

Lane Elementary

10621666006357

Principal's Name: Rosemary Baiz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School 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 and Family 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 School 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 - Rosemary Baiz	X				
2. Chairperson – Sylvia Escalante			X		
3. Vice-Chairperson- Lupe Rodriquez				X	
4. Secretary- Alva Ruiz		X			
5. Meredith Ekwall		X			
6. Mary Vang		X			
7. Cindy Vargas				X	
8. Juana De Jesus				X	
9. Otilia Pacheco				X	
10. Esmeralda Rangel				X	
11. <i>HS</i>					
12.					
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:			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rosemary Baiz		April 29,2020
SSC Chairperson	Sylvia Escalante		April 29, 2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$63,494 *
7090	LCFF Supplemental & Concentration	\$236,006
7091	LCFF for English Learners	\$81,915
		\$381,415
TOTAL 2020/21 ON-SITE ALLOCATION		\$381,415

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,797
Remaining Title I funds are at the discretion of the School Site Council	\$61,697
Total Title I Allocation	\$63,494

Lane Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.737 %	29.315 %	2018-2019	36.315 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.759 %	30.748 %	2018-2019	37.748 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

	16-17	17-18	18-19	18-19 GROWTH	Average Distance From Standard Growth 2018 to 2019
Lane ELA	25.8	25.7	29.3	3.6	8
3 rd Grade	29.5	35.2	27	-8.2	
4 th Grade	31	20	24	4	
5 th Grade	27	23	28	5	
6 th Grade	28	28	36	8	
Hispanic		26.4	27.8	1.4	3.9
African American		0	22	22	66
Asian		29.4	37.5	8	24

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

White	22.2	66.7	44.4	53.8
English Learners	1.9	4.9	3	5.3
Foster Youth	0	0	0	-75
Homeless Youth	7.1	0	7.1	-77.3
Socially Economically Disadvantaged	23.8	27.3	3.5	8.5
Students with Disabilities	0	3.2	3.2	3.5

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

Mathematics – CAASPP 2019

- Overall students maintained yellow status in 2019, closing the distance to standard by 8 points.

Mathematics CAASPP	16-17	17-18	18-19	18-19 GROWTH	2018-2019 Avg. Distance from Standard
FUSD		26.9	29.8	2.9	6.5
Lane Math	24.2	29.8	30.6	.8	4.9
Roosevelt Region		27.7	32.7	5	11.2
3 rd Grade	37.9	44.3	43	-1.3	8
4 th Grade	38.1	29.8	34	5.3	9
5 th Grade	22.2	20.2	23	3.0	9
6 th Grade	16.3	26.3	27	.3	10
Hispanic		29.4	29.5	.1	2.6
African American		0	0	0	31.3
Asian		52.9	45.8	-7.1	4.4
White		22.2	66.7	44.4	55.7
English Learners		13	9.7	-3.3	10.4
Foster Youth		0	0	0	-62.3
Homeless Youth		0	0	0	-71.2
Socially Economically Disadvantaged		28.4	27.8	-0.6	4.1
Students with Disabilities		3.3	3.3	-7.3	3.3

1. Identify resource inequities or other key factors of disproportionality of low-performing student groups. Describe gaps in resources needed to support action. Include specific student group information.

For Students with Disabilities and Suspension Data, we have had several Students with Disabilities enroll in the 2018 school year with severe behaviors, in our Moderate Severe, Special Day Class Program. We must develop systems of support to allow students to be successful. We have been able to implement such supports to improve student success. Our success comes with observing patterns of behavior and attempting to intervene prior to students creating dangerous conditions for themselves or others. Developing meaningful partnerships with parents and family members has also been critical to supporting students' success, when severe behavioral concerns exist. Actions also include, connecting students with Meaningful Work and Check In Check Out interventions and other Tier 2 supports. This work will continue to develop and grow to meet students' success needs. These actions have proven to have fewer behaviors rising to the level of suspension as the consequence.

Our academic performance data is concerning regarding our Foster Youth and Homeless student populations. Although we have no students performing to grade level standards as assessed by CAASPP, both student groups demonstrated significant losses in Average Distance from Standard in both ELA and Math in the 2019 CAASPP.

- We have 3 Foster Youth, all participated in State Testing in 2019. We have 10 students identified as Homeless; 3 of which are in the State Testing grades, but only 2 of which participated in State Testing in 2019.
- 2 of 3 Foster students have state test scores for 2 years to allow us to compare progress over time. Both of those students demonstrated increases in scale scores. One of the Foster Youth students increased one performance level in state assessments, moving from Not Meeting Standard to Nearly Meeting Standards in both ELA and Math.
- 1 of 3 Homeless students had scores for at least 2 years allowing us to compare progress. This student made gains in scale score performance in Math, but did decline in scale score in ELA.
- We must monitor our Foster Youth and Homeless students more closely to ensure progress in all areas.

In reviewing intervention services for the lowest performing students in 1st thru 3rd grade, we have identified the need to increase services so as to reduce the number of non-readers in the primary grades. There were significant numbers of students that would qualify for intervention services, but we were unable to serve them due to the number of "teachers" available to provide services to student.

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

Math

- We must monitor our Foster Youth and Homeless students, along with all student groups, more closely to ensure progress in all areas.

English Learner Progress and Redesignation Rate

- English Learner learning needs will be responded to during Integrated and Designated English Language Development instruction.

English Learner Progress and Redesignation Rate

English Learner Data – 2019 ELPAC

- 7% of student progressed at least one level
- 4% maintained their levels
- 8% of EL students decreased one ELP level

This year (2019-2020) our renewed focus on English Learners, English Language Development Standards, and Integrated and Designated ELD have served to increase the English Language Proficiency levels of our English Learners. In addition to the expected actions and professional learning we also conducted the following activities to support increased performance on the ELPAC:

- Parents are informed of the importance of ELPAC as a State test, the importance of redesignation by 6th grade, ELPAC task types, A-G courses, and the importance of knowing their children's ELP levels, through ELAC, SSC and Coffee Hours.
- Students meetings by grade level are held with English Learner Students to inform them that they are English Learners, importance of ELPAC as a State test, their ELP levels, goal setting chats with their teachers, the importance of redesignation by 6th grade, ELPAC task types, A-G courses.
- Students will be introduced to the ELPAC assessors prior to one on one ELPAC testing to begin.

These actions have proven historically, to have a significant positive impact on our redesignation rates and ELP progress.

We are disappointed that our hard work will not be measured this year through the ELPAC and CAASPP state assessments.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

ELA

- Focused observations and communication will be expected for all students, in all student groups, when not demonstrating success, by teachers, staff and administrators. Targeted Support Team Requests for Service will be made at the earliest point of knowledge, that a student is not experiencing success in Tier 1, to identify and implement Tier 2 supports. This action will support all students in having success and making progress in Academic and Social Emotional benchmarks including Foster Youth, Homeless and Students with Disabilities which demonstrated decreases in performance.
- In reviewing intervention services for the lowest performing students in 1st thru 3rd grade, due to significant waiting lists, we have identified the need to increase services so as to reduce the number of non-readers in the primary grades. We have modified our Bilingual Instructional service schedule and time to add two additional groups of Corrective Reading in 1st and 2nd This action will allow for 10 additional students in 1st and 2nd grade to receive Corrective Reading Intervention.

Math

- We have increased our Math Instruction block to 90 minutes in 1st through 6th In 2019-2020 we expected that the last 30 minutes of instruction to be time to provide differentiated learning and/or intervention based on identified student learning needs as observed during instruction; to provide on the spot feedback from teachers to students. This body of work requires support through professional learning, classroom observations and feedback.
- We will continue to disaggregate data for all student groups, including Foster Youth and Homeless students, in assessments, (daily formative, Common Formative, benchmark, and summative) to identify student learning gaps and needs. Adequate progress for all student groups will be monitored at least quarterly. Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs. In addition to conducting Data Chats, two times during the year, a schoolwide monitoring system will be developed to ensure progress monitoring of all student groups. This progress monitoring system must be clearly communicated, with expected outcomes, and tools to support progress monitoring of all student groups.
- Increase instructional focus in the area of student academic discourse in Math. A percentage of Classroom observations will be focused on observing student academic discourse and feedback will be provided to teachers

and staff to increase student achievement.

- A percentage of classroom observations must be devoted to the last 30 minutes of Math Instruction to observe differentiated learning/intervention in math to drive professional learning and feedback.

