

## Norseman Elementary

106216660064231

Principal's Name: Kevin X Her

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kevin X Her', written over a horizontal line.

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

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<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>

**Norseman School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kevin X Her</b>	X				
2. <b>Chairperson - Cristina Ortiz</b>				X	
3. <b>Vice Chair - Jane Marchini</b>		X			
4. <b>Eddie Vasquez</b>				X	
5. <b>Laura Pano</b>				X	
6. <b>Aura Convers</b>				X	
7. <b>Kia Moua</b>				X	
8. <b>Dana Hobby</b>		X			
9. <b>Leonila Rubio-Perez</b>			X		
10. <b>Khou Vang</b>		X			
11.					
12.					
13.					
14.					
15.					

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

**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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Kevin X Her		4/21/18
<b>SSC Chairperson</b>	Cristina Ortiz	Maria Ortiz	4/22/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Norseman - 0355

**ON-SITE ALLOCATION**

3010	Title I	\$59,500 *
7090	LCFF Supplemental & Concentration	\$235,538
7091	LCFF for English Learners	\$75,438
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$370,476</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,400
Remaining Title I funds are at the discretion of the School Site Council	\$58,100
Total Title I Allocation	\$59,500

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

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	18.584	25.584
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.368	33.368
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.04	28.04

#### Needs Assessment

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

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

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

- Consistency of testing
- Progress monitoring
- Common Formative assessments
- Writing complexity
- Reading to find evidence with support and evidence
- Students Justify answering and reasoning
- Problem solve
- Focused Standards
- Making sense of problems
- Breaking down of problems
- Research inquiry
- Compare multiple texts
- Common Formative instruction
- Slowed down and followed standards
- Data chats to motivate students
- Additional practice through homework/recess/lunch tutoring
- Vocabulary and comprehension development during Tier 2
- Online Engagement through use of tablets in classrooms
- Looking at student work/reteaching
- Re-Engagement Activities

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

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

- Consistency of testing
- Progress monitoring
- Writing complexity
- Reading to find evidence with support and evidence
- Students Justify answering and reasoning
- Problem solve
- Making sense of problems
- Breaking down of problems
- Research inquiry
- Compare multiple texts
- Direct instruction
- ELD/Tiered deployment
- Homogenous grouping, and small group intervention for differentiated instruction

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

- Progress monitoring
- Conceptual procedures (low)
- Communicating reasoning (justify and explain)

- Direct instruction

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

- Progress monitoring
- Conceptual procedures (low)
- Communicating reasoning (justify and explain)
- Problem solving
- Breaking down of problems
- Justify answer and reasoning
- Direct instruction
- Focused standards
- Data chats to motivate students
- Additional practice through homework/recess/lunch tutoring
- Vocabulary and comprehension development during Tier 2
- Online Engagement through use of tablets in classrooms
- Looking at student work/reteaching
- Re-Engagement Activities

**EL Reclassification Rate (All grade levels)**

- Vocabulary and comprehension development during Tier 2
- Focused Standards
- Looking at student work/reteaching
- Data chats to motivate students
- Quarterly monitoring of EL students

- Problem solving
- Breaking down of problems
- Justify answer and reasoning
- Direct instruction
- Homogenous grouping, and small group intervention for differentiated instruction
- Data chats to motivate students
- Additional practice through homework/recess/lunch tutoring
- Vocabulary and comprehension development during Tier 2
- Online Engagement through use of tablets in classrooms
- Looking at student work/reteaching
- Re-Engagement Activities

**EL Reclassification Rate (All grade levels)**

- Data chats to motivate students
- Breaking down of problems
- Vocabulary and comprehension development during Tier 2
- Quarterly Monitoring of students

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

**1** SSC:

SSC met on 2/21/18 and delegated the writing of the 18-19 SPSA to site leadership team. SSC was provided the opportunity for input on Goals 1, 2, 3, 4 during 2/21/18 meeting. SPSA draft and budget was shared with SSC on 3/14/18 for feedback and input. Draft SPSA and budget was shared with SSC on 3/21/18 for approval. SSC approved 2018-19 SPSA and Budget on 3/21/18.

**2** ELAC:

ELAC met on 2/2/18 and was provided the opportunity for input on Goals 1, 2, 3, 4 during the meeting. Parents request more opportunity for tutoring in academics. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend.

**3** Staff:

Lead teachers met on 2/21/18 to look at student achievement data, ELL data, Attendance data, etc. Lead teachers shared with Accountable community teams on 2/27/18 and or 3/6/18. Lead teachers brought the feedback to Lead Teacher meeting on 3/7/18. Based on data, and feedback, Lead teachers wrote SPSA on 3/7/18, and 3/14/18. Principal shared draft SPSA with whole staff on 3/14/18. Lead teachers took feedback on met on 3/15/18 to revise SPSA DRAFT budget was shared with whole staff on 3/20/18 for discussion and approval. DRAFT SPSA was shared with whole on 3/21/18 for discussion and approval. Staff approved DRAFT SPSA on 3/21/18.



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

Title 1 funds were utilized to fund before/after school tutoring, technology, PLI equipment/teacher training, Substitute teachers for SST and Lead teachers, materials, and parent engagement. Main changes for the 2018-19 include hiring of a .375 FTE Certificated Tutor.

**Action 1**

**Title:** English Language Arts

**Action Details:**

English Language Arts: Norseman will implement a comprehensive and balanced literacy instructional program focused on all essential standards.

- The site will continue school-wide;
  - Support reading comprehension through complex text, talk and task Vertical alignment across grade levels on close reading strategies
  - Foundational skills in reading and writing for grades Pre K-6.
  - Support struggling readers in grades K-6 intervention,
  - Instructional Practice Guide with emphasis on Tenet 2a, 2b, and 3.
  - Common Assessments (exit tickets, etc.)
  - Annotating text/Note taking
  - Backwards mapping directly connected to standards
  - Reaching all students during tier 2 and tier 3, driven by data
  - Use of technology (blended learning and digital literacy)
  - High expectations (CHAMPS/MAC, routines, small groups)
  - Differentiated instruction (small groups: meets, exceeds, nearly, below)
  - Data chats and goal setting
  - Four guiding questions to guide instruction
  - Continuous cycle of improvement (CCI)
  - Professional learning opportunities to build capacity in all teachers/ instructional leaders

