

## Leavenworth Elementary

10621666111256

Principal's Name: Erica Piedra

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
<b>Cover Page</b>	<i>CDS Code with Signature</i>
<b>Table of Contents</b>	<i>Listing of SPSA Contents and District Goals</i>
<b>Centralized Services</b>	<i>N/A</i>
<b>Assurances</b>	<i>Consolidated Program Assurances</i>
<b>School Site Council</b>	<i>Members list</i>
<b>Required Signatures</b>	<i>Principal and SSC Chairperson</i>
<b>Additional Documents</b>	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

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

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

**Consolidated Program Assurances**



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Erica Piedra	X				
2. Chairperson - Gilda Zarate-Gonzales				X	
3. Manuel Montanez		X			
4. Rosana Iraheta		X			
5. Tiffani Billings		X			
6. Gloria Drake			X		
7. Susana Alvarez				X	
8. Hugo Morales				X	
9. Rosa Flores				X	
10. Shannon Mann				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Erica Piedra		3/14/17
SSC Chairperson	Gilda Zarate-Gonzales		3/14/17

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Leavenworth - 0305

**ON-SITE ALLOCATION**

3010	Title I	\$56,299 *
7090	LCFF Supplemental & Concentration	\$192,264
7091	LCFF for English Learners	\$122,301
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$370,864</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,057
Remaining Title I funds are at the discretion of the School Site Council	\$55,242
Total Title I Allocation	\$56,299

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	15/68	N/A <sup>3</sup>	28.73%	36.59%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	7/68	N/A <sup>3</sup>	29.35%	39.47%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	18/66	N/A <sup>3</sup>	29.85%	31.93%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	17/68	0.00% <sup>4</sup>	43.41%	44.46%	35.71%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	23/63	N/A <sup>6</sup>	16.35%	42.03%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	27/63	N/A <sup>6</sup>	29.81%	59.42%	8.57%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	27/67	N/A <sup>7</sup>	N/A <sup>7</sup>	22.86%	32.47%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	10/67	N/A <sup>8</sup>	N/A <sup>8</sup>	32.11%	39.65%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	22/68	9.30%	19.46%	18.97%	11.08%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	19/68*	19.81%	28.99%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	42/68	39.25%	39.14%	44.82%	47.14%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	8/68	96.32%	96.34%	96.19%	96.40%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/69	7.82%	8.98%	8.61%	7.91%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	16/68	N/A <sup>10</sup>	N/A <sup>10</sup>	28.34%	25.94%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	2.57%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	9/68	2.35%	1.25%	2.51%	1.35%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	59/68	0.00%	0.00%	0.23%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	20/67	38.77%	82.50%	77.60%	4.71%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	19/68	N/A <sup>13</sup>	N/A <sup>13</sup>	74.89%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	7/69	N/A <sup>13</sup>	N/A <sup>13</sup>	74.96%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	29/68	N/A <sup>13</sup>	N/A <sup>13</sup>	59.74%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	4/68	N/A <sup>13</sup>	N/A <sup>13</sup>	77.84%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: erica.piedra - 03/12/2017

Save

## Leavenworth Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	27	35	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	27	35	A-Z Reading
3169 - 3rd grade students reading at grade level	27	35	Other - Please specify within action

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

##### Reading (Literacy) By 3rd Grade:

An analysis of our data shows that it is imperative to remain focused on ensuring that students are able to read, comprehend, and respond to grade level text, by the end of third grade. This also aligns with our regional action. To meet this goal, the following actions will be taken:

- The site will provide targeted instruction and interventions focused on foundational reading skills and phonemic awareness, to support struggling readers. Five Teaching Fellows, under the direction and supervision of the Resource Teacher, will be used to assist with targeted intervention.
- SQII indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.
- The staff will participate in the i3 WestEd professional development focused on the implementation of the ELA/ELD Framework.
- Classroom instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Curriculum (Guaranteed and Viable Curriculum Wonders and Maravillas).
- Teachers, in collaboration with their AC Teams, will continue to identify text complexity and use identified texts to create complex tasks aligned to depth of CCSS.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely to monitor student learning aligned to Reading and Literacy.
- The site will continue to implement school wide close reading comprehension strategies such as:
  - Notice & Note
  - Ann Leavenworth Grade Level Close Reading Agreements using Guaranteed and Viable Curriculum
  - Making Thinking Visible