English Learner Progress and Redesignation Rate

- Although 41.7% of English Learner students increased in their English Language Proficiency levels, 58.2% of English Learners did not according to 2019 ELPAC results, albeit, 40.4% of English Learners maintained their ELP levels. We will continue to disaggregate data for all student groups, including English Learners, in assessments, (daily formative, Common Formative, benchmark, and summative) to identify student learning gaps and needs. English Learner learning needs will be responded to during Integrated and Designated English Language Development instruction. Adequate progress by English Learners, along with other student groups, will be monitored at least quarterly. Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs. In addition to conducting Data Chats, two times during the year, a schoolwide monitoring system will be developed to ensure progress monitoring of all student groups. This progress monitoring system must be clearly communicated, with expected outcomes, and tools to support progress monitoring of all student groups.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

ELA

- Expand Corrective Reading Intervention in 1st and 2nd grade to provide an additional 10 students respectively, by assigning two BIAs to teach Corrective Reading.
- Increase instructional focus in the area of student academic discourse in Language Arts and Math. A percentage of Classroom observations will be focused on observing student academic discourse and feedback to teachers and staff will be provided to increase student achievement.
- Continue Corrective reading in 1st through 4th grade being served by Designated Schools TSA and Teaching Fellows. Put in Intervention data point on how many students are making progress.
- Continue funding two 3-hour BIAs, and one 6 hour BIA. Our Bilingual Instructional Assistants are essential in Kindergarten through 3rd grade to support students not meeting grade level benchmarks. At least one 6-hour BIA will also be available to serve our English Learner Newcomers for 30 minutes a day.
- Continue funding Technology Teacher on a supplemental contract. This resource is integral to teachers, staff and parents, continuing their professional learning in technology and the use of technology during instruction supporting increased student achievement.
- Continue funding Social Emotional Learning Supports of the purchase of one day for our school psychologist, and the Resource Counseling Assistant. Both of these resources have been key in supporting students having minimal success in Tier 1. These resources also increase instructional time in our classrooms as a result of improved student participation, engagement and behavior choices.
- Continue funding our 8 hour Home-School Liaison. Our Home-School Liaison facilitates communication between, school, classroom and home; supports increased parent involvement and increased student achievement through the activities of parent learning, volunteerism, and meaningful work; student/community celebrations, networking with community agencies to support family success, and meaningful schoolwide activities.

Math

- We have increased our Math Instruction block to 90 minutes in 1st through 6th. In 2019-2020 we expected that the last 30 minutes of instruction to be time to provide differentiated learning and/or intervention based on identified student learning needs as observed during instruction; to provide on the spot feedback from teachers to students. This body of work requires support through professional learning, classroom observations and feedback.
- We will continue to disaggregate data for all student groups, including Foster Youth and Homeless students, in assessments, (daily formative, Common Formative, benchmark, and summative) to identify student learning gaps and needs. Adequate progress for all student groups will be monitored at least quarterly. Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs. In addition to conducting Data Chats, two times during the year, a schoolwide monitoring system will be developed to ensure progress monitoring of all student groups. This progress monitoring system must be clearly communicated, with expected outcomes, and tools to support progress monitoring of all student groups.
- Increase instructional focus in the area of student academic discourse in Math. A percentage of Classroom observations will be focused on observing student academic discourse and feedback will be provided to teachers and staff to increase student achievement.
- A percentage of classroom observations must be devoted to the last 30 minutes of Math Instruction to observe differentiated learning/intervention in math to drive professional learning and feedback.
- Continue the 90-minute Math Instructional block to provide for differentiated instruction and/or intervention. Focused classroom observations will be conducted to support improved formative assessment, identifying student learning needs, providing a timely response to those learning needs, and providing feedback to students so they are aware of their learning needs as well (goal setting).

English Learner Progress and Redesignation Rate

- A schoolwide system to monitor EL student progress, in the language skills necessary to perform to the Common Core State Standards, must be developed. This system, with clear expectations and tools, must be developed and monitored.

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Step 4: Stakeholder Involvement. 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">• SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.• We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.• Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.• Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.	<ul style="list-style-type: none">• SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.• We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.• Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.• Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.	<ul style="list-style-type: none">• SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.• We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.• Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.• Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

Action 1

Title: Goal 1 - All Students will excel in reading and writing

Action Details:

Lane will implement comprehensive reading support, to improve student learning through professional learning, best practices, and increased daily reading. Tier 1 and Tier II supports will be provided to students not meeting grade level expectations. Students significantly below grade level in 1st– 4th grade will receive corrective reading (SRA), daily. Students performing below grade level standards in grades 5th - 6th grade will receive reading comprehension intervention and support.

SMART GOAL:

By June 2020, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA CAASPP will increase by 7%, which will be 32.737% of students meeting or exceeding standards.

Our 2020 Goal is a 5% increase from 25.7%, which will be 30.7% of students meeting or exceeding standards on the 2020 ELA CAASPP.

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

- Classroom teachers, TSA, Teaching Fellows and BIAs (as appropriate), and administrators will analyze student work, to monitor student progress and learning needs.
- The California Dashboard, Power BI and other Data Systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).
- Administrators will implement daily progress monitoring through walk-throughs, feedback, reflective conversations, etc.
- Targeted Action Plans will be developed to focus teaching and learning improvement in areas of student learning need, aligned to CCSS and the Instructional practice Guide.
- Students in corrective reading will be assessed weekly and progress will be monitored. Adjustments will be made to service as needed. Students will be exited upon meeting the established criteria and in consultation with homeroom teachers. Students will also be referred to SST when appropriate.
- District Interim Assessments and KAIG will be analyzed in a timely manner and action plans will be developed in grades K-6.
- Data Chats will be held with teachers (K-6, RSP and mild/mod SDC) and administrators a minimum of 2 times per year to ensure progress of all students.
- KAIG, BAS, DIBELS, BPST, Fluency, HFW, DESSA and any additional researched based assessments will be analyzed by quarter to ensure student progress.
- When analyzing student assessment results, we will include analysis by subgroups
- Intervention Resources and progress monitoring may include SRA Corrective Reading.
- Tier 3 Intervention Corrective Reading will monitor student progress weekly.
- Alignment of instructional choices to standards in Wonders to CCSS.
- Professional Learning Communities (AC) will monitor student progress through Common Formative Assessments (CFA), in cycles of continuous improvement, a minimum of two times per quarter, and will be calendared.
- In an effort to streamline Common Formative Assessments (CFA) and make student progress monitoring systems more efficient, Common Formative Assessments (CFA) will be developed for [online](#) administration and data analysis.
- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities for students not meeting targets/goals.
- CAASPP Interim Block Assessments and Focused Interim Block Assessments will be utilized to identify student learning needs, inform instruction, and provide for those identified learning needs.
- Provide Professional Learning by traveling outside our district to conferences in order to grow professionally. Substitutes will be provided for teachers.
- Providing monthly release time to conduct Student Study Team meetings.
- Supplemental contracts will be provided for certificated Teachers and Teaching Fellows that will provide after-school support tutoring for students who are at nearly met on their interims and/or CAASP. Tutoring will be provided in order to meet their academic needs in Math and in ELA and will monitor results regularly at appropriate times of instruction (district-funded).
- Provide software and licensing for students learning through Starfall, Jiji, Quill, Rosetta Stone, and Accelerated Reader (Renaissance Learning), in order to support students with user-friendly websites that help students monitor their reading comprehension, conceptual math strategies, and phonics.

Owner(s):

- Classroom Teachers
- Professional Learning Communities (AC)
- Leadership Team
- Principal/VP
- Bilingual Instructional Assistants
- Teaching Fellows
- Intervention/TSA
- Resource Lab Assistant
- Intervention/TSA (Designated Schools additional 1.0 FTE), BIAs, and Teaching Fellows, will coordinate regular and consistent assessment of student progress utilizing appropriate assessments.
- Certificated Technology Assistant
- Parents and students

Teachers and Administrators

Timeline:

- Expectations and Agreements will be made prior to the [start](#) the school year in August 2021 regarding the consistent and frequent monitoring of students.
- Data Chats with Teachers and administrators will be calendared no later than August 2020.
- Professional Learning Communities will conduct student progress monitoring to a minimum of twice a quarter and will be calendared for the year, for ELA and Math.
- Structured data, misconception and error analysis will occur after common formative and benchmark assessments are completed and data becomes available.
- CAASPP in August 2020
- DRP – In September 2020
- Interim Assessments in October 2020 & February 2021
- Administrators will Monitor AC team data
- Adjustments in timeline will be made as necessary.
- Develop timelines utilizing cycles of continuous improvement, planning and data analysis tools.