**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**

**Student Progress Measures for Plan Do Study Act (PDSA)**

1. **SQII Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades**
2. **SBAC/CAASPP, grades 3-6 (annual)**
3. **ELPAC Reports grades K-6 (annual)**
4. **District /site common formative assessments**
  - **Interim Standards Based CFA** twice per year, SBAC aligned (Illuminate), grades 1-6
  - **Degrees of Reading Power**, twice per year, grades 2-6
  - **BAS**: quarterly K\*-1
  - **KAIG quarterly** (Kindergarten)
  - **T-KAIG** quarterly Assessment
  - **DRDP/Benchmarks** (PK)
5. **Supplemental assessments as needed for further diagnostics to close reading foundational gap**
  - BPST, grade 1 \*grade 2 and above as needed for further diagnostics to close reading foundational gap)
  - **DIBELS** Progress Monitoring, grades 1 and 2 for further diagnostics to close reading foundational gap
  - **BAS - Grade 2-6** assessing students below grade level standards
  - **Sight/High Frequency Words inventory** to support fluency progress (K-2)
6. **Progress Monitor Tools: School-wide/ Classroom/PLC**
  - **Grade Level Written Grading Policy** is reviewed by PLC horizontally and vertically to ensure alignment
  - PLC developed **backwards mapping calendars** emphasizing essential standards/GVC alignment
  - K-2 continue to **progress monitoring (by class and grade level)** include: KAIG, Interim, DRP, BAS, etc.
  - K-6 create and monitor **assessment calendar** by grade level: DRP, Interim, Common Assessments/ Assignments, i.e. Focus standards
  - Classroom **student progress monitoring/goal setting tools** (Strides student dashboard, DRP, BAS, Interim CFA, ELPAC)
  - Published PLC Agenda/Minutes
  - Grading alignment to **rubrics**/student work (decrease variability)
  - **PLC data protocol** (Learning By Doing, Dufours)
  - Student artifacts
  - **Instructional Practice Guide** progress,
  - walk-throughs, observations and feed back

**Owner(s):**

1. Principal, Vice Principal, K-6 Teachers, ILT
2. K-6 Teacher, TSA, PLC Teams
3. PLC Teams, Principal, Vice Principal, TSA

**Timeline:**

- Items 1-4: District timeline/calendar
1. Quarterly
  2. Quarterly
  3. Quarterly, during benchmark reports, CFA as scheduled by assessment calendar, and weekly minutes.

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

Tier 1

**Specify enhanced services for EL students:**

**Instructing English Learner**

Implementation of a school wide plan to increase the number of students moving up a level and decrease Long-

### Reading, Writing, Listening and Speaking EVERY DAY: Tier 1

during core instruction whole group and differentiated reading, writing, speaking and listening instruction is delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gap to proficiency.

### Tier 2

Groups are flexible and meet with teacher 40 minutes depending on grade level and identified/ skill instructional need. Grade levels may deploy during tier 2, data driven

- Student Learning Nearly Met Level 40 minute instruction
  - Grades 1-6 scoring moderately below grade level will participate in 40 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
- Student Learning Meets or Exceeds Grade Level: 40 minute instruction
  - Grades 1-6 scoring exceeding grade level and grade level will participate in 40 min. instruction that
  - Focuses on high quality enriched instruction can include, but not be limited to project based, technology enhanced reading writing listening and speaking. Sessions are 4 days per week and progress monitoring tools include DRP /CFA, writing and presentation criteria for success multiple measures scores show they no longer qualify for the intervention services.

### Tier 3

Groups are flexible and meet with teacher 40 minutes depending on grade level and identified/ skill instructional need. Grade levels may deploy during tier 3, data driven

- Student Learning Below Grade Level: 40 minute instruction
  - Grades 1-6 scoring below grade level will participate in 40 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.

### Resources

- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades K-6 a minimum of 51% of the day.
- One 3 hour (.375 FTE) Para Computer Lab Assistant provides direct support to students in K-6 to integrate technology in learning.
- Two 3 hour (.375 FTE) Certificated Tutors will provide direct intervention to students in K-6.
- Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6.
- Site funded copy machine to support teachers in creating CFA, Pre/Post assessments, extension of learning from Wonders ELA for student learning.
- Upon availability of district substitute calendar, utilize substitute teachers to allow for peer to peer teacher collaboration and observation of best practices

[Explain the actions for Parent Involvement \(required by Title I\):](#)

**Communication:**

Term Learners by providing ongoing support that aligns ELD instruction with ELA/ELD State Standards through integrated, designated, and extended learning opportunities. Teachers will use data to guide instruction in literacy.

- School wide ELD integrated during ELA block Grades TK-6
- Minimum of 150 minutes weekly designated ELD Deployment block of intervention / enrichment instruction
- **Intervention:** Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works (ELD Standards, PT 2) as part of the differentiated instruction block. Frontloading of ELA instruction.
- **Data:** Instruction is determined by multiple measures, including but not limited to BAS, KAIG, TKAIG, DIBLES, BPST, DRP, SBAC, Interim, writing, ELPAC progress, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction.
  - 1. Matriculate for engagement, growth, efficacy
  - 2. Transform learning tasks to improve learning
  - 3. Cultivate student competencies and SEL
  - \*currently grades 3-6. 2018-2019 add three more (3) PLI teachers.

**Describe Direct Instructional Services for Students:** Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning

About How English Works (ELD Standards, PT 2) as part of the differentiated instruction block, ELPAC Administration and EL Re-designation **Goal Setting** chats

- Extra Pay/Supplemental contracts will be provided to administer ELPAC and other EL assessments to EL learners

### At Risk Students

- Grades 1-6 scoring significantly below grade level will participate in 40 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
  - Response to Intervention (RTI tier 3)
  - ELD designated instruction Grades 1-6 for 40 minutes totaling at least 150 minutes per week
  - Supplemental contracts available for before/afterschool tutoring

[Describe Professional Learning related to this action:](#)

**Including but not limited to:**

- Back to School Night
- Written Grading Policy
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text, monthly newsletters
- Home visits

#### **Staff to Increase Parent Engagement and Communication**

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) \*district compensated, DPI
- Restorative Practice Counselor (RPC) \*district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade \*district compensated, DPI
- School Nurse, Health

LVN \*district compensated, Health

#### **Opportunities for Parent Learning:**

- Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-
- School communication and Parent Learning
- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal on Line Access / EduText \*parent learning class and by appointment
- School/Home Communication
- School Site Council/District Advisory Committee (DAC)
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS
- Translators/ Childcare for parent meetings

## **Action 2**

**Title:** Mathematics

#### [Action Details:](#)

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Norseman will implement a comprehensive and balanced mathematical instructional program that is aligned to the Common Core State Standards and Common Core Mathematical practices.

- The site will continue school-wide;
  - Support math-reading comprehension through complex text, talk and task.
  - Vertical alignment across grade levels on close reading strategies
  - Foundational skills in reading and writing for grades Pre K-6.
  - Support struggling readers in grades K-6 intervention
  - Instructional Practice Guide with emphasis on Tenet 2a, 2b, and 3.

- Deconstruction of standards/essential learning
- CFA, District Benchmarks and IPG data reflection will guide PL needs
- Backwards mapping
- ELA/ELD Framework
- Reading comprehension strategies; such as: Close Reading/Guided Reading Strategies of complex text, task, and talk
- Cohort participants sharing out new learning

**Personal Learning Initiative:** 3 identified teachers will participate in training, apply new learning to their own classroom and partner with cohort 1 grade 6 PLI teachers / district team to provide professional learning to site when appropriate. \*currently grade 3-6. 2018-2019 add three more (3) PLI teachers.

Personal Learning Initiative will make Student Voice central to improving instruction and learning outcomes. Matriculate for engagement, growth, efficacy. Transform learning tasks to improve learning. Cultivate student competencies and SEL.

