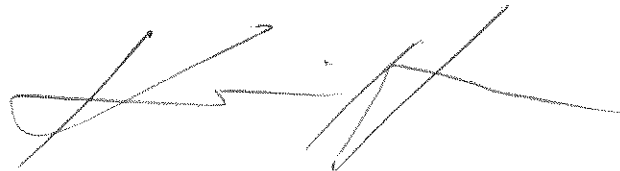


Norseman Elementary

10621666006423

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 29, 2019

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


<p>The School Site Council (SSC) develops and revises the 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 - Kevin Her	X				
2. Chairperson - Cristina Ortiz				X	
3. Secretary - Leonila Rubio-Perez			X		
4. Claudia Pelayo				X	
5. Laura Esparza				X	
6. Laura Pano				X	
7. Shawn Robinson				X	
8. Corrina Rubio		X			
9. Rom Orm		X			
10. Scott Holm		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Her		3/20/19
SSC Chairperson	Cristina Ortiz	Maria Ortiz.	3/22/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$65,236 *
7090	LCFF Supplemental & Concentration	\$238,946
7091	LCFF for English Learners	\$66,294
TOTAL 2019/20 ON-SITE ALLOCATION		\$370,476

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,082
Remaining Title I funds are at the discretion of the School Site Council	\$63,154
Total Title I Allocation	\$65,236

Norseman Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.368 %	24.941 %	2017-2018	31.941 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.04 %	24.178 %	2017-2018	31.178 %

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

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

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

Our 2017-18 ELA SBAC school-wide results showed that we had 25.1% in meeting and exceeding for students in 3rd-6th grade.

During the 2018-19 school year, our ELA interim scores of students meeting and exceeding are as follow:

- 1st Grade: Interim 1 = 24.3% to Interim 2 = 49.6%
- 2nd Grade: Interim 1 = 51.1% to Interim 2 = 52.7%
- 3rd Grade: Interim 1 = 15.6% to Interim 2 = 22.5%
- 4th Grade: Interim 1 = 15.8% to Interim 2 = 26.7%
- 5th Grade: Interim 1 = 23.5% to Interim 2 = 24.8%
- 6th Grade: Interim 1 = 35.6% to Interim 2 = 37.3%

1. We supported reading comprehension through complex text, talk and task vertical alignment across grade levels on close reading strategies.
2. We focused on foundational skills in reading and writing for grades Pre K-6. We also supported our struggling readers in grades K-6 with certificated tutor intervention and teacher intervention.
3. We utilized common formative assessments in K-6 align our instruction practices in each grade level, and to also address the needs of students according to the selected essential standards per grade level.
4. We taught students and continued to implement school wide annotating text and note taking

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

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

Our 2017-18 ELA SBAC school-wide data showed that 74.9% of our students were not meeting standards.

- Certificated tutors were spread too thin in supporting K-6 students. CTs were only able to support approximately 10-15 students grade (K-2), and 10-15 students in the grade spans of 3-4, and 5-6.
- Teachers lack time and foundational skills resources to properly support low-performing students during RTI time.
- The need of ELA coaches to support individual teachers, and teams in coaching cycles to improve instructional practices.
- The lack of professional development to support teachers in building their capacity to support a range of students in the classroom settings.

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

Our 2017-18 Math SBAC school-wide data showed that 75.6% of our students were not meeting standards.

- Teachers lack time and foundational math skills resources to properly support low-performing students during math time.
- The need of math coaches to support individual teachers, and teams in coaching cycles to improve instructional practices.

strategies to support students in ELA.

5. Each grade level backwards mapped each quarter using essential standards according to the scope and sequence for ELA. The backwards mapping directly connected to standards Reaching all students during tier 2 and tier 3. This was also driven by data, use of technology (blended learning and digital literacy), and high expectations (CHAMPS/MAC, routines, small groups).
6. Teachers utilized differentiated instruction (small groups: meets, exceeds, nearly, below), and data chats and goal setting in ELA with students.
7. AC's utilized the four guiding questions to guide instruction when planning, assessing, analyzing and reflecting on their students' data.
8. AC's utilized the Continuous cycle of improvement (CCI) model.
9. Professional learning opportunities to build capacity in all teachers/ instructional leaders

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

Our 2017-18 Math SBAC school-wide results showed that we had 24.4% in meeting and exceeding for students in 3rd-6th grade.

During the 2018-19 school year, our Math interim scores of students meeting and exceeding are as follow:

- 1st Grade: Interim 1 = 42.6% to Interim 2 = 58.3%
- 2nd Grade: Interim 1 = 53.3% to Interim 2 = 69.9%
- 3rd Grade: Interim 1 = 18.7% to Interim 2 = 16.7%
- 4th Grade: Interim 1 = 30% to Interim 2 = 27.5%
- 5th Grade: Interim 1 = 13.7% to Interim 2 = 25.7%
- 6th Grade: Interim 1 = 30.7% to Interim 2 = 24.3%