Fall and Spring semester

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

Tier 1 Actions

- All students in grades TK – 6th will participate in daily literacy instruction that require complex text, task, talk, and thoughts. Children will be expected to read a minimum of 60 minutes per day, across curricular areas/multiple contexts.
- Lane will implement Pre-K, TK, K and 2nd grade Dual-Immersion programs during the 2020-2021 school year. Materials and Supplies will be provided as needed to support classroom instruction and assessment.
- Technology instruction and practice using the Technology Scope & Sequence will occur weekly.
- A Certificated Technology Assistant will provide professional learning support in the use of software and other online, internet based teaching resources to teachers.
- Lease of copiers that are provided for all staff at Lane to use in order to be able to print the necessary work that students are needing to be successful in their academics.
- An incentive/motivation based program to reward and celebrate Kindergarten and 1st Grade students for meeting HFW grade level benchmarks. Rainbow colored bracelets will be given to students as they learn “color words” that support students in “making a rainbow”.
- Accelerated Reader will be utilized as a reading motivation and incentive activity. Teachers and Intervention Teacher/TSA will develop a school-wide system of Accelerated Reader incentives, recognition and celebrations for students meeting personal goals.
- Two, 6 hour, District Funded BIAs and one 6 hour funded BIA, will provide daily support for Kindergarten thru 3rd grade, as resources allow, to meet benchmarks in ELA, Math and English Language Development.
- BIAs will provide English Learner Newcomer support across all grades as needed.
- Additional support, during instruction, will be extended through 4th-6th grades, utilizing district and site funded personnel, as resources allow.
- Expand Library books and periodical section to increase reading and complex text selection.
- Recognition, Celebrations, and Incentives will be implemented to acknowledge student progress and achievement.
- Technology will be purchased/repared/replaced to support the academic program.
- A 0.375 FTE Resource Lab Assistant will assist in managing resources to teachers and students.
- Materials and supplies will be purchased to support English Language Arts instruction.
- Teachers will communicate learning targets to students as appropriate, and facilitate students setting learning goals.
- Students will be given specific feedback on their performance, through formative assessments to realign their learning goals.
- Materials and supplies will be purchased to support Professional Learning Community work and to support instruction. This will include substitute release time for teachers to plan instruction, attend conferences and/or observe instruction as needed and available.
- As resources allow, provide all students with incentives who are meeting their academic goals, and also enforce character count assemblies with awards for their good efforts.

Specify enhanced services for EL students:

- Daily Designated English Language Development instruction will occur for a minimum of 30 minutes. Grade levels may deploy for ELD given students learning needs.
- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in Designated ELD.
- English Learners will be identified and focused upon, to ensure progress toward meeting redesignation criteria.
- In addition to including English Learners and Redesignated Fluent English Proficient Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- Consistent analysis of English Learner students' academic performance data in all curricular areas.
- Identify ELs students not making adequate progress in core curriculum.

Specify enhanced services for low-performing student groups:

The California Dashboard, Power BI and other data systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress, for all student groups and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Currently, In Language Arts, Foster Youth and Homeless Students are demonstrating decreases in performance. All data analysis and response to student learning needs will be conducted for all student groups with specific focus on Foster Youth and Homeless Students.

- Assessment data will be disaggregated after formative assessments (Professional Learning Community Common Formative Assessments, CAASPP, Focused Interim Block Assessments, Interim Assessment Blocks, District Interim Assessments and classroom formative assessment), to specifically analyze for their area of misconceptions and allow for more targeted tiered supports, for all student groups.
- Data Chats will be held with teachers (K-6, RSP and mild/mod SDC) and administrators a minimum of 2 times per year to ensure progress of all students.
- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting targets/goals, identified by error and misconception analysis of formative and summative assessments.
- Focused observations and communication will be expected for all students, in all student groups, when not demonstrating success, by teachers, staff and administrators. Targeted Support Team Requests for Service will be made at the earliest point of knowledge, that a student is not experiencing success in Tier 1,

to identify and implement Tier 2 supports. This action will support all students in having success and making progress in Academic and Social Emotional benchmarks including Foster Youth, Homeless and Students with Disabilities which demonstrated decreases in performance.

- In addition, students enrolling during the school year, with needs noted in Atlas, and needs identified through observation, will be supported through referral to the Targeted Support Team.
- Paraprofessional aids utilized to support student academic performance

Tier 2 Actions

- 5th -6th grade students who are not meeting benchmarks will receive intervention in reading comprehension through deployment, 30 minutes per day, up to 4 days per week, taught by classroom teachers, TSA and Resource Specialist as appropriate.
- A 6 hour Resource Counseling Assistant and/or Tier 2 Intervention Specialist will support student success in the classroom by providing social emotional support and behavior modification, in and out of the classroom, and small groups to provide social skills learning.
- Tier 2 Intervention Specialist will facilitate the Targeted Support Team in monitoring Tier 2 students' success.
- Lancer Lead (facilitated by the School Psychologist who is provided with an additional site funded .2000 FTE.) and supervision of college interns will provide social emotional support through social skills and anger management instruction.
- Materials and supplies will be purchased to support interventions and support student learning.
- Teaching Fellows and BIAs will provide support for students in TK - 3rd classrooms, for intervention, to meet grade level benchmarks, during the school day, for a minimum of 30 minutes, 5 days per week.

Tier 3 Actions for Academic and Social Emotional Learning Needs

- Students significantly below grade level, in 1st-4th grade will receive Corrective Reading, daily for 25-45 minutes, as appropriate. Corrective Reading will be delivered by the TSA and Teaching Fellows.
- K - 6th grade students not meeting ELA benchmarks may receive additional support after school. (As resources allow)
- Teaching Fellows and BIAs will provide support for students in TK - 4th grade classrooms, for intervention, to meet grade level benchmarks, during the school day, for a minimum of 30 minutes, up to 5 days per week.

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

- Each teacher will specifically review each student's reading levels and scores at the Fall parent conference. Teachers will provide information to parents regarding what the learning content for the year will be and elicit parents as partners to support student success.
- Teachers will provide students and parents with their portal user names and passwords.
- The following parent forums will be utilized to inform parents of student performance reports and strategies to support at home: Parent University Modules, Parent Portal, Coffee hour, English Learner Advisory Committee, School Site Council, Back to School, Parent/Teacher conferences, workshops, seminars and mini-conferences.
- Parents will be informed of the following: 1.) Importance of Redesignation before entering Middle School and its impact on A-G courses. 2.) Importance of attendance at 95% or above, beginning in PreK, and its impact on future success. 3.) Importance of Early Learning – talking, reading (20-30 min daily) and singing with children 0- 5 years of age. 4.) Importance of communicating with their child's teacher and creating a partnership.
- Parent Volunteers are organized to support improved student achievement in classroom.
- Family reading support will be encouraged by posting banners around the school fences. (i.e. Did you read

Describe Professional Learning related to this action:

- The ELA/ELD Framework
- Aligning instructional choices in Wonders to CCSS.
- Instructional Practice Guide
- Professional Learning Communities (AC) based on researched based professional reading resources that may be utilized during Lane Professional Learning sessions to increase knowledge and strategies to support improved student learning.
- Vocabulary Development
- Technology Scope and Sequence
- CAASPP, Illuminate, Focused Interim Block Assessments, Interim Assessments, and Math performance tasks will be analyzed to identify gaps in student learning and inform instruction. Assessments will be analyzed and acted upon as results become available.
- Analysis of Common Formative Assessments to identify student learning needs and to plan for next instructional steps.
- Training on Accelerated Reader/STAR Program.
- How to teach long-term struggling readers using best first teaching practices.

20-30 minutes last night, Can you write a simple sentence, Have you Read, Talked, or Sang with your child today, etc...)

- Preschool – 6th grade teachers send home quarterly reading data as determined by grade-level.
- Regular communication will be made to parents regarding student performance. Parents will be informed of action as needed.
- Expand Library hours for parent access before and after school.
- Tier 2 Intervention Specialist will support parents in collaborating with teachers and staff to improve students' success in the classroom through strategies and behavior modification.
- Purchase materials and supplies as necessary to support parent involvement and learning.

- Standards Articulation by Grade Level
- Professional Learning, Conferences, substitute teachers, and travel costs may also be included not listed above as the need arises.
- Identification of essential standards and learning targets (Essential Learnings) in ELA
- ELA strategies and Wonders materials
- Building and strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing professional resources.
- Develop and utilizing cycles of continuous improvement planning and data analysis tools.
- Student Feedback
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.
- Professional Learning on the use of various reports to analyze student learning, development and administration of online assessments.
- Our Professional Learning will be in tandem with the Roosevelt Regional Focus.
- CAASPP task specifications and targets in ELA and Math will be aligned to instruction.

Action 2

Title: Goal 1 - All Students will excel in math

[Action Details:](#)

Students will engage in conceptual based Math instruction aligned to CCSS (Common Core State Standards) through writing, oral presentations, consensus building, group discussions and projects.

Standard Met/Exceeded

Our performance on the Math CAASPP 2019 was 29.8%, a solid growth increase of 5.6%, which was 1.4% away from meeting our 2019 Goal in Math.

SMART Goal

By June 2021, the number and percentage of students scoring Standard Met or Standard Exceeded on the Math CAASPP will increase by 7%, which will be 36.759% of students meeting or exceeding standards.

Our 2020 Goal is a 5% increase from 29.759%, which will be 34.8% of students meeting or exceeding standards on the 2020 Math CAASPP.