- Common Assessments (exit tickets, etc.)
- Annotating text/Note taking
- Backwards mapping directly connected to standards
- Reaching all students during tier 2 and tier 3, driven by data
- Use of technology (blended learning and digital literacy)
- High expectations (CHAMPS/MAC, routines, small groups)
- Differentiated instruction (small groups: meets, exceeds, nearly, below)
- Data chats, goal setting, and progress monitoring
- Four guiding questions to guide instruction
- Continuous cycle of improvement (CCI)
- Professional learning opportunities to build capacity in all teachers/ instructional leaders
- Components: Use of manipulatives, models, and pictures to visualize situations, think smarter/go deeper word problems

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**

**Student Progress Measures for Plan Do Study Act (PDSA)**

1. **SQII Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades**
2. **SBAC/CAASPP, grades 3-6 (annual)**
3. **ELPAC Reports grades K-6 (annual)**
4. **District /site common formative assessments**
  - **Interim Standards Based CFA** twice per year, SBAC aligned (Illuminate), grades 1-6
  - **KAIG quarterly** (Kindergarten)
  - **T-KAIG** quarterly Assessment
  - **DRDP/Benchmarks** (PK)
  
5. **Supplemental assessments as needed for further diagnostics to close reading foundational gap in order for student to access/ comprehend MATH word and performance tasks**
  - **Supplemental assessments as needed for further diagnostics to close Math foundational gap**
  - Math CFA (add, subtract, multiply and divide)
  
6. **Progress Monitor Tools: School-wide/ Classroom/PLC**
  - **Grade Level Written Grading Policy** is reviewed by PLC horizontally and vertically to ensure alignment
  - AC developed **backwards mapping calendars** emphasizing deconstructed standards/GVC alignment
  - Grades TK-6 continue to **progress monitoring (by class/grade level)** include: Interim, unit assessments, Common Assessments/ Assignments, (ie. Focus standards, math fluency progress)
  - Classroom **student progress monitoring/goal setting tools** (Strides student dashboard, Interim CFA, ELPAC, DRP, BAS)
  - SharePoint published **PLC Agenda/Minute**
  - Grading alignment to **rubrics**/student work (decrease variability)
  - **PLC data protocol** (Learning By Doing, Dufours)
  - Include assessment protocol questions as a tool when considering CFAs
  - Student artifact
  - **Instructional Practice Guide (IPG)** progress
  - Walk-throughs, observations and feedback

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

- Key question "What do we want students to learn?"
- Use of manipulatives to build conceptual understanding
- Teachers provide corrective instruction between initial and retest in order to meet identified proficiency
- Re-test after re-engage, provide student feedback to improve grade and ultimately demonstrate understanding
- Small group differentiated instruction based on real time data -common formative assessment

**Owner(s):**

1. Teachers TK-6, PLC Teams, TSA and Admin
2. Teachers 3-6, PLC Teams, TSA and Admin
3. Teachers K-6, PLC Teams, TSA and Admin
4. Teachers Grade TK-6, PLC Teams, TSA and Admin
5. Teachers K-6, PLC Teams, TSA, and Admin
6. PLC, TSA and Admin, ILT

**Timeline:**

1. Quarterly
2. August/September
3. August/September
4. Quarterly
5. Quarterly, Once per unit
6. Weekly/Monthly/Quarterly

**Specify enhanced services for EL students:**

**Instructing English Learner**

Implementation of a school wide plan to increase the number of students moving up a level and decrease Long-Term Learners by providing ongoing support that aligns ELD instruction with math State Standards through integrated, designated, and extended learning opportunities. Teachers will use data to guide instruction for literacy in math.

- School wide ELD standards integrated during math block Grades TK-6
- 40 minutes daily designated Tier 2 for math intervention / enrichment instruction

- Goal Setting as a student ownership and skill development practice
- Opportunities to retake assessments and improve outcomes on assignments
- One 3 hour (.375 FTE) Para Computer Lab Assistant provides direct support to students in K-6 to integrate technology in learning.
- **Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6**

- **Intervention:** Frontloading of math instruction. Use of language frames for mathematics to engage in complex talk.
- Data: Instruction is determined by multiple measures, including but not limited to SBAC, Interim, ELPAC progress, student individual needs, content area assessments, assessments. Math/ELD Framework, FUSD Scope and Sequence guide planning and instruction.

#### **At Risk Students**

- Grades 1-6 scoring significantly below grade level will participate in 40 min. math tier 2 intervention sessions until multiple measures scores show they no longer qualify for the intervention services. The grade level team will work collaboratively.
  - Response to Intervention (RTI tier 2)
  - Supplemental contracts available for before/afterschool tutoring

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

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##### **Communication:**

- Back to School Night
- Written Grading Policy
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text, monthly newsletters
- Home visits

##### **Staff to Increase Parent Engagement and Communication**

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) \*district compensated, DPI
- Restorative Practice Counselor (RPC) \*district compensated, DPI
- Social Worker assigned to At-Risk Students \*district compensated, DPI
- School Registered Nurse, Health
- LVN \*district compensated, Health

##### **Opportunities for Parent Learning:**

- Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-
- School communication and Parent Learning
- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText \*parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team

#### **Describe Professional Learning related to this action:**

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- Designing and practicing differentiated instruction for Math content area
- 8 Mathematical practices and applications
- Deconstruction of standards/essential learning
- Focus on the five E's

- IEPs
- Translators/ Childcare for parent meetings

### Action 3

**Title:** English Learners

[Action Details:](#)

Implement a school wide plan to decrease long-term English Learners and increase the number of students up a level by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD.

**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**

**Student Progress Measures for Plan Do Study Act (PDSA)**

- SQII Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades
- SBAC/CAASPP, grades 3-6 (annual)
- ELPAC Reports, grades TK-6 (annual)
- Site common formative assessments
- **Interim** Standards Based CFA twice per year, SBAC aligned (Illuminate), grades 1-6
- **Degrees of Reading Power**, twice per year, grades 2-6
- **BAS**: quarterly K-1
- **KAIG** quarterly (Kindergarten)
- **T-KAIG** quarterly Assessment
- **DRDP**/Benchmarks (PK)
- EL Redesignation Goal-Setting Report

**Supplemental assessments as needed for further diagnostics to close reading foundational gap**

- **BPST**, grade 1 *\*grade 2 and above as needed for further diagnostics to close reading foundational gap*)
- **DIBELS /DIBELS** Progress Monitoring, grades 1 and 2 for further diagnostics to close reading foundational gap
- **BAS - Grade 2-6** as needed for further diagnostics to close reading foundational gap
- **Sight/High Frequency Words inventory** to support fluency progress

