grade	94.34%	93.72%	93.60%

2 nd Grade	94.16%	94.95%	94.05%
3 rd Grade	96.14%	94.01%	95.40%
4 th Grade	94.03%	94.34%	94.24%
5 th Grade	94.00%	93.28%	94.22%
6 th Grade	93.80%	93.27%	93.13%
African-American	93.82%	94.07%	94.60%
Foster Youth	93.47%	93.30%	94.67%
Special Education	91.60%	91.19%	90.75%
English Learners	96.07%	94.92%	95.80%
Homeless Youth	92.40%	93.11%	91.71%

Over-all Average Daily Attendance has decreased by .52% with Kinder showing the most significant decrease in ADA at 2.02%; and Special Education students decreasing by .85% and Homeless Youth by .69%. Each of these subgroups have ADA below 92%.

Parent Survey - Respected and welcomed

I feel respected and welcomed	2014-15	2015-16	2016-17	2-year difference
Heaton	84.3%	96.3%	95.3%	+11.0%
All Elementary	87.0%	95.3%	94.7%	+7.7%
Difference	-2.7%	+1.0%	+0.6%	

Positive 2-year growth from parent survey.

Parent Survey - Safe and secure

Safe and secure environment to learn	2014-15	2015-16	2016-17	2-year difference
Heaton	89.0%	96.2%	95.6%	+6.6%
All Elementary	88.0%	95.5%	95.1%	+7.1%
Difference	+1.0%	+0.7%	+0.5%	

Positive 2-year growth from parent survey.

Student Survey - Caring adult

Caring Adult	2014-15	2015-16	2016-17
All	75.2%	69.6%	73.5%
4 th Grade	78.7%	78.0%	68.0%
5 th Grade	80.4%	57.8%	89.1%
6 th Grade	60.0%	72.5%	61.1%

African-American	76.2%	66.7%	58.3%
Foster Youth	100%	83.3%	50.0%
Special Education	77.8%	75.0%	50.0%
English Learners	88.9%	80.0%	79.2%
Homeless Youth	83.3%	40.0%	100%

Most significant decreases since 2014-15 are African-American (-17.9%) Foster Youth (-50%) and Special Education students (-27.8%). Significant increase are with Homeless Youth (+16.7%).

African-American, Foster Youth, Special Education subgroups are significantly lower than all other students. The school site will have a focus group of students that represent all grade levels and significant subgroups to conduct a root cause analysis of the decrease in student surveys and why students feel that way.

Increase school wide mentoring between staff and students to increase connectiveness between students and adults.

Social/Emotional TSA will support teachers in creating an environment where students feel safe and comfortable with all staff members.

Student Survey - Included

Included	2014-15	2015-16	2016-17
All	74.6%	71.6%	72.5%
4 th Grade	70.2%	82.0%	70.0%
5 th Grade	80.0%	75.6%	82.2%
6 th Grade	71.4%	53.8%	63.9%
African-American	58.8%	80.0%	66.7%
Foster Youth	100%	33.3%	50.0%
Special Education	66.7%	66.7%	37.5%
English Learners	73.7%	84.2%	83.3%
Homeless Youth	83.3%	80.0%	100%

Most significant decreases since 2014-15 are Foster Youth (-50%) and Special Education students (-29.2%). Significant increase are with Homeless Youth (+16.7%). African-American student reported an increase from two years ago (+7.9%) but a decrease of (-13.3%) from the previous year.

African-American, Special Education, and Foster Youth subgroups are significantly lower on feeling included at the school site than the rest of the school.

Increase outreach to targeted subgroups to ensure participation in goal 2 activities.

Increase school wide mentoring between staff and students to increase connectiveness between students and adults.