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

- Professional Learning Communities (AC) will monitor student progress through Common Formative Assessments, in cycles of continuous improvement, a minimum of two times per quarter and will be calendared.
- The California Dashboard, Power BI and other data systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).
- In an effort to streamline CFAs and make student progress monitoring systems more efficient, CFAs will be developed for online administration and data analysis.
- When analyzing student assessment results, we will include analysis by subgroups.
- Administrators will implement daily progress monitoring through classroom walk-throughs, participating in Professional Learning Community meetings, feedback, and reflective conversations, etc.
- Targeted Action Plans will be developed to focus teaching and learning improvement in areas of student learning need, aligned to CCSS and the Instructional Practice Guide.
- Alignment of instructional choices to standards in Go Math to CCSS.
- District Interim Assessments and KAIG will be analyzed in a timely manner and action plans will be developed in grades K-6.
- CAASPP Interim Assessments and Focused Interim Block Assessments will be utilized to identify student learning needs, inform instruction, and provide for those identified learning needs.

Owner(s):

- Classroom Teachers
- TSA
- BIAs
- Teaching Fellows
- Professional Learning Communities (AC)
- Principal/VP

Timeline:

Implementation begins in August 2020 before the first day of school and continues through June 2021.

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

- Students will have the opportunity to independently talk, write, think and collaborate regarding Math concepts, process, learn multiple ways of solving problems, and participate in the eight mathematical practices during instruction.
- Teachers will communicate learning targets to students and facilitate students in setting learning goals as needed.
- Students will be given specific feedback on their performance on formative, benchmark and common formative assessments, to realign with their learning goals.
- The support and practice of ST Math (JiJi), Prodigy, iReady Math, and other software programs.
- Technology, Materials and supplies will be purchased to support Math instruction in core and supplemental instruction.
- Maintain and acquire technology to support math instruction and student learning (i.e Go Math Personal Trainer, etc.)

Specify enhanced services for EL students:

- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in designated ELD.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored to ensure that students are making adequate progress toward reclassification and redesignation.
- English Learners will be identified and focused upon to ensure progress toward meeting redesignation criteria.
- English Learners will be provided with opportunities to prepare and practice for ELPAC (using both online and hard copy resources).
- Teacher/Administrator ELD Progress Monitoring/Goal Setting Data Chats
- Conduct ELPAC/Goal Setting chats with students in the fall as the year begins, and in January to coincide with ELPAC, and District Interim Assessments.
- Conduct Awareness Assemblies in to ensure students know that they are English Learners, what their ELD level is, their ELPAC performance, and assist in setting goals to make progress on the ELPAC and toward

Specify enhanced services for low-performing student groups:

The California Dashboard, Power BI and other data systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress, for all student groups, and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Currently, in Math, virtually all student groups have demonstrated decreases in performance, in either, growth on CAASPP from 2018 to 2019, or in average distance from standard. All data analysis and response to student learning needs will be conducted for all student groups with specific focus on Foster Youth and Homeless Students.

- Assessment data will be disaggregated after formative assessments (Professional Learning Community Common Formative Assessments), CAASP, Focused Interim Block Assessments, Interim Assessment Blocks, District Interim Assessments and classroom formative assessment), benchmarks and summative, will be analyzed to identify misconceptions and allow for more targeted tiered supports for all student groups.
- Math Instruction has been increased to 90 minutes in 1st through 6th grades. In 2019-2020 we expected that the last 30 minutes of instruction to be time to provide differentiated learning and/or intervention based

Redesignation.

- EL Student Progress Data and student work will be analyzed in ACs to coincide with ELPAC and Interim Assessments testing results.
- Align actions and data analysis to support the Roosevelt Region Goal(s).

on identified student learning needs as observed during instruction; to provide on the spot feedback from teachers to students. This body of work requires support through professional learning, classroom observations and feedback.

- We will continue to disaggregate data for all student groups, in assessments, (daily formative, Common Formative, benchmark, and summative) to identify student learning gaps and needs.
- Adequate progress for all student groups will be monitored at least quarterly. Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs.
- In addition to conducting Data Chats, two times during the year, a schoolwide monitoring system will be developed to ensure progress monitoring of all student groups. This progress monitoring system must be clearly communicated, with expected outcomes, and tools to support progress monitoring of all student groups.
- Increase instructional focus in the area of student academic discourse in Math. A percentage of Classroom observations will be focused on observing student academic discourse and feedback will be provided to teachers and staff to increase student achievement.
- A percentage of classroom observations must be devoted to the last 30 minutes of Math Instruction to observe differentiated learning/intervention in math to drive professional learning and feedback.
- Data Chats will be held with teachers (K-6, RSP and mild/mod SDC) and administrators a minimum of 2 times per year to ensure progress of all students.
- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities for students not meeting targets/goals, identified by error and misconception analysis of formative and summative assessments.
- Tier 1 and Tier 2 Interventions will be developed for students not meeting targets/goals and integrated during the 90-minute daily math block.
- TSA, BIAS, Teaching Fellows will provide math intervention as needed/available.
- A 6 hour Resource Counseling Assistant and/or Tier 2 Intervention Specialist will support student success in the classroom by providing social emotional support and behavior modification, in and out of the classroom, and small groups to provide social skills learning.
- Tier 2 Intervention Specialist will facilitate the Targeted Support Team in monitoring Tier 2 students' success.
- Lancer Lead (facilitated by the School Psychologist who is provided with an additional site funded .2000 FTE.) and supervision of college interns will provide social emotional support through social skills and anger management instruction.
- Materials and supplies will be purchased to support interventions and support student learning.

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

- Maximize use of Parent Meetings, Parent University, SSC, ELAC, & Coffee Hour to encourage regular practice in learning basic math facts and knowledge of focused math concepts.
- Include math coherence across grade levels in parent education workshops.
- Resources will be uploaded onto the Lane website for easy access.

Describe Professional Learning related to this action:

- Building strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing Professional Resources.
- Planning/collaboration cross grade-level and cross school-site.
- Develop and utilize cycles of continuous improvement planning and data analysis tools.
- Professional Learning, Conferences, Substitutes, and travel costs may also be included not listed above as the need arises.
- Building capacity in the use of Standards Progressions, Coherence Maps, Focus, Coherence and Rigor, 8 Mathematical practices, 5 E's, Manipulatives, Technology, Learning posters, less scaffolding, Student Engagement (Talk), and Common Core Math Companion.
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.
- Professional Learning on the use of various reports and the development of online assessments.

Action 3

Title: Goal 1 - English Learner Progress and Redesignation Rate

Action Details:

Lane will implement a comprehensive system of support that will include awareness of the importance of redesignation, English Language Proficiency Assessments for California (ELPAC) knowledge and practice strategies, and analyze English Learner student performance data to ensure progress toward their redesignation and reclassification.

EL Redesignation Rate:

Lane's redesignation rate for the 2018-2019 school year was 11%. This is -6% from redesignation at the end of the 2016-2017 school year.

By June 4, 2021, the Lane Redesignation rate will be 16%

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input 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

- Consistent analysis of English Learner students' academic performance data.
- Consistent analysis of English Learner students' performance during core instruction and Designated/Integrated ELD.
- Identify Target students not advancing at least one level on the ELPAC.
- Teacher/Administrator will conduct ELD Progress Monitoring/Goal Setting Data Chats 2 times per year.
- Conduct ELPAC/Goal Setting chats with students in the fall, mid-year, and spring to coincide with ELPAC, District Benchmark Assessments, and state testing.
- EL Student Progress Data and student work will be analyzed in Professional Learning Communities (PLC) to coincide with ELPAC, and Interim Assessments testing results to determine EL student progress and learning needs.
- Align actions and data analysis to support the Roosevelt Region Goal(s).
- The California Dashboard, Power BI and other data systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Owner(s):

- Principal/MP
- Teachers
- TSA
- BIAs
- Teaching Fellows
- Roosevelt Region Principals

Timeline:

First 3-6 weeks of school

• Teachers' Professional Learning ELPAC Prep/EL Redesignation Goal Setting Tool/EL Student Profile.

• Teacher/Admin EL Data Chats
• Conduct ELPAC chats fall and mid-year spring to coincide with ELPAC, DRP and state testing.

In the Fall and Spring Semesters

• Staff-wide review of EL student progress with EL Goal Setting Report
• Administrators conduct individual data chats with teachers to include EL Goal Setting Report, student work, and create action plans to address EL student learning needs.

January-February

• Review EL Goal Setting Report in preparation for state testing, conduct ELPAC chats with identified students after ELPAC.

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

- One, 6 hour and two, 3 hour, site funded, Spanish BIAs will provide support to EL students during instruction, to ensure access to the core curriculum, as needed and available.
- Daily Designated English Language Development for a minimum of 30 minutes for all EL students at their ELD levels.