**Progress Monitor Tools: School-wide/ Classroom/PLC**

- EL Redesignation Goal-setting report
- Collaboratively created PL/AC calendar reflect the Plan, Do, Study, Act cycle
- **Grade Level Written Grading Policy** is reviewed by AC horizontally and vertically to ensure alignment
- AC developed **backwards mapping calendars** emphasizing deconstructed standards/GVC alignment
- K-6 continue to **progress monitoring (by class and grade level)** include: KAIG, Interim, DRP, BAS, etc.
- K-6 create and monitor **class progress monitoring** by class: DRP, Interim, Common Assessments/ Assignments, ie. Focus standards
- Classroom **student progress monitoring/goal setting tools** (Strides student dashboard, DRP, BAS, Interim CFA, ELPAC)
- Published PLC Agenda/Minutes
- Grading alignment to **rubrics**/student work (decrease variability)
- **PLC data protocol** (Learning By Doing, Dufours)
- Include assessment protocol questions as a tool when considering CFAs.
- Professional Learning Community created CFAs progress monitoring
- Student artifacts
- **Instructional Practice Guide** progress,
- walk-throughs, observations and feed back

**Owner(s):**

1. Teachers TK-6, PLC Teams, TSA, ILT, and Admin
2. Teachers K-6, PLC Teams, ILT
3. PLC Teams, TSA and Admin, ILT

**Timeline:**

1. Quarterly
2. Quarterly
3. Quarterly, By units

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

**English Learner Integrated**

**Reading, Writing, Listening and Speaking EVERY DAY: Tier 1**

Five days per week during core instruction whole group and differentiated reading, writing, speaking and listening instruction is delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gap to proficiency.

Groups are flexible and meet with teacher 30-45 minutes depending on grade level and identified skill /

instructional need.

Instruction is determined by multiple measures, including but not limited to BAS, DRP, writing, ELPAC progress, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction

**Additional Time for Student Learning Nearly Met Level 40 minutes instruction**

Grades 1-6 scoring moderately below grade level will participate in 40 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively. Day 5 is for progress monitoring checks (Certificated Teachers, TSA)

**Specific additional targeted actions for EL students:**

Grades TK-6 within integrated learning there are opportunities for intervention / enrichment and small group instruction that

Include:

**Intervention:** Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works (ELD Standards, PT 2) as part of the differentiated instruction block

**Bridging and Enrichment for:** Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block

ELPAC Administration and EL Re-designation Goal Setting chats.

**Designated English Learner Instruction (minimum of 150 minutes weekly) *\*Not supplanted by RTI block/grade level***

***intervention***

**Designated ELD** is specifically designed to meet and accelerate the language development needs required to access and apply challenging content and complex text for EL students in reading, writing, listening and speaking by:

- Using sentence frames and graphic organizers
- Vocabulary development
- Frontloading
- Strategic groups and pairs
- Hands-on/ realia
- Re-reading
- Audio and visual support

Specify enhanced services for EL students:

**Instructing English Learner**

School wide ELD integrated during core instruction and designated ELD instruction

Grades TK-6 within integrated learning there are opportunities for intervention / enrichment and small group instruction that

Include:

**Intervention:** Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works (ELD Standards, PT 2) as part of the differentiated instruction block

**Bridging and Enrichment for:** Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block ELPAC Administration and EL Re-designation Goal Setting chats

**At Risk Students**

- Grades 1-6 scoring significantly below grade level will participate in 40 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
  - Response to Intervention (RTI tier 3)
  - ELD designated instruction Grades 1-6 for 40 minutes totaling at least 150 minutes per week
  - Supplemental contracts available for before/afterschool tutoring

One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades K-6 a minimum of 51% of the day.

?Substitute release time for EL support.

- Teacher modeling (intonation/fluency)
- Context clues

Guaranteed Viable Curriculum: Wonders

District provided opportunities for English Learner support after school

Utilize district ELPAC assessors to support site teachers for identified assessment parts

One (.375 FTE) Computer Lab Assistant supports standards based technology practices and technology continuum, online state and district assessments

Supplemental contracts are available for teachers to provide before/after school tutoring for EL students in ELD levels 1,2,3

Substitute release time for EL support

[Explain the actions for Parent Involvement \(required by Title I\):](#)

**Communication:**

- Back to School Night
- Written Grading Policy
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text, monthly newsletters
- Home visits

**Staff to Increase Parent Engagement and Communication**

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) \*district compensated, DPI
- Restorative Practice Counselor (RPC) \*district compensated, DPI
- Social Worker assigned to At-Risk Students \*district compensated, DPI
- School Registered Nurse, Health
- LVN \*district compensated, Health

**Opportunities for Parent Learning:**

- Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-
  - School communication and Parent Learning
  - Parent University
  - Abriendo Puertas
  - Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText \*parent learning class and by appointment
- School/Home Communication
- School Site Council

[Describe Professional Learning related to this action:](#)

**Including but not limited to:**

- Small group differentiated instruction
- Guided Reading
- ELPAC Administration is shared between classroom teacher and district assessor PL is provided
- ELA/ELD Framework
- Deconstruction of standards/essential learning
- Backwards mapping

- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPs
- Translators/ Childcare for parent meetings

Describe Related Professional Learning:

**Including but not limited to:**

- Small group differentiated instruction
- Guided Reading
- ELPAC Administration is shared between classroom teacher and district assessor PL is provided
- ELA/ELD Framework
- Deconstruction of standards/essential learning
- Backwards mapping

# 2018-2019 SPSA Budget Goal Subtotal

## State/Federal Dept 0355 Norseman Elementary

### 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-Regu	Tutor	0.3750		37,773.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for teacher collaboration to support Title 1 students in mathematics.	6,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and supplies to support Title 1 learning. (No incentives or food)	9,647.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parents to be able to attend meeting.	1,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagements and parent involvement. (No incentives or food)	1,080.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		39,470.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher collaboration to increase student achievement in mathematics.	3,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support students in reading, and math	50,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase technology to support student learning.	35,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease copy machine for teacher to create pre/post assessment.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair for student equipment.	3,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,849.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.7500		42,613.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent participation.	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental teacher contracts for before and after school.	4,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		7,163.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home School Liaison to make home visits.	300.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes for teacher collaborations to support English Language Learners.	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental teacher contracts for before and after school tutoring to increase English Language Learners in academics.	2,001.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Material and supplies to support English Language Learners.	56,779.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors to support in assessing student learning.	4,500.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp				

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreters to support teachers and parents to communicate during parent teacher conferences, ELAC, SSC, SST, etc. for student learning.	3,000.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		7,158.00

**\$339,120.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	53.645	60.645

**Needs Assessment**

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

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

**Goal 2 Participation Rate**

Students were engage in a variety of engagement opportunities during school and after school. Some of those include:

- TK-6<sup>th</sup> – District Funded Goal 2 Engagement Opportunities:
  - TK – Hill Crest
  - K- Fresno Chaffee Zoo
  - 1<sup>st</sup> Grade- Fresno Chaffee Zoo
  - 2<sup>nd</sup> Grade – Fresno Chaffee Zoo
  - 3<sup>rd</sup> Grade – Art Museum; Planetarium; Lost Lake
  - 4<sup>th</sup> Grade – Monterey Bay Aquarium
  - 5<sup>th</sup> Grade – San Francisco Exploratorium
  - 6<sup>th</sup> Grade – Sierra Out Doors/Camp
- Clubs offered during lunch period and after school: Ex Hip-Hop Dance, Hmong Dance, Rock Band, Cheer, Peace Club, Student Council, Peace club, Running club, etc.
- Athletics – District Funded Athletic programs: Ex Football, Volleyball, Basketball, Cross country, Softball,
- Music/Band – District Funded music program during school: K-4 Music lessons; 5-6 Opportunity for Band, Strings, Orchestra
- Academic – District/Site Funded programs: Ex Wonders; ASES and tutoring
- Other clubs and program as opportunities arises
- Class meetings

Uniforms and equipment will be purchased when needed.