- School wide structures for complex talk

### SMART Goals

By the end of the 2017/2018 school year, the percentage of students reading at grade level will reach 35% as measured by SQII indicator 3169. Students in each individual grade level will increase reading proficiency as demonstrated by:

1. Eighty percent (80%) of kindergarten students will meet the BAS/SEL end of year benchmark.(level D)
2. Eighty (80%) of first grade students will meet the BAS/SEL end of year benchmark (level J).
3. The percentage of second and third grade students scoring significantly below grade level, as measured by DRP, will decrease by 10% (as determined by SQII indicator 3787).

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. BAS/SEL, TKAIG, and DRP assessment results
3. District and grade level benchmark assessment profiles
4. Student/teacher goal setting and monitoring
5. English Learner Review Team (ELRT)
6. Atlas/SQII Beta Tool
7. Student Goal Setting and Monitoring

#### Owner(s):

1. Administrators
2. AC Teacher Teams/Leads and ILT
3. AC Teacher Teams/Leads and ILT/Admin
4. AC Teacher Teams/Leads and ILT
5. Resource Teacher
6. Administrators
7. Students

#### Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's reading levels, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
- Translators will be provided for parent meetings and parent teacher conferences, as needed.
- Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
- To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material.
- To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.
- Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.
- Hands on California AmeriCorps Vistas will be implemented to increase parent volunteers in TK-3rd grade classrooms. Mileage will be paid to provider for expenses.
- Resource Teacher will facilitate and participate in the meetings.
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish

### Describe Related Professional Learning:

Ongoing Professional Learning opportunities to refine the implementation of:

- ELA/ELD Framework (i3 grant Leading with Learning – West Ed training)
- Close Reading Strategies in all subject areas
- Complex text, task, and talk.
- Integrated and Designated ELD instruction in all subject areas
- Thinking Maps
- PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness,
- Interactive Read Aloud, and Guided Reading.
- The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and
- create lessons.
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.
- AC Teams and Teachers will continue to deepen their knowledge of the IPG tenants.
- Quarterly data analysis by AC and Teachers using site developed assessment profiles
- Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:

### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.

- District adopted language arts curriculum
- Rigorous text, as identified by the site established Text Complexity Tool
- Close Reading Strategies
- Complex text, task, and talk
- Integrated ELD instruction
- Thinking Maps
- Interactive Read Alouds
- Guided Reading
- Students in grades K-3, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows.
- The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.
- Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.
- To increase student literacy and comprehension, approved software and internet subscriptions (i.e. iStation, Reading AZ, More Starfall) will be utilized to support the individualized needs of students.
- An after school tutorial homework center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified staff to assist students in the tutorial homework center.
- Supplemental books and reading material will be purchased to support student literacy and reading instruction, in English and Spanish.
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- Rewards and incentives may be provided for academic improvement and achievement.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Additional training to address the needs of EL students will be provided to teachers by West Ed. Supplemental contracts, that is aligned to the training, will be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

Leavenworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$	14,312.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.0750			\$	4,414.00
1	1	LCFF: EL	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.0500			\$	2,943.00
1	1	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sub				Subs for Admin-Actions 1,2,3	\$	999.00
1	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings Actions 1, 2, 3, 4, 5	\$	499.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				West Ed Leading with Learning Subs for teacher PL Actions 1, 2, 4	\$	10,692.00
1	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for DI monthly meeting Actions 1, 2, 4	\$	5,446.00
1	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators for Parent Teacher Conference and Parent Meetings Actions 1, 2, 3, 4, 5	\$	602.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SST and Data Chats Actions 1, 2, 3, 4, 5	\$	2,496.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology Actions 1, 2, 3	\$	36,419.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				More Starfall Actions 1, 2	\$	270.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Supplemental Books, Online subscriptions Actions 1, 2, 3, 4, 5	\$	600.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Actions 1, 2, 3, 4, 5	\$	17,000.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Supplies Actions 1, 2, 3, 4, 5, 6	\$	1,200.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Office Ricoh Lease Actions 1,2, 4, 5, 6	\$	6,000.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Academic Teaching Fellows Domain 1, 2, 3	\$	35,860.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology Actions 1, 2, 3, 4	\$	20,227.00
1	1	Sup & Conc	Parent Participation	Direct-Graphics (Dr)				Graphics Domain 1, 2, 3, 4, 5	\$	800.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies for EL students Actions 1, 2, 4	\$	128.00
								<b>Total</b>	\$	<b>160,907.00</b>