- Administrators will meet with EL students by grade level, TK - 6th grade, to communicate the importance of ELPAC, provide strategies to improve ELPAC performance, the goal of Redesignation by their redesignation date and/or 6th grade, the test being the same 3-5 and 6-8, and A-G courses.
- Short Assemblies are held, for students in 1st – 6th grade, to introduce the site funded ELPAC assessors to students to prevent students from feeling awkward due to being tested by someone they do not know.
- Celebrations and incentives for students who are redesignated and are making adequate yearly progress.
- EL Student Chats with students regarding their next steps toward Redesignation or progress. (i.e., raise DRP, pass the ELPAC , etc.)
- Teachers will identify students who are [Long Term](#) EL (LTEL) students or at risk of becoming an LTEL, analyze their performance data and target an area of focus for their ELD progress.
- Support will be provide for English Learner students in grades K-2 in the area of Foundational Skills and ELD through the technology-based Wonders ELD program, facilitated by a 3-hour Teaching Fellow. This support is being provided by English Learner Services Department and facilitated by Lane Elementary School.
- Support will be provided for English Learner students who are Long-Term ELs or at-risk of becoming Long Term ELs, in grades 4-6, through an after school tutorial, facilitated by a 3-hour Teaching Fellow. This support is being provided by English Learner Services Department and facilitated by Lane Elementary School.

Specify enhanced services for EL students:

- Daily Designated English Language Development instruction will occur for a minimum of 30 minutes. Instruction during daily ELD, will address student needs at their ELD level.
- Grade levels may deploy for ELD given students learning needs.
- English Learner students will be given the opportunity to participate in any after school tutoring sessions that may be offered and appropriate for their learning needs.
- Student work will be analyzed to surface differences in the performance of English Only students and English Learner students. The learning needs specific to English Learners will be addressed in Designated ELD.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- One, site funded, 6 hour BIA, 2 six hour District Funded BIAs, and two, 3 hour BIAs will provide support for TK – 6th grade, to meet benchmarks in ELA, Math, and English [Language](#) Development, and provide English Learner Newcomer support, as resources allow.
- Supplemental materials, including [online](#) resources (i.e. Rosetta Stone), will be provided to support Newcomers as needed and funds allow.

Specify enhanced services for low-performing student groups:

The California Dashboard, Power BI and other data systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress, for all student groups, and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Although 41.7% of English Learner students increased in their English Language Proficiency levels, 58.2 % of English Learners did not, according to 2019 ELPAC results, albeit, 40.4% of English Learners maintained their ELP levels. We will continue to be disaggregate data for all student groups, including English Learners, in assessments, (daily formative, Common Formative, benchmark, and summative) to identify student learning gaps and needs.

Tier 1

- English Learner learning needs will be responded to during Integrated and Designated English Language Development instruction.
- Adequate progress by English Learners, along with other student groups, will be monitored at least quarterly.
- Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs.
- In addition to conducting Data Chats, two times during the year, a schoolwide monitoring system will be developed to ensure progress monitoring of all student groups. This progress monitoring system will be clearly communicated, with expected outcomes, and tools to support progress monitoring of all student groups.
- English Learners will have their data disaggregated after formative assessments (Professional Learning Community Common Formative Assessments, CAASPP Interim Assessment Blocks, District Interim Assessments and classroom formative assessment), to specifically analyze for their areas of misconceptions and learning needs to allow for more targeted tiered supports.
- A schoolwide system to monitor EL student progress, in the language skills necessary to perform to the Common Core State Standards, must be developed. This system, with clear expectations and tools, will be developed and monitored.
- Students not advancing at least one level on the ELPAC or not making adequate yearly progress will be identified for focused improvement actions alligned to their learning needs and ELPAC performance.

Tier 2

- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities for students not meeting targets/goals, identified by error and misconception analysis of formative and summative assessments.
- 1st-4th grade students, not meeting grade level benchmarks and standards will receive Corrective Reading

Intervention and weekly progress monitoring from a combination of staff which includes our TSA, Teaching Fellows and BIAs, for a minimum of 30 minutes daily, 5 days per week.

- 1st and 2nd Grade Dual Immersion students needing intervention support to make progress toward meeting grade level benchmarks and standards, will have a Spanish Speaking Teaching Fellow push in to the classroom to provide support a minimum of 30 minutes 4 days per week with 1 day for progress monitoring and assessment.
- A 6 hour Resource Counseling Assistant and/or Tier 2 Intervention Specialist will support student success in the classroom by providing social emotional support and behavior modification, in and out of the classroom, and small groups to provide social skills learning.
- Tier 2 Intervention Specialist will facilitate the Targeted Support Team in monitoring Tier 2 students' success.
- Lancer Lead (facilitated by the School Psychologist who is provided with an additional site funded .2000 FTE.) and supervision of college interns will provide social emotional support through social skills and anger management instruction.
- Materials and supplies will be purchased to support interventions and support student learning.
- Teaching Fellows and BIAs will provide support for students in TK - 3rd classrooms, to support students in making progress toward grade level benchmarks, during the school day, for a minimum of 30 minutes, 5 days per week.
- Kindergarten students will receive the support of BIAs 6 hours each day for the first 4 weeks of school.
- Kindergarten students will receive 2 hours and 25 minutes of BIA support daily, after the first 4 weeks of school.

Tier 3 Actions

- 1st-4th grade students, not meeting grade level benchmarks and standards will receive Corrective Reading Intervention and weekly progress monitoring from a combination of staff which includes our TSA, Teaching Fellows and BIAs, for a minimum of 30 minutes daily, 5 days per week.
- K - 6th grade students not meeting ELA benchmarks may receive additional support after school. (As resources allow)
- Teaching Fellows and BIAs will provide support for students in TK - 3rd classrooms, for intervention, and support, to meet grade level benchmarks, during the school day, for a minimum of 30 minutes, 5 days per week.

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

- Utilize our Home/School Liaison to facilitate communication at parent forums, meetings, classes, workshops, home/school communication, school and community events, parent teacher conferences, calendars, newsletters, and all other modes of communication to maximize parent participation.
- Utilize ELAC to empower parents in their knowledge of English Learners, ELD Standards, Progress toward redesignation and the ELPAC.
- Letters and notices sent/mailed home to parents to inform about ELPAC, strategies they could use at home, the online resources for ELPAC practice and task types, and the importance of students getting redesignated by 6th grade.
- Send letters home to congratulate parents of students who have passed the ELPAC and to inform of next step toward Redesignation.
- Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Parent Teacher conferences, Back to School Night, ELAC, SSC, Coffee Hours, etc. Child care and Translators will be provided as needed.
- Invite students and parents to a reception to celebrate student redesignation.

Describe Professional Learning related to this action:

- Teachers' Professional Learning – ELPAC /ELPAC Prep/ EL Redesignation Goal Setting Tool, and resources on the EL Services website and others.
- Analysis of English Learner data with a focus on redesignating students by their anticipated RFEP date to ensure redesignation of students whose RFEP date has passed.
- ELA/ELD Framework/ELD Standards
- Integrated/Designated ELD Instruction to include strategies and configurations on how to serve Levels 1-4 during Designated ELD.
- ELD instruction in Wonders
- Plan all content areas in tandem with the ELD standards.
- Additional PL topics may include the following: Strategies: Reconstruction/Deconstruction, Four Areas of Vocabulary Development, Structured Academic Discourse, Structured Planning Time
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane 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			Goal 1 Action 1: Subs for SST (18+2),	3,202.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	6 Hours	48,236.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Goal 1 Action 1: AR/Star (500 licenses each): \$6,800	6,800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Goal 1 Action 1: Other materials/supplies (no food/incentives)	56.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1: Subs-(3X30-14,400)/ILT (2X8-2,560)/Data Chats (2per yr. 4 per day-total 8-1280)/other(8-1,280) (TOTAL: \$19,520)	19,520.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Goal 1 Action 1 Technology Assistant (558 hrs.) (20,495/25,000)	25,000.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	3 hours	12,169.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 1: Star Fall, \$270	270.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1: Toner/Paper 15,800, Beg. Yr. Supp. 4,200, Hmwk Fldrs 700, Agendas 1,100, Other(stud incent.,sup, etc peaceworks,(hal., carn.pride, 1200), AJ (200), other 600-total 2,000, other-561 TOTAL: 24, 361	24,361.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 Action 1: Other Equip: 800	800.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Goal 1 Action 1: Interact Fellows, 160 days, 3 fellows, 3 hrs. per day, 8:10-11:10, Aug. 24, 2020-May 19, 2021.	33,495.00
G1A1	Sup & Conc	Instruction	Copier Maint			Goal 1 Action 1: Copier Leases (Office/Workroom)	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Goal 1 Action 1: Maintenance-District Work orders/tablets)	800.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	3.5 hours (3292 beni diff) Moved to 7090 Only	16,213.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Goal 1 Action 1: Parent Involvement Supplies, FM, Bobby Salazars, shirts, other food, etc.)	7,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1 day extra	30,266.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hours	48,040.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	3 hours	11,985.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators(\$792/\$1,000 /Babysitting 126 hr. each X 13 \$3223/ \$4200) Overall (\$4115/\$5200)	5,200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Goal 1 Action 3: Supplies for EL Students	3,325.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane 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		Instruction	Mat & Supp			(Rosetta Stone: \$1,000/other: \$2325)	3,325.00
G1A3	LCFF: EL	Instruction	Direct-Other			Goal 1 Action 3: ELPAC Assessors	3,900.00

\$318,710.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	37.082 %	2018-2019	44.082 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Focusing on the Whole Child and implementing Social Emotional Supports with fidelity, for all students, is making a difference.