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

**Goal 2 Participation Rate**

Significant subgroups were targeted and encouraged to participate in these opportunities during school and after school. Some of those include:

- TK-6<sup>th</sup> – District Funded Goal 2 Engagement Opportunities:
  - TK – Hill Crest
  - K- Fresno Chaffee Zoo
  - 1<sup>st</sup> Grade- Fresno Chaffee Zoo
  - 2<sup>nd</sup> Grade – Fresno Chaffee Zoo
  - 3<sup>rd</sup> Grade – Art Museum; Planetarium; Lost Lake
  - 4<sup>th</sup> Grade – Monterey Bay Aquarium
  - 5<sup>th</sup> Grade – San Francisco Exploratorium
  - 6<sup>th</sup> Grade – Sierra Out Doors/Camp
- Clubs offered during lunch period and after school: Ex Hip-Hop Dance, Hmong Dance, Rock Band, Cheer, Peace Club, Student Council, Peace club, Running club, etc.
- Athletics – District Funded Athletic programs: Ex Football, Volleyball, Basketball, Cross country, Softball,
- Music/Band – District Funded music program during school: K-4 Music lessons; 5-6 Opportunity for Band, Strings, Orchestra
- Academic – District/Site Funded programs: Ex Wonders; ASES and tutoring
- Other clubs and program as opportunities arises
- Class meetings

Uniforms and equipment will be purchased when needed.

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

**1** SSC:

**2** ELAC:

**3** Staff:

SSC met on 2/21/18 and delegated the writing of the 18-19 SPSA to site leadership team. SSC was provided the opportunity for input on Goals 1, 2, 3, 4 during 2/21/18 meeting. SPSA draft and budget was shared with SSC on 3/14/18 for feedback and input. Draft SPSA and budget was shared with SSC on 3/21/18 for approval. SSC approved 2018-19 SPSA and Budget on 3/21/18.

ELAC met on 2/2/18 and was provided the opportunity for input on Goals 1, 2, 3, 4 during the meeting. Parents request more opportunity for tutoring in academics. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend.

Lead teachers met on 2/21/18 to look at student achievement data, ELL data, Attendance data, etc. Lead teachers shared with Accountable community teams on 2/27/18 and on 3/6/18. Lead teachers brought the feedback to Lead Teacher meeting on 3/7/18. Based on data, and feedback, Lead teachers wrote SPSA on 3/7/18, and 3/14/18. Principal shared draft SPSA with whole staff on 3/14/18. Lead teachers took feedback on met on 3/15/18 to revise SPSA DRAFT budget was shared with whole staff on 3/20/18 for discussion and approval. DRAFT SPSA was shared with whole on 3/21/18 for discussion and approval. Staff approved DRAFT SPSA on 3/21/18.

## Action 1

**Title:** Student Engagement

### Action Details:

Norseman will work to increase the number of students participating in after school programs, and extra-curricular activities such as athletics, clubs, leadership, music/band, field trips, and other school wide 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

- Goal 2 data monitoring.

#### Owner(s):

Quarterly - Teachers/MP, PLC Teams, ILT

#### Timeline:

Quarterly

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

- Students will engage in a variety of engagement opportunities during school and after school.

#### Specify enhanced services for EL students:

- Home School Liaison will assist in communicating opportunities for engagement available for EL students that are offered at Norseman.
- EL students' participation rate will be monitored.

- TK-6<sup>th</sup> – District Funded Goal 2 Engagement Opportunities:

- TK – Hill Crest
- K- Fresno Chaffee Zoo
- 1<sup>st</sup> Grade- Fresno Chaffee Zoo
- 2<sup>nd</sup> Grade – Fresno Chaffee Zoo
- 3<sup>rd</sup> Grade – Art Museum; Planetarium
- 4<sup>th</sup> Grade – Monterey Bay Aquarium
- 5<sup>th</sup> Grade – San Francisco Exploratorium
- 6<sup>th</sup> Grade – Sierra Out Doors/Camp



- Clubs offered during lunch period and after school: Ex Hip-Hop Dance, Hmong Dance, Rock Band, Cheer, Peace Club, Student Council, Peace club, Running club, etc.
- Athletics – District Funded Athletic programs: Ex: Football, Volleyball, Basketball, Cross country, Softball,
- Music/Band – District Funded music program during school: K-4 Music lessons; 5-6 Opportunity for Band, Strings, Orchestra
- Academic – District/Site Funded programs: Ex: Wonders; ASES and tutoring
- Other clubs and program as opportunities arises

Uniforms and equipment will be purchased when needed.

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

- Engagement information/opportunities will be shared with parents via ELAC, SSC, Parent Coffee Meeting, Back to School, Monthly Newsletter

Describe Professional Learning related to this action:

- Professional learning for staff will be provided based on the needs determined by activity/event.

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	96.774	100
Exposure to Careers - 4th Grade	95.238	100
Exposure to Careers - 6th Grade	93.023	100

**Needs Assessment**

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

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

**Exposure to Careers - 3rd Grade**

Students were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 3<sup>rd</sup> grade – Bricks 4 Kidz
- Clubs offered during lunch period and after school.

**Exposure to Careers - 6th Grade**

Students were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 4<sup>th</sup> grade – FUSD Career Partner Field Trip Experience
- Clubs offered during lunch period and after school.

**Exposure to Careers - 4th Grade**

Students were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 6<sup>th</sup> grade – Kids Invent Hands on Science Activities, Community College Visit: Reedley College
- Clubs offered during lunch period and after school.

**Exposure to Careers - 5th Grade**

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

**Exposure to Careers - 3rd Grade**

Students in subgroups were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 3<sup>rd</sup> grade – Bricks 4 Kidz
- Clubs offered during lunch period and after school.

**Exposure to Careers - 6th Grade**

Students in subgroups were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 4<sup>th</sup> grade – FUSD Career Partner Field Trip Experience
- Clubs offered during lunch period and after school.

**Exposure to Careers - 4th Grade**

Students in subgroups were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 6<sup>th</sup> grade – Kids Invent Hands on Science Activities, Community College Visit: Reedley College
- Clubs offered during lunch period and after school.

Students were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 5<sup>th</sup> grade – Kids Invent Hands on Science Activities, Community College Visit: Reedley College
- Clubs offered during lunch period and after school.

**Exposure to Careers - 5th Grade**

Students were engage in a variety of opportunities that helped to expose them to different career fields:

- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 5<sup>th</sup> grade – Kids Invent Hands on Science Activities, Community College Visit: Reedley College
- Clubs offered during lunch period and after school.