## Action # 2

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	36	41	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	36	41	A-Z Reading
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	31	36	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	31	36	A-Z Reading



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

#### SBAC/CAASPP ELA Meeting and Exceeding:

To increase the percentage of students who meet or exceed standards on the ELA portion of the SBAC and on the Interim #2/CFA, we will continue to focus upon our students' ability to read, comprehend, and respond (writing) to grade level complex text.

- The staff will participate in professional development focused on the implementation of the ELA/ELD Framework.
- Classroom instruction will focus on Common Core Standards complex text, task, and talk that is aligned to the ELA/ELD Framework.
- SQII indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.
- Teachers, in collaboration with their AC Teams, will continue to identify text complexity and use identified texts to create complex tasks.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely to monitor student learning aligned to Reading and Literacy.
- School wide structures for complex talk will be utilized.
- The site will continue to implement school-wide close reading comprehension strategies, as outlined in Notice & Note, implement the established Ann Leavenworth Grade Level Close Reading Agreements, and implement strategies from Making Thinking Visible.
- Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support struggling readers.

### SMART Goals

#### SMART Goal:

By June 2018, the percentage of students that meet or exceed standards on the ELA SBAC, will increase to 41%, as measured by SQII indicator 3165.

By February 2018, the percentage of students meeting or exceeding standards on ELA District Interim #2 will increase to 36% as measured by district data reports.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. DRP assessment results
3. Interim and grade level benchmarks assessments
4. Student/teacher goal setting and monitoring
5. English Learner Review Team
6. Atlas/SQII Beta Tool
7. Student Goal Setting and Monitoring

#### Owner(s):

1. Administrators
2. AC Teacher Teams/Leads and ILT
3. AC Teacher Teams/Leads and ILT
4. AC Teacher Teams/Leads and ILT
5. Resource Teacher
6. Administrators
7. Students

#### Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's reading levels, goals, and assessment scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
- To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.
- Translators will be provided for parent meetings and parent teacher conferences, as needed.
- Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
- To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material.
- Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.
- Hands on California AmeriCorps Vistas will be implemented to increase parent volunteers in TK-3rd grade classrooms. Mileage will be paid to provider for expenses.
- Fall and Spring Book Fairs will be held to promote student literacy in Spanish and English.

### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Ongoing Professional Learning opportunities to refine the implementation of:

- Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:
  - District adopted language arts curriculum
  - Rigorous text, as identified by the site established Text Complexity Tool
  - Close Reading Strategies
  - Complex text, task, and talk
  - Integrated ELD instruction
  - Thinking Maps
- Students in grades 3-6, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or

### Describe Related Professional Learning:

Ongoing Professional Learning opportunities to refine the implementation of:

- ELA/ELD Framework (West Ed Training)
- Close Reading Strategies in all subject areas using the Guaranteed and Viable Curriculum (Wonders/Maravillas)
- Use of complex text, task, and talk
- Integrated and Designated ELD Instruction aligned to the ELD Standards
- PL will be provided, as necessary, to address the teaching of foundational reading skills.
- The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and create lessons.
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.
- Quarterly data analysis conducted by Teachers, AC Teams, and ILT.
- Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:

- District adopted language arts curriculum
- Rigorous text, as identified by the site established Text Complexity Tool
- Close Reading Strategies
- Complex text, task, and talk
- Integrated ELD instruction
- Thinking Maps
- Students in grades 3-6, scoring significantly below established benchmarks, may be provided with targeted



Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.

- Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.
- Supplemental books and reading material, in both English and Spanish, will be purchased to support student literacy and reading instruction.
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- An after school homework center will be provided to selected students to provide support and assistance with homework.
- Rewards and incentives may be provided for academic improvement and achievement.
- To increase student literacy and comprehension in support of Math learning, approved software and internet subscriptions (i.e. IStation, Reading AZ, More Starfall) will be utilized to support the individualized needs of students and provide intervention.
- Supplemental contracts will be available for additional planning time and professional learning.

reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows.

- The Teaching Fellows will be under the supervision and guidance of the Resource Teacher and will help support intervention for EL students, economically disadvantaged, and foster youth.

Leavenworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Planning for ELA and Math Actions 1, 2, 3	\$ 697.00	
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries Actions 1, 2, 3, 4	\$ 1,999.00	
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Afterschool Tutoring Actions 1, 2, 3	\$ 8,000.00	
2	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings Actions 1, 2, 3, 4, 5, 6	\$ 401.00	
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies to support student instruction Actions, 1, 2, 3, 4, 5	\$ 2,001.00	
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Tech Maintenance Action 1, 2, 3, 4, 5, 6	\$ 1,000.00	
<b>Total</b>									<b>\$ 14,098.00</b>	

### Action # 3

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQLI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	39	45	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	38	45	Other - Please specify within action

New-Action 
  On-going 
 Reasoning: 
  Strong Evidence 
  Moderate Evidence 
  Promising Evidence

#### Detail the Action

##### CAASPS-SBAC/ Interim #2- Math

To increase the percentage of students who meet or exceed standards on the **Math** portion of the SBAC and Interim #2, , we will continue to focus upon our students' ability to read, comprehend, and respond to grade level text.

- The staff will be provided with professional learning opportunities regarding the implementation of the Go Math curriculum.
- Classroom instruction will focus on complex text, task, and talk that is aligned with common core math instruction.
- SQLI indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.
- Teachers, in collaboration with their AC Teams, will continue to create lessons and assessments using the District Adopted Curriculum (Go Math) that align to the Common Core and include the eight mathematical practices.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely to monitor student learning aligned to Reading and Literacy.

#### SMART Goals

##### SMART Goal:

1. By June 2018, the percentage of students that meet or exceed standards on the 2018 Math SBAC, will increase to 45%, as measured by SQLI indicator 3166
2. By February 2018, the percentage of students meeting or exceeding on District Math Interim #2 will increase to 45, as measured by SQLI indicator 6258.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. Teacher/Admin Data Chats
3. Grade level common formative assessments
4. Interim assessments
5. Student/teacher goal setting and monitoring
6. Atlas/SQLI Beta Tool

##### Owner(s):

1. Administrators
2. AC Teacher Teams/Leads and ILT
3. AC Teacher Teams/Leads and ILT
4. Teachers/Students/Admin
5. Teachers/Students
6. Administrators

##### Timeline:

1. Ongoing
2. Fall and Spring
3. Ongoing
4. Fall and Spring
5. Ongoing
6. Ongoing

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's math levels, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
- To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.
- Translators will be provided for parent meetings and parent teacher conferences, as needed.
- Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
- Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the eight mathematical practices. Instruction will incorporate the following, as appropriate:
  - Students will be instructed using the district adopted Go Math Curriculum.
  - Use of manipulatives to aid in mathematical problem solving
  - Close Reading Strategies
  - Complex text, task, and talk.
  - Integrated ELD instruction
- In order to meet grade level standards in math; students must be able to proficiently read, write, and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
- An after school homework center will be provided to selected students to provide support and assistance with homework.
- To increase student's mathematical skills and understanding, approved software and internet subscriptions, such as Reading AtoZ, will be utilized to support the individualized needs of students.
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and

#### Describe Related Professional Learning:

- The staff will be provided with professional learning opportunities regarding the implementation of the Go Math curriculum and the mathematical practices.
- Ongoing professional learning will be provided that focuses on complex text, task, and talk that is aligned with common core math instruction.
- Teachers, in collaboration with their AC Teams, will continue to create lessons and assessments that align to the common core grade level standards and utilize the eight mathematical practices. Teachers, in collaboration with their AC Teams, will create and review common assessments to identify the instructional needs of students.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional interventions, in support of English literacy, to identified English Learners.
- An after school homework center will be provided to selected English Learners, foster, economically disadvantaged students to provide support and assistance with homework.

intervention program needs.