As reported on the 2019 California Data Dashboard, Lane has made significant improvement in the Areas of Attendance and Suspensions.

- Overall, chronic absenteeism moved from Orange (2018) to Yellow (2019), with a decrease of .9%.
- Overall, suspensions have decreased tremendously, moving from Red in 2018 to Green in 2019, with a decrease of 3.4%.

Increasing awareness of the need to provide opportunities to connect and grow is building amongst all staff at Lane. We have added Cheerleading, Spelling Bee, Folklorico Dance and Drumming as activities for students this year. Teachers and staff have also volunteered to facilitate Meaningful Work and Check In and Check Out as Tier 2 supports for students. These actions have served to improve our overall performance on the California Dashboard.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Communicated expectations to teachers and staff would support improved connection points for students. For example, if we had common expectations regarding advertisement, and time and place, attendance for clubs and activities may increase and would be predictable.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We must clearly communicate expectations from staff facilitating Goal 2 activities regarding responsibilities, recruitment, and communication of events.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Expectations and responsibilities will be developed and clearly communicated to staff facilitating Goal 2 activities.

Step 4: Stakeholder Involvement. 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:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

2 ELAC:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

3 Staff:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

Action 1

Title: Increasing Goal 2 participation rates.

Action Details:

Lane will [create](#), develop and support opportunities for Lane Students to have meaningful experiences in arts, activities and athletics.

SMART Goal:

By the end of the 2020-2021 school year our Goal 2 opportunities will increase by 2 activities.

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

- Participation Rates will be monitored monthly to ensure that all activities and points of positive connections for students will be recorded.
- Review and reflect on SEL data to inform actions and identify areas of growth

Owner(s):

Teachers
Teachers facilitating Goal 2 Activities
Tier 2 Intervention Specialist
Principal
Vice Principal

Timeline:

Monthly
Quarterly

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

- Identify one staff member to own monitoring Goal 2 participation recording.
- Develop a system to monitor monthly Goal 2 activities and ensure that they are recorded.
- Purchase materials and supplies to support successful implementation of Goal 2 activities.
- Communicate to students all activities in which they may participate, such as the following: Sports which include Football, Volleyball, Basketball, Softball, Soccer, Cross Country, Track and Field; Yearbook Club; Meaningful Work; PlayDay, Assemblies; and After School Activities such as, Cheerleading, Folklorico Dance, Spelling Bee, Sewing and Garden Clubs, You Matter Day and Iron Chef.
- At the beginning of the year all clubs and activities will be posted for staff to sign up to facilitate. All staff will be encouraged to sign up for at least one activity, and will be recruited to add 2 more activities for the 2019-2020 school year.

Specify enhanced services for EL students:

Analyze Participation Rates to ensure that EL students are participating in numbers commensurate with school wide participation rates.

Specify enhanced services for low-performing student groups:

Currently, our data indicates that 100% of Lane students are engaged in at least 1 Goal 2 activity.

Tier 1 Actions

- Incentives will be provided to students showing improvement in attendance.
- Attendance Improvement Celebrations. (i.e, Bingo party, movie party, extra recess).
- Study trips and extended learning opportunities as funds become available for students with improved attendance.
- Systems, structures and timelines will be developed, to monitor attendance of Manageable and Chronic students, conference with families and celebrate success in coordination with the Office Assistant, Home-School Liaison, teachers, School Psychologist Targeted Support Team, Resource Counseling Assistant, Tier 2 Intervention Specialist, and administrators.

Tier 2 Actions

- A Resource Counseling Assistant will provide positive connections with students to increase learning in the classroom, positive social connections, and improved attendance.
- The School Psychologist provides crisis counseling, referrals for students in need, facilitates behavior support plans, facilitates and supervises college interns who provide Social Emotional support groups, follows up with agency referrals, supports with Threat Assessments, and supports and empowers families in providing for the social emotional health of their children.
- The Targeted Support Team will identify and support students not having success in Tier 1 to provide for their social-emotional learning needs.

Tier 3 Actions

- Students continuing to struggle with success after Tier 2 intervention implementation will be referred to the ICET Team for Tier 3 supports and services.

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

Describe Professional Learning related to this action:

- At Parent Forums, inform parents of the importance of Goal 2 participation and its impact on students' future success.
- Elicit support of parents and actively recruit parents to maximize the success of Goal 2 activities.
- Purchase materials and supplies for parent involvement and support of Goal 2 activities.

- Inform all staff of the importance of Goal 2 activities and which activities are identified as Goal 2.
- Analyze and Reflect on Social Emotional Learning data to inform actions that support improved positive connections with students.
- Training Staff on how to enter data for Goal 2 attendance and participation.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Step 4: Stakeholder Involvement. 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:

Action 1

Title: Improved SEL Data

[Action Details:](#)

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 _____ Owner(s): _____ Timeline: _____

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

Specify enhanced services for EL students: _____

Specify enhanced services for low-performing student groups: _____

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

Describe Professional Learning related to this action: _____

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	15.623 %	16.056 %	2018-2019	14.056 %
Suspensions Per 100	9.452 %	3.75 %	2018-2019	2.75 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Our participation in the Multi-Tiered System of support, as a pilot or Cohort 1 school, is having a positive impact in all areas of student learning and performance. We have made gains in all areas of the CA Data Dashboard. 19-20 is our 2nd year of the 5 year implementation plan.

Focusing on the Whole Child and implementing Social Emotional Supports with fidelity, for all students, is making a difference.

As reported on the 2019 California Data Dashboard, Lane has made significant improvement in the Areas of Attendance and Suspensions.

- Overall, chronic absenteeism moved from Orange (2018) to Yellow (2019), with a decrease of .9%.
- Overall, suspensions have decreased tremendously, moving from Red in 2018 to Green in 2019, with a decrease of 3.4%.

Increasing awareness of the need to **provide** opportunities to connect and grow is building amongst all staff at Lane. We have added Cheerleading, Spelling Bee, Folklorico Dance and Drumming as activities for students this year. Teachers and staff have also volunteered to facilitate Meaningful Work and Check In and Check Out as Tier 2 supports for students. These actions have served to improve our overall performance on the California Dashboard.

In addition, the following actions have also proven to reduce Chronic Attendance and Suspensions:

- Culture and Climate Team has created a scope and sequence to support weekly implementation of 2nd Step, Classroom Meetings That Work, Morning Meetings and OLWEUS Anti-Bullying with fidelity. Before school closure we were on target to reach full implementation by 4th quarter.
- Site Leadership Team has also been instrumental in leading common scheduling of the social emotional learning supports named above, on the same day and same time, for predictability, and consistency. All classrooms with the exception of Kindergarten and 1st grade, deliver Social-

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

- A system to monitor and respond to attendance need is not clearly communicated to office staff so that attendance monitoring, celebrations, and accountability occur consistently and predictably. With a 6 hour Office Assistant, these additional tasks occur minimally. We have considered offering a supplemental contract to have time to address the above attendance actions. Before allocating more funds, for more time, we have been discussing maximizing our current resources. We are exploring the use of Identification (ID) Cards for students in 4th through 6th grade, with bar codes. The ID cards would be used when students are late. The use of ID cards will automatically record the tardy in the system, freeing Office Staff from the task of manually and physically inputting tardy information. We can determine how much time this action would save, and if the other attendance monitoring tasks can be completed in the current work day/year. Adopting ID cards as part of our system would require acquiring the needed hardware, ID cards with bar codes, lanyards for ID cards, communicating with parents, training students, and building community awareness. It is critical that we communicate with families regularly when students are in the "manageable" and "at-risk" groups. Providing back, resources and celebrations can be huge motivators for students and families. Given that students with below 90% attendance (more than 18 days of absence, virtually a school month), are at risk of not graduating from high school with their class, it is imperative that we intervene with students who have below 95% attendance (9 days of absence from school).
- We have an unmet need of providing a social worker, therapist, and Tier 3 supports for students at each school in Fresno Unified. We recognize that our District is also in its 2nd year of implementation of the 5 year Multi-Tiered System of Support (MTSS) plan, however, we are concerned that the expected services, per the 5 year plan are not currently being implemented. Specifically, as MTSS implementation began and we met with Prevention and Intervention Leaders, we were informed that social workers, and a Behavior Specialists would be providing support for all schools within the 5 years. For example, in year two, 2019-2020, many more schools were scheduled to come on line with Tier 2 Intervention Specialists. This has proven to be difficult, with few additional schools receiving their scheduled Tier 2 Intervention Specialists. This causes us to be concerned

Emotional Learning on Mondays at 8:00 AM. Kindergarten and 1st deliver Social Emotional Learning in the afternoons, due to the need to ground Kindergarteners in their opening routines to begin their learning day.