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

**1** SSC:

SSC met on 2/21/18 and delegated the writing of the 18-19 SPSA to site leadership team. SSC was provided the opportunity for input on Goals 1, 2, 3, 4 during 2/21/18 meeting. SPSA draft and budget was shared with SSC on 3/14/18 for feedback and input. Draft SPSA and budget was shared with SSC on 3/21/18 for approval. SSC approved 2018-19 SPSA and Budget on 3/21/18.

**2** ELAC:

ELAC met on 2/2/18 and was provided the opportunity for input on Goals 1, 2, 3, 4 during the meeting. Parents request more opportunity for tutoring in academics. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend.

**3** Staff:

Lead teachers met on 2/21/18 to look at student achievement data, ELL data, Attendance data, etc. Lead teachers shared with Accountable community teams on 2/27/18 and or 3/6/18. Lead teachers brought the feedback to Lead Teacher meeting on 3/7/18. Based on data, and feedback, Lead teachers wrote SPSA on 3/7/18, and 3/14/18. Principal shared draft SPSA with whole staff on 3/14/18. Lead teachers took feedback on met on 3/15/18 to revise SPSA DRAFT budget was shared with whole staff on 3/20/18 for discussion and approval. DRAFT SPSA was shared with whole on 3/21/18 for discussion and approval. Staff approved DRAFT SPSA on 3/21/18.

**Action 1**

**Title:** Students Exposed to Careers

**Action Details:**

Norseman will expose students to a variety of college and career opportunities, career speakers, and research presentations.

**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

- Student participation rates.

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

Students will engage in a variety of opportunities to expose them to different career fields:

- 1<sup>st</sup> Grade Police Chaplin opportunities
- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- District Funded Career Engagement Opportunities
- 3<sup>rd</sup> grade – Bricks 4 Kidz
- 4<sup>th</sup> grade – FUSD Career Partner Field Trip Experience
- 5<sup>th</sup> grade – Kids Invent Hands on Science Activities
- 6<sup>th</sup> grade – Kids Invent Hands on Science Activities, Community College Visit
- Clubs offered during lunch period and after school.

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

- Parent information will be shared during ELAC, SSC, Parent Coffee Meeting, Back to School, Monthly Newsletter

Owner(s):

Admin, Teachers, Club Leaders, PLC Teams, ILT

Timeline:

Quarterly

Specify enhanced services for EL students:

- Home School Liaison will assist in communicating Career and readiness activities that are offered at Norseman.
- EL students' participation rate will be monitored.

Describe Professional Learning related to this action:

- Professional learning for staff will be provided based on the needs determined by activity/event.

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.815	12.815
Suspensions Per 100	9.414	8.414

**Needs Assessment**

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

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

**Chronic Absenteeism**

- Child Welfare Attendance Specialist CWAS establishes positive progress monitoring tools, supports and incentives that includes but is not limited to incentives, alarm clocks, mentoring social groups. Including but not limited to weekly recognition for class perfect attendance.
- CWAS works as part of the C and C team
- Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism and engages/mentors students on assigned days.
- CWAS, Leadership and class teacher utilize the data dashboard to identify student that are not yet engaged consistently with school (academic and SEL) These student are prioritized for Goal 2 / VAPA Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc.
- GOAL 2 / VAPA changes quarterly in order to offer student a variety of experiences that connect them to school and college career readiness (sports, drama, STEM, music, arts, etc.)
- Student Success Team (SST)

After all interventions and site resources have been exhausted

- District Student Attendance Review Team (SART)
- District SARB process

**Suspensions Per 100**

- **Guidelines for Success**
  - Common area expectations are taught school wide as part of the August 2018-19 “First Ten Days” teaching expectations school wide.
  - CHAMPS/MAC expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/PLC’s School re-teaches following the STOIC guidelines for success.
  - Classroom teachers/PLC’s /School re-teach following the STOIC guidelines for success.
  - Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester by PLC’s (classroom) C and C (common areas).

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

**Chronic Absenteeism**

- Child Welfare Attendance Specialist CWAS establishes positive progress monitoring tools, supports and incentives that includes but is not limited to incentives, alarm clocks, mentoring social groups. Including but not limited to weekly recognition for class perfect attendance.
- CWAS works as part of the C and C team
- Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism and engages/mentors students on assigned days.
- CWAS, Leadership and class teacher utilize the data dashboard to identify student that are not yet engaged consistently with school (academic and SEL) These student are prioritized for Goal 2 / VAPA Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc.
- GOAL 2 / VAPA changes quarterly in order to offer student a variety of experiences that connect them to school and college career readiness (sports, drama, STEM, music, arts, etc.)
- Student Success Team (SST)

Tier 3: After all interventions and site resources have been exhausted

- District Student Attendance Review Team (SART)
- District ICET meeting
- District SARB process

**Suspensions Per 100**

**Guidelines for Success**

- Common area expectations are taught school wide as part of the August 2018-19 “First Ten Days” teaching expectations school wide.
- CHAMPS/MAC expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/PLC’s School re-teaches following the STOIC guidelines for success.
- Classroom teachers/PLC’s /School re-teach following the STOIC guidelines for success.
- Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester by PLC’s (classroom) C and C (common areas).
- Climate and Culture review SQII/Progress data a minimum of one time per quarter. Data is shared

- Climate and Culture review SQII/Progress data a minimum of one time per quarter. Data is shared staff wide or in PLC's
- Quarterly C and C reviews ATLAS student referral rate by PLC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
- Quarterly C and C reviews ATLAS student Suspension rate by PLC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
- Safe and Civil Team Surveys and Data Points

**Restorative Practice**

- All students in grades Pk-6 will schedule weekly social emotional skill building lessons in alignment with the scope and sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention.
- Monday class meetings occur in every classroom
- RP counselor meets with teachers and students to co-lead Repair and re-entry circles
- RP counselor, Home School Liaison and C and C team work with PLC's to calendar events that build site and community connectedness
- ATLAS student portfolio **misbehavior**, **other** supports and **attendance** tabs data school wide and by PLC
- Supplemental contracts available for 2 teachers leading Peer Mediation
- Supplemental contracts available for additional C and C planning / Peer to peer learning or teacher support time
- Substitutes allocated as need for SST (SEL) or Peer to Peer learning

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

**1** SSC:

SSC met on 2/21/18 and delegated the writing of the 18-19 SPSA to site leadership team. SSC was provided the opportunity for input on Goals 1, 2, 3, 4 during 2/21/18 meeting. SPSA draft and budget was shared with SSC on 3/14/18 for feedback and input. Draft SPSA and budget was shared with SSC on 3/21/18 for approval. SSC approved 2018-19 SPSA and Budget on 3/21/18.

**2** ELAC:

ELAC met on 2/2/18 and was provided the opportunity for input on Goals 1, 2, 3, 4 during the meeting. Parents request more opportunity for tutoring in academics. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend.