- Additional materials and resources may be printed using FUSD's Graphics Department.
- Rewards and incentives may be provided for academic improvement and achievement.

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	11	15	California Teaching Fellows Foundation
917 - EL's Re-designated	11	15	A-Z Reading

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

Detail the Action

**English Learner Redesignation**

- To align to our regional action of increasing the redesignation rate of English Learners, focusing on the progress of long term EL students, the staff will participate in professional learning that is focused on the ELD and ELA standards. The training will be funded by the district through the i3 Grant and supplied by Leading with Learning (WestEd). The staff will apply their learning to strengthen ELD instruction. Teachers will be provided with site funded supplemental contracts to participate in training and for additional planning time.
- We will establish a Language Team focused on supporting the advancement of language acquisition one level per year for English Learner students. This team will consist of the Principal, VP, Resource Teacher and 2 Teachers (1 primary and 1 Intermediate). The Language Team will also focus on the growth of our EL students through the implementation of best practices as identified in our Leading with Learning work.
- An English Language Review Team (ELRT) consisting of: the classroom teacher, Resource Teacher, and site administrators will meet in the fall and spring to review the progress of English Learners in grades TK-6. During the meetings, data will be reviewed and action plans will be developed to ensure students are meeting redesignation benchmarks. Substitute teachers will be provided, as needed.

SMART Goals

**SMART Goal:**

By the end of the 2017/2018 school year, the number and percentage of English Learner students that will be redesignated will increase to 22%, as measured by SQI indicator 917.

By the end of the 2017/2018 school year, the number of Long Term English language Learner will decrease to 30% as measured by SQI indicator 2358.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. ELPAC assessment results
2. Student/teacher goal setting and monitoring (ELPAC Chats and DRP goal setting)
3. English Learner Review Team (ELRT)
4. DRP results for English Learners
5. SBAC results for English Learners
6. ATLAS and SQII monitoring
7. Student Goal Setting and Monitoring

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- The Bilingual Resource Counseling Assistant and the Home School Liaison will provide translation to communicate ELPAC progress to parents.
- Parents will be notified regarding ELPAC results, EL status, and redesignation.
- The redesignation process and redesignation updates will be given to parents at meetings such as: Parent Coffee Hours, ELAC, and School Site Council.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework. ?
- The Resource Teacher and contracted CELDT Assessors will work in conjunction with teachers to administer the annual CELDT assessment.
- Classroom teachers will provide Integrated and Designated ELD instruction.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students.
- To increase student literacy and comprehension, approved software and internet subscriptions will be utilized to support the individualized needs of EL students.
- Supplemental books and reading material will be purchased to support student literacy and reading instruction for EL students.
- The Language Team will meet monthly and 4 times per year (full day) to continue learning in support of deeper implementation of Leading with Learning work. Subs will be provided.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction for EL students in all subject areas and intervention program needs.
- Specify additional targeted actions for EL students:
- The Resource Teacher will monitor CELDT growth to identify, plan, and facilitate appropriate interventions for EL students.