- Our Targeted Support Team has developed defined roles for our [School Psychologist](#), Resource Counseling Assistant, Tier 2 Intervention Specialist, and Administrators. This tool is important to support staff in understanding what role each staff member plays in our Social-Emotional Support system.
- In response to requests from teachers and staff, we have developed flow chart which guides staff in knowing what supports are appropriate for which student social emotional need.
- Our Tier 2 Intervention Specialist (IS) facilitates Targeted Support Team implementation which meets regularly, bi-weekly on Fridays at 1:30 PM
- Our [School Psychologist](#) facilitates social emotional Learning Groups.
- Our Resource Counseling Assistant provides support to students who are not able to access instruction (and prevent others from accessing instruction) by providing alternatives to recess by providing 2nd Step lessons at AM recess and practice of skills learned at lunch recess, providing incentives for students to meet behavior goals in the classroom (time in Lancers Lair, special games, etc).

Lane Chronic Attendance per California Data Dashboard

Group	2018	2019	Growth/Decrease
All Students	18% Orange	17% Yellow	-1%
Students with Disabilities	39.2% Red	28.4% Orange	-10.8%
English Learners	15.4% Orange	12% Yellow	-3.4%
Hispanic	17.7% Orange	16.6% Yellow	-1.1%
Social-Economically Disadvantaged	17.8% Orange	17.2% Yellow	-.5%

Suspensions Per 100

We have decreased suspensions at Lane for all student groups.

Lane Suspensions per 100 per California Data Dashboard

Group	2018	2019	Growth/Decrease
All Students	5.6% Red	2.2% Green	-3.4%
Students with Disabilities	3% Green	6.1% Red	3.1%
English Learners	3.9% Orange	.4% Blue	-3.5%
Hispanic	5.3% Red	1.8% Green	-3.5%
Social-Economically Disadvantaged	5.6% Red	2.3% Green	-3.3%

that the critical service supports of Social Workers and Behavior Support Specialists will not be implemented either. Each school Needs a Social Worker, a Therapist and a Behavior Specialist. Minimally, to be shared between 2-3 schools. We have demonstrated great gains early on through structural and systemic revisions at Lane. Our District does recognize that there are tremendous challenges that our students must overcome to demonstrate success in Tier 1. The 5 year plan is an excellent one. We must not lose sight of the service supports necessary at schools. Perhaps we need to begin hiring talented social workers, therapists and Behavior Specialists now, to prevent future shortages, thereby depriving students of the support they need for future success; which will impact the safety, quality, and progress of our City and Nation.

- Currently, it is very cumbersome to access Tier 3 supports by the Behavior Specialist. This process should not be like an ICET meeting. It should be "Schools have worked hard to do all they can, and used all resources available to them, but students continue to to have success 70% of the time. Now the Behavior Specialist needs to come in to support the school staff in how to increase student success." Currently, Tier 3 supports, for K-3 look like ICET and if a box is not checked, students, families and school staff continue to suffer under the students behavior which is not improving significantly. In effect, we are unable to access Tier 3 supports. It is not working. A negative perception of ICET for Tier 3 services is created. We have our mindset changed to "Why should we spend double digit hours completing the ICET referral, getting families on board, and sitting in the meeting, to have the outcome of receiving no [help and support](#)?"

Suspensions Per 100

Students with [Disabilities](#) are the only student group that did not decrease and has significantly increased, by 100%, in the number of suspensions.

We have had several Students with [Disabilities](#) in our Moderate/Severe, Special Day Class Program with extreme behaviors. They developed significant negative habits, and it is taking some time to turn them around. This Spring however, behaviors, are turning around through consistency, and holding students accountable. In 2019 we had several students [enroll](#) with severe behaviors. We must develop systems of support to allow students to be successful. One of which being a "transition plan", developed by meeting with teachers, staff, families, and the Targeted Support team, to implement supports at the earliest, appropriate opportunity. We have been able to implement such supports to improve student success. Adjustment to the new environment, previous and current behaviors, and students' interests and patterns of behavior will be considered in the development of the transition plan. Our success comes with observing patterns of behavior and attempting to intervene prior to students creating dangerous conditions for themselves or others. Developing meaningful partnerships with parents and family members has also been critical to supporting students' success, when severe behavioral concerns exist. Actions also include, connecting students with Meaningful Work, Check In Check Out interventions and other Tier 2 supports. This work will continue to develop and grow to meet students' success needs. These actions have helped to have fewer behaviors rising to the level of suspension as the consequence, as supported by suspension data.

- Additional review and Professional Learning of the importance of Atlas entries for student behaviors. Deepening understanding on how Atlas entries have a direct impact on students being identified for Tier 2 supports.

We must develop systems of support to allow students to be successful. We have been able to implement such supports to improve student success. Our success comes with observing patterns of behavior and attempting to intervene prior to students creating dangerous conditions for themselves or others. Developing meaningful partnerships with parents and family members has also been critical to supporting students' success, when severe behavioral concerns exist. Actions also include, connecting students with Meaningful Work, Check In Check Out interventions and other Tier 2 supports.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue to grow our repertoire of additional Tier 2 supports that have been helpful to support improved behavior and time on task in class for Students with Disabilities. We will conduct classroom observations, observe students during unstructured time and talk with our teachers and parents who know our students best. This information will be brought to the Targeted Support Team to implement meaningful interventions.

- We must develop systems of support, for students enrolling during the school year, who have Atlas entries signaling the need for support or demonstrating behaviors that are impeding Tier 2 success. One of which being a "transition plan", developed by meeting with teachers, staff, families, and the Targeted Support team, to implement supports at the earliest, appropriate opportunity to enhance student Tier 1 success.
- Develop meaningful partnership with parents and family members to support students in need.

Step 4: Stakeholder Involvement. 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:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

2 ELAC:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

3 Staff:

- SPSA review has occurred at the majority of School Site Council meetings and SSC has been informed of the discussions that have occurred in the Lane Leadership Team.
- We have kept School Site Council, ELAC, staff and parents informed of the student learning needs and on ideas of how those learning needs might be addressed in all forums including bi-monthly Coffee Hours.
- Leadership Team has analyzed performance, identified student needs, and proposed actions and strategies to address student progress and achievement.
- Needs Assessments have been provided, collected, reviewed and shared, from our parent community, ELAC and School Staff.

Action 1

Title: Goal 4 - Attendance Rate

[Action Details:](#)

Lane will implement systems and structures to monitor and increase attendance rates, with emphasis on students with Chronic, and Manageable attendance.

Chronic Attendance Rate from EOY 2018-2019 was 12.91% down from 17.623% in 17-18, This is an 4.713% decrease, We met our goal!

SMART Goal:

By June 4, 2021, Lane will decrease our Chronic Attendance Rate by 1% to 11.91%

Suspension Rate from EOY 2018-2019 according to the CA Data dashboard was 5.6%

SMART Goals

By June 4, 2020, Lane will decrease our Suspension Rate by 1% to 4.6%

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input 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](#)

- Atlas Reports - Weekly monitoring of Manageable and Chronic students
- Regular and consistent scheduling of chats and conferences with families in the upper levels of the Manageable attendance group.
- Year to date attendance reports will be communicated to all teachers.
- Incentives and Celebrations for students meeting attendance and making progress towards attendance goals will be provided.
- The California Dashboard, Power BI and other Data Systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).
- Students with attendance rates of 95% will be identified, and monitored to ensure that they know the importance of not falling below 95%. Their families will also be communicated with, to elicit their support in maintaining satisfactory attendance rates.
- Students with attendance rates of 90% - 94.9% will be identified, and conferenced with to inform of the importance of missing 9 days or less. Supports, Celebrations and Incentives will be provided to motivate students to improve their attendance. The families of students identified will be communicated to elicit their support in meeting attendance rates of 95% or higher.
- Students with attendance rates between 90%-94.9% will be identified and encouraged to attend Saturday School to improve their attendance rates.
- Provide supplemental contracts for Climate and Culture/SEL team members, for training for professional growth, in order to support improved school culture for students' success.

[Owner\(s\):](#)

- Principal
- Home School Liaison
- Office Assistant (s)
- Teachers
- Parents
- Students
- RCA
- Targeted Support Team
- Tier 2 Intervention Specialist
- Climate and Culture Team

[Timeline:](#)

Implementation will begin August 2020 and actions will occur daily, weekly and quarterly.