**3** Staff:

Lead teachers met on 2/21/18 to look at student achievement data, ELL data, Attendance data, etc. Lead teachers shared with Accountable community teams on 2/27/18 and or 3/6/18. Lead teachers brought the feedback to Lead Teacher meeting on 3/7/18. Based on data, and feedback, Lead teachers wrote SPSA on 3/7/18, and 3/14/18. Principal shared draft SPSA with whole staff on 3/14/18. Lead teachers took feedback on met on 3/15/18 to revise SPSA DRAFT budget was shared with whole staff on 3/20/18 for discussion and approval. DRAFT SPSA was shared with whole on 3/21/18 for discussion and approval. Staff approved DRAFT SPSA on 3/21/18.

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

Title 1 funds were utilized to fund and engage students in before/after school tutoring, technology, PLI equipment/teacher training, Substitute teachers for SST and Lead teachers, materials, and parent engagement. Main changes for the 2018-19 include hiring of a .375 FTE Certificated Tutor.

**Action 1**

**Title:** Average Daily Attendance

**Action Details:**

Norseman will implement practices to increase the number of students who attend school regularly to promote Fresno Unified School District goals to improve student outcomes, all students will be in school, on time and ready to learn every day. All students will demonstrate the character and competencies for work place success and all students will stay in school on target to graduate.

**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**

- ATLAS Dashboard \*Need PL / C and C
- Teacher ATLAS portfolio identifying chronically absent students
- Individual student Social Emotional Learning (SEL) rating survey
- ATLAS portfolio trends SEL progress monitoring which surveys Positive Behavior Supports (PBS) including individual and disparity cohort groups of engagements, ratios of positive to misbehavior input, attendance and suspensions and expulsion a minimum 1/quarter as part of PDSA
- ATLAS **STRIDES** student portfolio

**Owner(s):**

- Teachers
- CWAS
- Admin
- PLC Teams
- ILT
- Office Assistant

**Timeline:**

Quarterly, and Weekly

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

Tier 1: Classroom

- o STOIC/Champs/MAC (School wide first 10 days focused on expectations) provide guidelines for success
- o Teachers will schedule weekly lessons in alignment with the scope and sequence for Second Step an Olweus Bullying Prevention curriculum to promote positive attendance.
- o Monday Class meetings
- o STRIDES student profile on ATLAS helps student develop GROWTH mindset through monitoring progresand setting personal goals
- o Restorative Practice counselor supports teachers and student and school wide with matching

**Specify enhanced services for EL students:**

- CWAS and Home School Liaison identify students and families that are at risk: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness. Offering access to resources and supports to increase attendance rate

- RP strategies/instructional tools with student needs (individual, class, PLC, data specific)

- **Structures developed by C and C team reinforce positive behavior performance and growth**

- Awards assemblies celebrate student performance and growth
- GOAL 2 / VAPA changes quarterly in order to offer student a variety of experiences that connect them to school and college career readiness (sports, drama, STEM, music, arts, etc.)
- CWAS, Leadership and class teacher utilize the data dashboard to identify student that are not yet engaged consistently with school (academic and SEL) These student are prioritized for Goal 2 / VAPA Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc.

Tier 2:

- Child Welfare Attendance Specialist CWAS establishes positive progress monitoring tools, supports and incentives that includes but is not limited to incentives, alarm clocks, mentoring social groups. Including but not limited to weekly recognition for class perfect attendance.
- CWAS works as part of the C and C team
- Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism and engages/mentors students on assigned days.
- CWAS, Leadership and class teacher utilize the data dashboard to identify student that are not yet engaged consistently with school (academic and SEL) These student are prioritized for Goal 2 / VAPA Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc.
- GOAL 2 / VAPA changes quarterly in order to offer student a variety of experiences that connect them to school and college career readiness (sports, drama, STEM, music, arts, etc.)
- Student Success Team (SST)

Tier 3: After all interventions and site resources have been exhausted

- District Student Attendance Review Team (SART)
- District ICET meeting
- District SARB process

[Explain the actions for Parent Involvement \(required by Title I\):](#)

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**Communication:**

- Back to School Night Informational meeting
- School Messenger will notify parents that students were not in school at time attendance was taken by 9:00 a.m. daily EDUTEXT
- Parents receive 1st Attendance Intervention (AI) letter of concern for Truancy when students have reached 3 unexcused absences.
- Parents receive 2nd AI letter of concern for Habitual Truancy when students have reached 6 unexcused absences
- AI Meetings will be held monthly for parents whose students reach 7 absences to improve attendance, parents and students sign a school/parent/student compact agreeing to improve attendance. Students also watch a video on importance of attending school. Resources are provided to parents to utilize, if needed.
- Progress Reports (quarterly)
- Awards Assemblies (quarterly)
- Parent Conference (School wide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text, monthly newsletter
- Home visits

[Describe Professional Learning related to this action:](#)

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- Restorative Practice Year 5 which includes Implemented Tiers of PBS
- Atlas portfolio progress monitoring input and review practices including:
- STRIDES student portfolio/growth mindset tool
- Accessing ATLAS tab system for progress monitoring and documentation
- Balancing positive to negative portfolio student data submission.



### **Staff to Increase Parent Engagement and Communication**

Home School Liaison (HSL) performs home visit(s) when students have been noticed for Habitual Truancy to promote positive attendance

Counselor: Welfare & Attendance for Students (CWAS) performs home visit(s) when students have been noticed for Habitual Truancy to promote positive attendance \*district compensated, DPI

Restorative Practice Counselor (RPC) \*district compensated, DPI

Social Worker assigned to At Risk Students \*district compensated, DPI

School Nurse, Health (district)

LVN \*district compensated, Health

### **Opportunities for Parent Learning:**

Home School Liaison, Restorative Practice Counselor and Counselor, Welfare Assistant coordinate and support

Home-School communication and Parent Learning

Parent University

Abriendo Puertas provided by HSL and CWAS

Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations

Parent Portal On Line Access / EduText \*parent learning class and by appointment

School/Home Communication

School Site Council

ELAC/DELAC

Parent Volunteer Group(s)

Student Success Team

IEPS

District provided CWAS (parent education, home visits)

## **Action 2**

**Title:** Suspensions - Social Emotional

### Action Details:

**Social and Emotional Learning, Self-Management** Norseman will create and implement a TK-6 instructional progression of practices and resources are in support of improving the 9 survey questions for Self-Management. This will work in concert with Restorative Practice model and Norseman Levels of Misbehavior. Norseman will provide professional learning for staff and instructional and support services for students

The nine questions below will guide the yearlong work (vertical alignment)

A positive response in this construct indicates that the student selected either: "Often" or "Almost all the time" to any of the following nine survey questions.

1. I came to class prepared

2. I remembered and followed directions.
3. I got my work done right away instead of waiting until the last minute.
4. I paid attention, even when there were distractions.
5. I worked independently with focus.
6. I stayed calm even when others bothered or criticized me.
7. I allowed others to speak without interruption.
8. I was polite to adults and peers.
9. I kept my temper in check.