**Owner(s):**

1. Resource Teacher
2. AC Teacher Teams/Leads and ILT
3. Language Team (Leading with Learning)
4. Resource Teacher
5. Resource Teacher/Admin
6. Administrators
7. Students

**Timeline:**

1. Ongoing
2. Fall and Spring
3. Fall and Spring
4. Fall and Spring
5. Fall
6. Ongoing
7. Ongoing

**Describe Related Professional Learning:**

- Ongoing Professional Learning opportunities to refine the implementation of:
  - Professional learning aligned to ELPAC blueprint assessments, ELD standards, and ELA/ELD Framework will be provided.
  - ELA/ELD Framework (West Ed Training) o Close Reading Strategies in all subject areas
  - Complex text, task, and talk.
  - Integrated and Designated ELD Instruction in all subject areas
- The Language Team will meet monthly and 4 times per year (full day) to continue learning in support of deeper implementation of Leading with Learning work. Subs will be provided.
- The Resource Teacher will serve as the CELDT assessment coordinator and provide PL regarding the administration of the CELDT.
- The Resource Teacher will provide professional learning focused on the consistent progress and redesignation of EL students, through the implementation of the ELA/ELD Framework.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- English Learner Review Team will focus on monitoring growth and supporting EL students.
- The Resource Teacher will monitor CELDT growth to identify, plan, and facilitate appropriate interventions for EL students.

Leavenworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.4400		Resource Teacher Actions 1, 2, 3, 4, 6	\$	52,627.00
4	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.5600		Resource Teacher Actions 1, 2, 3, 4, 6	\$	66,978.00
4	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs for English Language Review Team	\$	802.00
4	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				English Language Review Team Supplemental Contracts	\$	662.00
4	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellow for EL student	\$	8,965.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT/ELPAC assessors	\$	3,500.00
<b>Total</b>									\$	<b>133,534.00</b>

## Action # 5

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	8.39	7	California Teaching Fellows Foundation
48 - Attendance rate	96.38	98	California Teaching Fellows Foundation

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

#### Attendance Rate and Chronic Absenteeism

Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to take steps to improve student attendance. To address this issue, the following actions will be taken:

- The office staff will monitor attendance and work with parents to improve student attendance.
- The Home School Liaison and Bilingual Resource Counseling Assistant will communicate with parents and do home visits, to address students attendance issues.
- Goal 2 activities will be provided to further connect students to school.
- Class meetings will be held to foster and build positive relationships between students and adults.
- Attendance contracts and incentives will be utilized to promote student attendance.

### SMART Goals

#### SMART Goals:

1. By the end of the 2017/18 school year, the percentage of TK-6 grade students that are Chronic or Severe Chronic in attendance will decrease to 7% as measured by SQII indicator 5942.
2. By the end of the 2017/2018 school year, the attendance rate will increase to 98% as measured by SQII indicator 48.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:



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

1. Utilization of ATLAS and SQII to monitor attendance
2. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at A2A meetings will be logged into ATLAS.
3. Goal 2 Participation will be entered into ATLAS and monitored on the SQII
4. Weekly class meetings will be logged
5. Student Goal Setting and Monitoring

**Owner(s):**

1. Office Staff, HSL, CWAS, Bilingual Resource Counselor
2. Principal, HSL, CWAS, Bilingual Resource Counselor
3. VP
4. AC Teacher Teams/Leads and ILT
5. Students

**Timeline:**

1. Ongoing
2. Ongoing
3. Ongoing
4. Weekly
5. Ongoing

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic.

- The Home School Liaison and Bilingual Resource Counselor will contact parents and do home visits, as necessary, to promote positive attendance.
- The Home School Liaison and Bilingual Resource Counselor will communicate with parents in their primary language, as needed.
- Communication from Teachers and Admin. will focus on attendance improvement strategies with connection to academic improvement for students.
- Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings.

**Describe Related Professional Learning:**

- Ongoing PL in Safe and Civil Schools strategies and Restorative Practices to help connect students to school, resulting in improved attendance.
- The Restorative Practices Counselor will consult with teacher and work with students to promote student connectedness to the school.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

- The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Goal 2 activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend Goal 2 activities.
- Rewards and incentives may be provided for improved attendance.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- The Home School Liaison and Bilingual Resource Counseling Assistant will contact the parents of EL students and do home visits, as necessary, to promote positive attendance. Budgeted

Leavenworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.4125				\$ 26,377.00
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.3375				\$ 21,583.00
5	2	Title 1 Basic	Other Pupil Services	Local Mileage				VISTAS-Recruit parent		\$ 250.00
5	1	Title 1 Basic	Attendance & Social Work Services	Local Mileage				HSL and Resource Counselor (Hmong)		\$ 150.00
									<b>Total</b>	<b>\$ 48,360.00</b>

## Action # 6

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	77	85	California Teaching Fellows Foundation
7134 - Elementary students self-efficacy survey results for questions 14-17	59.74	70	California Teaching Fellows Foundation

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

#### Goal 2, Student Self-Efficacy, and School Connectedness

To build on the student's sense of school connectedness, self, efficacy, and increase goal 2 engagements, we will continue the following actions:

- Increased participation in Goal 2 activities will be encouraged.
- Climate and Culture team will work with staff and students to identify and implement additional Goal 2 Opportunities.
- A Teaching Fellow will manage a Noon Sports league, plan and implement structured recess activities, and positively interact with students.
- Additional supervision will be provided to promote positive interactions and student safety.
- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.
- The Restorative Practices Counselor and Bilingual Resource Counseling Assistant will work with staff and students to promote positive relationships and activities.
- Talent Time elective sessions will be offered in the spring.

Student Self-Efficacy questions will help guide our action:

14. *I can earn an A in my classes.*
15. *I can do well on all my tests, even when they're difficult.*
16. *I can master the hardest topics in my classes.*
17. *I can meet all the learning goals my teachers set.*

### SMART Goals

#### SMART Goal:

By the end of the 2017/2018 school year, the percentage of students that are engaged in a Goal 2 activity will increase to 80% as measured by SQII indicator 2080.

By the end of the 2017/2018 school year, the percentage of students that responded 'Most of the time' or 'All of the time' to the student self-efficacy survey question 14-17 will increase to 70%, as measured by SQII indicator 7134.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Progress Monitoring using the Cycle of Continuous Improvement Model.

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

1. Student survey responses 14-17 to be reviewed with stakeholders every spring.
2. Weekly Classroom Meetings and Second Step lesson implemented and logged quarterly.
3. Climate and Culture Monthly Team Meetings to address concerns and create action plans based on data and feedback.
4. Goal 2 opportunities and participation to be logged on Atlas
5. Review of Goal 2 data

Owner(s):

1. Principal
2. Teachers
3. Climate and Culture Team
4. VP
5. Administrators

Timeline:

1. Yearly
2. Monthly
3. Monthly
4. Monthly
5. Ongoing

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

- Coffee hours, workshops, and meetings will be scheduled to provide parents with information regarding Classroom Meetings, Safe and Civil Schools programs and strategies, and Restorative Practices.
- Additional supervision will be provided before school, after school, and at school events to positively interact with families and provide additional safety and security.
- Parents will be provided with opportunities to volunteer at the school site. These opportunities may include:
  - Teaching a "Talent Time" class
  - Volunteering in the classroom
  - Chaperoning on field trips
  - Volunteering for events such as Science Olympiad
  - PR Reward Day
  - Supervision and assistance as needed

Describe Related Professional Learning:

- Ongoing PL in Safe and Civil Schools strategies and Restorative Practices with a focus on student self-efficacy.
- AC Teams to discuss and plan for implementation of strategies to develop student-self efficacy.
- A district provided Restorative Practices Counselor will work with individual teachers, grade levels, and the staff to implement and refine restorative practices and SEL strategies.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- A Teaching Fellow will be assigned to manage the Noontime Sports League, organize and facilitate structured recess activities, and positively interact with students during their recess time.
- Additional supervision will be provided before school, after school, and at school events to positively interact with students and provide additional safety and security. Safety equipment such as: cones, vests, two-way radios, etc., may be purchased, as needed.
- Weekly classroom meetings will be conducted to develop and promote positive interactions.
- Second Step Lessons will be taught weekly to equip students with conflict resolution skills.
- Materials and supplies may be purchased to support Goal 2 activities.
- The Bilingual Resource Counseling Assistant will work with the district provided Restorative Practices Counselor to meet with identified students to provide positive behavior strategies and interventions.
- Six week long "Talent Time" elective sessions will be held the third and fourth quarters. Staff members, a Teaching Fellow, and community volunteers will teach the classes.
- Goal 2 activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend Goal 2 activities.
- Rewards and incentives may be provided to promote student connection to the school.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- The Bilingual Resource Counseling Assistant and Home School Liaison will be provided time to positively interact with EL, foster youth, and socio-economically disadvantaged students during recess and lunch time.