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

Tier 1 Actions

- Climate and Culture Team supplemental contracts
- NTA/Classified Staff Professional Learning
- To support positive student connections with adults, we will **provide** compensation to staff who chaperone on study trips (i.e. Sixth Grade Camp)
- Perfect and Satisfactory Attendance Celebrations. (i.e. **Bingo** party, movie party, extra recess) one time per quarter.
- Improve attendance and safety at Lane by addressing safety concerns (i.e. lighting, signage, locks, automatic gates, communication devices, safety communications/updates, and other materials and supplies).
- All students will have an opportunity to apply through a **lottery** system, and attend the public **After School Program** (as program capacity allows), during the academic year, and receive academic support services by means of homework support, Accelerated Reader, Jiji, Technology based English Language Arts support for English Learners and Math Fluency, BBF mastery, and enrichment.
- Home School Liaison partners with community agencies to meet family needs with clothing, **food** and other essentials. HSL facilitates site based drives (i.e. **food**, clothing, etc.)
- Purchase of materials to support improved attendance such as special recess equipment, trophies, and attendance celebrations.
- Implementation of incentive style activities.

Specify enhanced services for EL students:

- Conference with families going to Mexico for extended vacations, during instructional days, to explain the negative impact on student achievement.
- 17% of all students at Lane are Chronically Absent.
- 12% of English Learner students are Chronically Absent.
- 16.6% of Hispanic students are Chronically Absent.
- 28.4% of Students with Disabilities are Chronically Absent.
- 17.2% of Social- Economically Disadvantaged Students are Chronically Absent.
- Families of all students who are chronically absent must be communicated and conferenced with to determine what resources and supports will improve attendance.

Specify enhanced services for low-performing student groups:

Our participation in the Multi-Tiered System of support, as a pilot or Cohort 1 school, is having a positive impact in all areas of student learning and performance. We have made gains in all areas of the CAData Dashboard. 19-20 is our 2nd year of the 5 year implementation plan.

Focusing on the Whole Child and implementing Social Emotional Supports with fidelity, for all students, is making a difference.

As reported on the 2019 California Data Dashboard, Lane has made significant improvement in the Areas of Attendance and Suspensions.

- Overall, chronic absenteeism moved from Orange (2018) to Yellow (2019), with a decrease of .9%.
- Overall, suspensions have decreased tremendously, moving from Red in 2018 to Green in 2019, with a decrease of 3.4%.

The California Dashboard, Power BI and other Data Systems will be utilized to conduct proactive data analysis, at least quarterly, to ensure student progress and that Lane does not fall into the State of California identification of schools as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

- Students With **Disabilities** and all student groups will have their data desegregated after formative assessments (Professional Learning Community Common Formative Assessments, CAASPP, Interim Assessment Blocks, District Interim Assessments and classroom formative assessment), to specifically analyze for their area of misconceptions and allow for more targeted tiered supports.
- Students with attendance rates of 95% will be identified, and monitored to ensure that they know the importance of not falling below 95% to ensure that they maintain their 95% attendance rate. Their families will also be communicated, with to elicit their support in maintaining satisfactory attendance rates.
- Systems, structures and timelines will be developed, during a outside of the school year planning session, to monitor attendance of Manageable and Chronic students, conference with families **celebrate** and recognize progress and success, in coordination with the Office Assistant, Home-School Liaison, teachers, **School Psychologist**, Targeted Support Team, RCA, Tier 2 Intervention Specialist, and administrators.
- We will explore the use of Identification (ID) Cards for students in 4th through 6th grade, with bar codes. The intent of this action is to determine if the savings in time would support the school staff in facilitating the monitoring, communication, and celebrations and recognition of students making progress toward improved attendance.

Tier 2 Actions

- Incentives will be provided to students showing improvement in attendance.
- Attendance Improvement Celebrations. (i.e. **Bingo** party, movie party, extra recess).
- Study trips and extended learning opportunities as funds become available for students with improved

attendance

- A Resource Counseling Assistant will provide positive connections with students to increase learning in the classroom, positive social connections, and attendance.
- Psychologist provides crisis counseling, referrals for students in need, facilitates behavior support plans, and facilitates Social Emotional support groups.
- Students with attendance rates of 90% - 94.9% will be identified, and conferenced with, to inform of the importance of missing 9 days or less. They will be monitored to ensure progress toward 95% attendance. Supports, Celebrations and Incentives will be provided to motivate students to improve their attendance. The families of students identified will be communicated to elicit their support in meeting attendance rates of 95% or higher.
- Students with attendance rates between 90%-94.9% will be identified and encouraged to attend Saturday School to improve their attendance rates.
- The Targeted Support Team will identify and support students not having success in Tier 1 to provide for their social-emotional learning needs.
- All Tier 2 Social Emotional supports are interventions in their true sense, including progress monitoring, support is 6 to 8 weeks, after the intervention period, student success is evaluated. Students are exited if experiencing success. If students continue to need support for Tier 1 success, an additional/different Tier 2 support is provided and progress monitored. All interventions and supports will be documented in Atlas.

Tier 3 Actions - Students with Attendance Rates of 89.9% or lower

- Conferences and goal setting with families of Manageable/Chronic students
- Home-school Liaison monitors students attendance, conferences with families of students with chronic attendance and network with Project Access and other community services to support improved school attendance.

Suspensions per 100

Students with **Disabilities** are the only student group that did not decrease and has significantly increased, by 100%, in the number of suspensions.

We have had several Students with **Disabilities** in our Moderate/Severe, Special Day Class Program with extreme behaviors.

- We must develop systems of support, for students enrolling during the school year, who have Atlas entries signaling the need for support or demonstrating behaviors that are impeding Tier 2 success. One of which being a "transition plan", developed by meeting with teachers, staff, families, and the Targeted Support team, to implement supports at the earliest, appropriate opportunity to enhance student Tier 1 success.
- Develop meaningful partnership with parents and family members to support students in need.

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

- Kindergarten Parent Orientation – the first day of school.
- Inform parents of importance of attendance and the research that supports how great attendance equates to future success, at every opportunity and parent forum.
- Incentives for implementation of improved attendance and for participation in surveys.
- Edutext
- School Messenger
- SSTs
- Communication with parents: letters, agendas, phone calls, school messengers, and conferences (large group, small group and one on one).

Describe Professional Learning related to this action:

- Atlas Systems and Reports
- Refresher all Tier 2 processes and supports
- Formal Behavior Plans Process and Documents
- Tier 2 Interventions, consistency of support, and impact on Tier 2 intervention Success
- School Messenger
- After School Program Training – Safety Plan/Procedures, Lane Discipline Policy and System
- NTA Training

- ELAC meetings, Coffee Hours, parent meetings and other events
- Posting of banners around the school to promote attendance goals.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane 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	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	8 Hours	62,705.00

\$62,705.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0290 Lane Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Goal 1 Action 1: Subs for SST (18+2),	3,202.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	6 Hours	48,236.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Goal 1 Action 1: AR/Star (500 licenses each): \$6,800	6,800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Goal 1 Action 1: Other materials/supplies (no food/incentives)	56.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1: Subs-(3X30-14,400)/ILT (2X8-2,560)/Data Chats (2per yr. 4 per day-total 8-1280)/other(8-1,280) (TOTAL: \$19,520)	19,520.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Goal 1 Action 1 Technology Assistant (558 hrs.) (20,495/25,000)	25,000.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	3 hours	12,169.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 1: Star Fall, \$270	270.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1: Toner/Paper 15,800, Beg. Yr. Supp. 4,200, Hmwk Fldrs 700, Agendas 1,100, Other(stud incent.,sup, etc peaceworks,(hal., carn.pride, 1200), AJ (200), other 600-total 2,000, other-561 TOTAL: 24, 361	24,361.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 Action 1: Other Equip: 800	800.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Goal 1 Action 1: Interact Fellows, 160 days, 3 fellows, 3 hrs. per day, 8:10-11:10, Aug. 24, 2020-May 19, 2021.	33,495.00
G1A1	Sup & Conc	Instruction	Copier Maint			Goal 1 Action 1: Copier Leases (Office/Workroom)	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Goal 1 Action 1: Maintenance-District Work orders/tablets)	800.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375	3.5 hours (3292 beni diff) Moved to 7090 Only	16,213.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Goal 1 Action 1: Parent Involvement Supplies, FM, Bobby Salazars, shirts, other food, etc.)	7,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1 day extra	30,266.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hours	48,040.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	3 hours	11,985.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators(\$792/\$1,000 /Babysitting 126 hr. each X 13 \$3223/ \$4200) Overall (\$4115/\$5200)	5,200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Goal 1 Action 3: Supplies for EL Students (Rosetta Stone: \$1,000/other: \$2325)	3,325.00
G1A3	LCFF: EL	Instruction	Direct-Other			Goal 1 Action 3: ELPAC Assessors	3,900.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	8 Hours	62,705.00

\$381,415.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,494.00
Sup & Conc	7090	\$236,006.00
LCFF: EL	7091	\$81,915.00
Grand Total		\$381,415.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$318,710.00
G4 - All students will stay in school on target to graduate	\$62,705.00
Grand Total	\$381,415.00