Social/Emotional TSA will support teachers in the classroom with SEL and continue to use the PAWS Clubhouse as a resource for students who need social and/or emotional support.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none">• Social/Emotional data shared with SSC members and actions that contributed to the data.• Home School Liaison will continue to be funded next year to support parents and attendance• Attendance and student mobility is a great concern.• Continue PAWS Clubhouse• How does parent/student surveys assist with this goal?• Discussed the replacement of RCA in the PAWS Clubhouse with a social/emotional TSA	<ul style="list-style-type: none">• Notify parents when students are chronically late.• Social/Emotional data shared with ELAC members and actions that contributed to the data.• Home School Liaison will continue to be funded next year to support parents and attendance• Discussed the replacement of RCA in the PAWS Clubhouse with a social/emotional TSA	<ul style="list-style-type: none">• Improve attendance - more perfect attendance.• Continue PAWS Clubhouse• Incentives for student attendance• Importance of building student relationships• Social/Emotional data shared with staff and actions that contributed to the data.• Home School Liaison will continue to be funded next year to support parents and attendance• Discussed the replacement of RCA in the PAWS Clubhouse with a social/emotional TSA

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

<p>Effectiveness in 2017-18</p> <ul style="list-style-type: none">• Addition of social emotional components to classroom settings• Home School Liaison communication with parents and students

Action 1

Title: Attendance: School-wide incentive program

Action Details:

Heaton will implement a school-wide incentive program to increase student attendance and reduce chronic absenteeism and student tardiness.

- Increase parent awareness on attendance
- Increase student participation in attendance incentive program
- Provide services and supports to at-risk students/families

- Teachers will have a variety of ways in which to recognize and reward their class and individual students throughout the school year.
- The CWA, HSL and Attendance Clerk will monitor student attendance daily and provide home-school connection with parent contact as needed.
- Site leaders/TSA will recognize classrooms and individual students who meet attendance goals.
- Attendance goals and rates will be communicated to parents and to staff.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- CWA will track tardy, late and absent students on a weekly basis
- HSL and CWA will make phone calls home and home visits
- Attendance Clerk clears absences by phone calls home.
- Attendance, grades and behavior expectations will be shared at Back-to-School Night and through the Parent-Student-Teacher compact.
- Attendance monitoring in ATLAS
- Admin celebrates attendance rates on morning announcements and through email communication

Incentives for good attendance:

- Teacher will display perfect attendance banner when the class has perfect attendance for the day.
- Classrooms will earn a popcorn party for every 5 days (TK -1 grade) and every 10 days (2 -6 grade) of perfect attendance.
- The class with the most days of perfect attendance will earn a pizza party at the end of each quarter.
- Students with perfect attendance will receive a perfect attendance certificate at the end of each quarter.
- Students with perfect attendance for each semester will receive a "I'm Perfect and so is my attendance", Tshirt.
- TK-1 grade teachers will have daily drawings for students who are present at school on time.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly
- Materials and Supplies
- Supplemental Contract for HSL and OM to support initiatives to improve attendance
- Supplemental contract for babysitting/translating for attendance meetings & coffee chats
- On-site counseling contract
- Parent Involvement P.O. for parent engagement meetings
- Amark T-shirts for Perfect Attendance Winners

Explain the actions for Parent Involvement (required by Title I):

A3 ½ hour Home School Liaison and CWA will focus on improving attendance through making positive connections between parents and the school to include:

- Home visits
- Linkage to community resources
- Phone calls to schedule Attendance meetings
- Parent meetings with administrators

On-Site Counselor will work with students and families identified as having Tier II and III needs to address social

Owner(s):

- CWA/Attendance Clerk
- HSL/CWA
- Attendance Clerk
- Admin/teachers
- Attendance clerk/ CWA/ Admin
- Admin

- Teacher
- Teacher/HSL/Admin
- Teacher/HSL/Admin
- Teacher/OM/Admin
- Teacher/OM/Admin
- Teacher/Admin
- Teacher/Admin

Timeline:

- Weekly
- Daily
- Daily
- Annually
- Daily
- Weekly

- Weekly
- Daily
- Weekly
- Quarterly
- Semester
- Yearly
- Quarterly

Specify enhanced services for EL students:

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly
- Use of HSL to provide Spanish translation and parent outreach, home visits and related services.