**Leavenworth Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Ancillary Services	Other Classified-Supplemental				Additional Supervision	\$ 5,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellow for Student Engagement	\$ 8,965.00
								<b>Total</b>	<b>\$ 13,965.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0305 Leavenworth Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST and Data Chats Actions 1, 2, 3, 4, 5	2,496.00
1	1	Title 1 Basic	Instruction	Bks & Ref			More Starfall Actions 1, 2	270.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology Actions 1, 2, 3	36,419.00
1	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		14,312.00
1	1	Sup & Conc	Instruction	Bks & Ref			Supplemental Books, Online subscriptions Actions 1, 2, 3, 4, 5	600.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Actions 1, 2, 3, 4, 5	17,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology Actions 1, 2, 3, 4	20,227.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Academic Teaching Fellows Domain 1, 2, 3	35,860.00
1	1	Sup & Conc	Instruction	Copier Maint			Office Ricoh Lease Actions 1,2, 4, 5, 6	6,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Subs for Admin-Actions 1,2 ,3	999.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.075		4,414.00
1	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings Actions 1, 2, 3, 4, 5	499.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Supplies Actions 1, 2, 3, 4, 5, 6	1,200.00
1	1	Sup & Conc	Parent Participation	Direct-Graph			Graphics Domain 1, 2, 3, 4, 5	800.00
1	1	LCFF: EL	Instruction	Teacher-Subs			West Ed Leading with Learning Subs for teacher PL Actions 1, 2, 4	10,692.00
1	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for DI monthly meeting Actions 1, 2, 4	5,446.00
1	1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for EL students Actions 1, 2, 4	128.00
1	1	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.050		2,943.00
1	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Parent Teacher Conference and Parent Meetings Actions 1, 2, 3, 4, 5	602.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to support student instruction Actions, 1, 2, 3, 4, 5	2,001.00
2	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings Actions 1, 2, 3, 4, 5, 6	401.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Planning for ELA and Math Actions 1, 2, 3	697.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries Actions 1, 2, 3, 4	1,999.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			Afterschool Tutoring Actions 1, 2, 3	8,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			: Direct Tech Maintenance Action 1, 2, 3, 4, 5, 6	1,000.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.440	Resource Teacher Actions 1, 2, 3, 4, 6	52,627.00
4	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.560	Resource Teacher Actions 1, 2, 3, 4, 6	66,978.00
4	1	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team	802.00
4	1	LCFF: EL	Instruction	Teacher-Supp			English Language Review Team Supplemental Contracts	662.00
4	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow for EL student	8,965.00
4	1	LCFF: EL	Instruction	Direct-Other			CELDT/ELPAC assessors	3,500.00

5	1	Title 1 Basic	Attendance & Social Work Service	Local Mileag		: HSL and Resource Counselor (Hmong)	150.00
5	2	Title 1 Basic	Other Pupil Services	Local Mileag		VISTAS-Recruit parent	250.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.413	26,377.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.338	21,583.00
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements		California Teaching Fellows Foundation : Teaching Fellow for Student Engagement	8,965.00
6	2	Sup & Conc	Ancillary Services	Oth Cls-Supp		Additional Supervision	5,000.00
							<b>\$370,864.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,299.00
Sup & Conc	7090	\$192,264.00
LCFF: EL	7091	\$122,301.00
<b>Grand Total</b>		<b>\$370,864.00</b>

Domain Totals	Budget Totals
Academic	\$308,689.00
SEL / Culture & Climate	\$62,175.00
<b>Grand Total</b>	<b>\$370,864.00</b>