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

- Climate and Culture Team work in concert with staff and district resource personnel to create a learning progression for self-management (nine questions).
- **Semester 1** staff with work in partnership with C and C team, PLC and DPI support staff to develop a learning/ Instructional progression that aligns to the 9 questions.
- **ATLAS Data is reviewed** initially for baseline and quarterly for progress monitoring, including but not limited to:
  - Student portfolio misbehaviors by school and grade level, disproportionate groups
  - Student portfolio positive behavior by school and grade level, disproportionate groups
  - Student portfolio suspension/expulsion by school, grade level, disproportionate groups
  - Parent contact (other tab)
- Peace Club Year 2 (RP/DPI (PL) and 1 Teachers

Owner(s):

Climate and Culture Team  
 Teachers  
 Admins/TSA  
 PLC Teams  
 ILT

Timeline:

Quarterly

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

Climate and Culture Team work in concert with staff and district resource personnel to create a learning progression for self-management (nine questions).

- **Semester 1** staff with work in partnership with C and C team, AC's and DPI support staff to develop a learning/ Instructional progression that aligns to the 9 questions
- **ATLAS Data is reviewed** initially for baseline and quarterly for progress monitoring, including but not limited to:
  - Student portfolio misbehaviors by school and grade level, disproportionate groups
  - Student portfolio positive behavior by school and grade level, disproportionate groups
  - Student portfolio suspension/expulsion by school, grade level, disproportionate groups
  - Parent contact (other tab)
- Guidelines for Success
- Peace Club Year 2 (RP/DPI) PL and 1 Teacher
- Common area expectations are taught school wide as part of the August 2018-19 "First Ten Days" teaching expectations school wide.
- School Wide STOIC is practiced -Champs and MAC support teaching expectations for positive behavior

Specify enhanced services for EL students:

- CWAS and Home School Liaison identify students and families that are at risk SEL: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness.
- Offering access to resources and supports to increase connection to school and staff rate DPI Social worker meets weekly with identified foster and homeless students to increase connection to school and staff to increase attendance and transition preparedness to middle school (district)
- CWAS and Home School Liaison identify students and families that are SEL at risk: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness.
- Offering access to resources and supports to increase attendance rate
- Operation School Bell (District provided)

CHAMPS expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/AC's School re-teaches following the STOIC guidelines for success.

- Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester by PLC's (classroom) C and C (common areas).
- Climate and Culture review SQII/Progress data a minimum of one time per quarter. Data is shared staff wide or in PLC's;
- Quarterly C and C reviews ATLAS student referral rate by PLC for trends, root cause analysis and works with staff to adjust as appropriate to improve rates of positive interaction on ATLAS Quarterly C and C reviews ATLAS student Suspension rate by PLC for trends, root cause analysis and works with staff to adjust as appropriate to improve rates of positive interaction on ATLAS Implementation of 3 Tiers for Misbehavior and Responses serves as a guide for student and staff (PL) Restorative Practice
- All students in grades Pk-6 will schedule weekly social emotional skills building lessons in alignment with
- Scope and Sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention.
- Monday Class meeting RP Circle school wide
- RP counselor meets with teachers and students to co-lead Repair and re-entry circle
- RP counselor, Home School Liaison and C and C team work to calendar events that build site and community connectedness
- ATLAS student portfolio **misbehavior**, **other** supports and **attendance** tabs data school wide and by PLC is maintained by teachers, admin and support staff job description permit
- Student Engagement /Goal 2
- Grade Level appropriate study trips and assemblies
- Quarterly/Monthly Student recognition, academic, attendance, improvement, social skills and citizenship awards – "Character Counts"
- After School Program
- After School Sports
- After school enrichment include, but is not limited to Girl Scouts, Rock Band, Folklorico, Hmong Dancing.
- Instrumental Music 4-6
- Choir 4-6
- Student Leadership Club 4-6
- Safety Patrol Guards 4-6
- Assemblies to promote College and Career Readiness
  - Positive SEL Behavior Recognition
  - Academic Recognition
  - Classroom in the Spotlight /Parent Coffee hour
  - Family Performance events
- Red Ribbon Week Activities
- Grade 5 and 6 Science partnership with CSUF
- Materials and supplies for student recognition awards
- Resource Lab Assistant coordinates SEL and Academic recognition resources for students
- Staff/ Resources/ Materials/Supplies
- Probation Officer works proactively to mentor students/ groups, as well as support parents.
- Supplemental contracts available for GOAL 2 instruction/classes
- Supplemental contracts available for Climate and Culture Team/ Communities for additional time
- Supplemental contracts for 2 teachers to lead Peer Mediation.
- Supplemental contracts available for certificated/classified/NTA staff to implement and support Climate and Culture structures and procedures.
- Substitutes for peer to peer observations

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

**Communication:**

- Back to School Night
- Written Grading Policy by grade level
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase
- Parent Conference (School-wide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text, monthly newsletter
- Home visits

**Staff to Increase Parent Engagement and Communication**

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) \*district compensated, DPI
- Restorative Practice Counselor (RPC) \*district compensated, DPI
- Social Worker assigned to At-Risk Students \*district compensated, DPI
- School Nurse, Health
- LVN \*district compensated, Health

**Opportunities for Parent Learning:**

- Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home- School communication and Parent Learning
- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText \*parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS

Describe Professional Learning related to this action:

- Restorative Practice Year 5 which includes Implement Tiers of PBS
- Accessing ATLAS tab system for progress monitoring and documentation
- Balancing positive to negative portfolio student data submission.
- Atlas portfolio progress monitoring input and review practices including: STRIDES student portfolio/growth mindset tool

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support with climate and culture structures and procedures implementation.	17,668.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified and NTAs to support with climate and culture structures and procedures and to be trained in implementation of actions.	13,688.00

**\$31,356.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0355 Norseman Elementary

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		37,773.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for teacher collaboration to support Title 1 students in mathematics.	6,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and supplies to support Title 1 learning. (No incentives or food)	9,647.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parents to be able to attend meeting.	1,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagements and parent involvement. (No incentives or food)	1,080.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		39,470.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher collaboration to increase student achievement in mathematics.	3,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support students in reading. and math	50,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase technology to support student learning.	35,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease copy machine for teacher to create pre/post assessment.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair for student equipment.	3,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,849.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.7500		42,613.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent participation.	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental teacher contracts for before and after school.	4,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		7,163.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home School Liaison to make home visits.	300.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes for teacher collaborations to support English Language Learners.	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental teacher contracts for before and after school tutoring to increase English Language Learners in academics.	2,001.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Material and supplies to support English Language Learners.	56,779.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors to support in assessing student learning.	4,500.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreters to support teachers and parents to communicate during parent teacher conferences, ELAC, SSC, SST, etc. for student learning.	3,000.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		7,158.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support with climate and culture structures and procedures implementation.	17,668.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified and NTAs to	13,688.00

G4A2	Other Pupil Services	Oth Cls-Supp	support with climate and culture structures and procedures and to be trained in implementation of actions.	13,688.00
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\$370,476.00
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Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,500.00
Sup & Conc	7090	\$235,538.00
LCFF: EL	7091	\$75,438.00
<b>Grand Total</b>		<b>\$370,476.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$339,120.00
G4 - All students will stay in school on target to graduate	\$31,356.00
<b>Grand Total</b>	<b>\$370,476.00</b>