Describe Professional Learning related to this action:

- On-going school-wide PL presented by School Climate and Culture Team along with Admin for Heaton's P.A.W.S. Guidelines for Success
- Restorative Practice PL year 3 implementation

emotional issues impacting student attendance at school:

- Improve attendance through making positive connections between parents and the school to include linkage to community services.
- Principal and teachers will communicate to parents the importance of student attendance during TK/Kinder Orientation, Back to School Night, Open House, ELAC, and SSC meetings.

Action 2

Title: PAWS Guidelines for Success

Action Details:

Implement P.A.W.S. Guidelines for Success and CHAMPS/MAC to reduce suspension rates and increase time in class on task. Lessen distractions for all learners and enhance campus safety for all students.

- Implement the school-wide guidelines for success (Pride, Achieve, Work Together, Succeed-P.A.W.S.)
- Increase student on-task behaviors in the classroom.
- Reduce rate of suspensions occurring in and outside of the classroom
- All students will participate in P.A.W.S. Guidelines for Success and monthly assemblies will be used to teach and reinforce school-wide behavior expectations.
- Teachers will utilize CHAMPS/MAC in daily lessons
- Teachers will implement Olweus Bullying Prevention, Second Step and weekly classroom meetings.
- Students will be recognized and provided incentives for positive behaviors.
- Support staff will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships.
- Site leaders will closely monitor suspension data.
- On-Site Counselor and Resource Counseling Assistant (RCA) will provide support to students as needed.
- Progress Monitoring of SQII 6109 number and percentage of students who have been suspended/expelled and SQII 5976 for number and percentage of students who subgroups are more than 10% negatively disproportionately represented (Foster Youth, African American, Homeless, SpEd, males of color, male students, and low income students).
- Progress Monitoring of SQII 847 number and percentage of students with 1 or more out of school suspension incidents and SQII 848 number and percentage of suspension instances in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, library, playground, restroom)

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Teachers will enter in positive behaviors into ATLAS during staff meetings.
- Parents/guardians will be contacted by the teacher and/or site leaders in regard to negative behaviors, suspensions and expulsions.
- Admin will monitor and share with School Climate and Culture Team and teachers the quarterly suspension/expulsion data through email and PL.
- RCA will meet, monitor and track student behaviors for Breakfast Club, PAWS Clubhouse & Connection students.
- RCA will develop behavior support plans and daily behavior plans for Tier 2,3 students.
- ATLAS behavior reports pulled for SST meetings as needed.
- Classroom walk-throughs and feedback
- SST/504 Meetings; initials and follow-up, including Subs
- IEP Meetings initial, annual and triennial

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Resource Counseling Assistant (RCA) will maintain PAWS Clubhouse & Breakfast Club based on suspension/misbehavior data.
- Materials and Supplies to support Guidelines for Success, P.A.W.S. (student incentives, awards, t-shirts, school improvement).
- All students will participate in P.A.W.S. Guidelines for Success, CHAMPS/MAC, and Olweus Bullying Prevention.
- Incentives for students reducing referral percentage and adhering to P.A.W.S. Guidelines for Success.
- All classrooms will implement weekly Class Meetings and Second Step.
- Deputy probation officer from the regional high school will implement Elementary Prevention and Intervention program to promote positive behaviors in the school, home, and community by fostering positive, proactive relationships with deputy probation officers.
- P. A.W.S. Guidelines for Success monthly assemblies my admin/TSA
- RCA & CWA will support PAWS Clubhouse
- Supplemental Contract for Classified employee to support School Climate and Culture/PAWS Guidelines for Success.

Explain the actions for Parent Involvement (required by Title I):

- Face to face meetings with parents each time a student is suspended (Connect with families for support).
- Classroom teacher will meet with parent face to face when implementing an Individual Student Behavior Plan to support positive behavior.
- On-Site Counselor and school psychologist will work with students and families identified as having Tier II and III needs to address social-emotional issues impacting behavior.
- Parents will be invited to SST meetings.
- Pastries with parents to connect with families twice per year.

Owner(s):

- Teachers
- Teachers/Admin
- Admin/SCC Team

- TSA/VP/RCA
- RCA

- RCA, Admin, Teacher
- Admin
- TSA/Admin/Teacher
- Admin/RSP Teacher / Teacher/ School Psychologist

Timeline:

- Monthly
- Weekly as needed
- Monthly

- Daily
- As needed

- Monthly
- Weekly
- Monthly and as needed
- Monthly and as needed

Specify enhanced services for EL students:

- RCA meets with Connection Kids daily and logs data
- CWA meets with Boys to Men and Girl Power students weekly

Describe Professional Learning related to this action:

- Site PLs for certificated and classified staff, including NTAs facilitated by Admin/SCC and SEL TSA
- P.A.W.S. Guidelines for Success
- Levels of misbehaviors
- CHAMPS/MAC/STOIC
- First 20 Days article
- SSTs for behavior
- Second Step
- Class Meetings
- BSP/BIP
- Continue Restorative Practice year 3 training (DPI delivered)

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	1,260.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,728.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	TSA - PAWS Clubhouse/EL Intervention	92,586.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes - SCC Planning	2,035.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - SCC Planning (Certificated)	898.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract - Improve School Climate and Culture/PAWS Guidelines for Success (Classified)	2,079.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Supplemental Contract - SCC Planning (Classified)	183.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Counseling Fees	330.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling (2 days/week)	16,500.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	TSA - PAWS Clubhouse/EL Intervention	23,145.00

\$153,744.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0210 Heaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST **cannot be used for IEPs**	4,101.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (1st Grade)	1,992.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (2nd Grade)	936.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (3rd Grade)	936.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,828.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies **NO FOOD, NO INCENTIVES**	5,578.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	2,694.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level Data Chats	3,632.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level Planning	7,780.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Conferences	5,147.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - Planning ELA/Math & Intervention	5,386.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - Writing Task Force	1,556.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - New Teacher Orientation	1,796.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - ILT Planning	1,436.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies SEE ALL GOALS/ACTIONS	12,035.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - Tablets, Accessories	6,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences - PLC	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	68.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology - Tablets, Accessories	4,000.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kindergarten Assistant	8,491.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kindergarten Assistant	9,928.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math Facts - Online site license	3,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math - Online site license	7,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Imagine Learning - Online site license	28,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	3,000.00
G1A3	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental Contract - EL Intervention	2,446.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - Arts Integration	1,076.00
G2A1	Sup & Conc	Instruction	Travel			Arts Integration - PLC	1,500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	1,260.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,728.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	TSA - PAWS Clubhouse/EL Intervention	92,586.00

G4A2	Sup & Conc	Instruction	Teacher-Subs		Substitutes - SCC Planning	2,035.00
G4A2	Sup & Conc	Instruction	Teacher-Supp		Supplemental Contract - SCC Planning (Certificated)	898.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp		Supplemental Contract - Improve School Climate and Culture/PAWS Guidelines for Success (Classified)	2,079.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp		Supplemental Contract - SCC Planning (Classified)	183.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other		2% Counseling Fees	330.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth		On-Site Counseling/FPU : On-Site Counseling (2 days/week)	16,500.00
G4A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000 TSA - PAWS Clubhouse/EL Intervention	23,145.00
						\$318,086.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,550.00
Sup & Conc	7090	\$216,149.00
LCFF: EL	7091	\$48,387.00
Grand Total		\$318,086.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$161,766.00	
G2 - All students will engage in arts, activities, and athletics	\$2,576.00	
G4 - All students will stay in school on target to graduate	\$153,744.00	
Grand Total		\$318,086.00