1. We supported math-reading comprehension through complex text, talk and task and vertical alignment across grade levels on close reading strategies and foundational skills in reading and writing for grades Pre K-6. Ex math talk, Share and show, and Math Journal tasks.
2. We focused on utilizing the GVC solely for math Core with special emphasis on completing the words problems in Go math such as the Think Smarter, Real World, Mathematical Practices, Go Deeper, etc problems.
3. We supported struggling readers in grades K-6 intervention and during Tier 3 time to support students.
4. We utilized the Instructional Practice Guide with emphasis on Tenet 2a, 2b, and 3.
5. We utilized common formative assessments in K-6 align our instruction Math practices in each grade level, and to also address the needs of students according to the selected essential standards per grade level.
6. Each grade level backwards mapped each quarter using essential standards according to the scope and sequence for Math. The backwards mapping directly connected to standards Reaching all students during tier 2 and tier 3. This was also driven by data, use of technology (blended learning and digital literacy), and high expectations (CHAMPS/MAC, routines, small groups).
7. Teachers utilized the quarterly math planner as a resource to support their math instruction.
8. Teachers utilized differentiated instruction (small groups: meets, exceeds, nearly, below), and data chats and goal setting in Math with students.
9. AC's utilized the four guiding questions to guide instruction when planning, assessing, analyzing and reflecting on their students' data.
10. AC's utilized the Continuous cycle of improvement (CCI) model.
11. We utilized professional learning opportunities such as from Math coaches to build capacity in all teachers/ instructional leaders in delivering lessons and using GVC resources to support students.

- The lack of professional development to support teachers in building their capacity to support a range of students in the classroom settings.

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

- Certificated Tutors - Currently, CTs focused on working with students in K-6. With this model, it did not allow the CTs to meet with many students, and they were limited by the time that they were assigned on a daily basis.
- Our currently plan indicated implementing Tier 1, 2, and 3 for supports for all students. After implementation and feedback from district coaches, and leaders, we felt that the time that we've allotted for Tier 1 (Core) instruction was not adequate enough. Due this, we increased our Core time, and eliminated the separate Tier 2 time. Tier 3 become Intervention/Enrichment to support students.

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

- I-Ready - Currently, we do not have any universal screener to diagnose students properly from K-6. We are funding the I-Ready online ELA resources to serve as our universal screener to help diagnose students more accurately. Teachers will implement the online resources of the adaptive program during their Intervention/Enrichment time to support students struggling.
- Certificated Tutors - Currently, CTs focused on working with students in K-6. CTs will focus mainly on K-3 instead of K-6. With this model, CTs will be able to support more students that are struggling to learn their foundational skills.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 1/23/19 and delegated the writing of 19-20 SPSA to site leadership team. SSC was provided opportunity for input on Goals, 1, 2, 3, and 4 during same meeting. Draft budget was shared with SSC on 2/23/19 and progress of SPSA writing. Draft SPSA for ELA/Math was shared with SSC on 3/6/19. DRAFT SPSA was shared with SSC on 3/20/19. School Site Council discussed and approved the 2019-20 SPSA and Budget.

2 ELAC:

ELAC met on 2/1/19 and was provided the opportunity for input on Goals, 1, 2, 3, and 4 during the meeting. Parents discussed about more SEL support and tutoring in academics. ELAC also met on 3/1/19 to review the draft budget and allocations for next year. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend SSC meetings.

3 Staff:

Staff met during PL on 1/15/19. Staff was given opportunity for input on Goals 1,2,3, and 4 and the 19-20 SPSA. Lead teachers met on 1/31/19 to look at data and current SPSA. Lead teachers transferred input from staff onto the appropriate Goals for discussion. Lead teachers were to share the inputs, discussion, and draft of SPSA progress with ACs. Lead teachers looked at budget allocations on 2/19/19. Lead teachers continued to work on SPSA draft. 2/26/19 - Budget was shared with staff for input. Budget allocations were put up for discussion and for input. 3/4/19 - Budget allocation revision was shared with staff during buyback. Staff gave input. 3/12/19 - Staff approved 2019-20 budget. Staff reviewed and discussed regarding 2019-20 draft SPSA and gave input. 3/18/19 - Lead teachers reviewed SPSA and provided input. 3/19/19 - Staff discussed, voted, and approved DRAFT SPSA to be moved SSC for approval.

Action 1

Title: English Language Arts

Action Details:

Norseman will implement a comprehensive and balanced literacy instructional program focused on all standards.

This will include the following implementation school-wide:

Support reading comprehension through:

- Academic discourse with site aligned talk moves
- Aligned close reading strategies
- Complex Text

Task: (Approaching, on level, enrichment and acceleration)

Foundational skills in reading grades K-6

- Language standards emphasis in grades K-6
- Language/Writing standard skill vertical alignment grades Pre K-6.
- Support struggling readers in grades K-6 T3 intervention through differentiated instruction

Instructional Practice Guide walks provide Feedback and shared quarterly

Common Assessments are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments,)

Backwards mapping directly connected to standards

Use of technology aligned to grade level standards (i.e. blended learning and digital literacy)

High expectations (i.e. CHAMPS/MAC, routines, small groups)

Differentiated instruction (i.e. according to student current academic levels)

Data chats and goal setting

Four guiding questions to guide instruction

Continuous cycle of improvement (CCI)

The use of i-Ready to use as a diagnostic reading tool for teachers in K-6

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 Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades
2. SBAC/CAASPP, grades 3-6 (annual)
3. ELPAC Reports grades TK-6 (annual)
4. Interim Assessment Block (IAB)
5. 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)
6. Supplemental assessments as needed for further diagnostics to close reading foundational gap
 - BAS - Grade
 - Sight/High Frequency Words inventory to support fluency progress (K-2)
 - K-6 – i-Ready (ELA) – i-Ready will be used as a universal screener to diagnose all students in K-6 in ELA to support foundational skills, and reading comprehension gaps.
7. 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 Formative Assessments/ Assignments, i.e. essential standards. PLC's will utilize the CCI process to plan, implement, assess, analyze data, reflect and plan instruction to support students in ELA. PLC's will utilize the Common Formative Assessment Protocol to record next steps.
 - 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
 - Classroom observation and feedback
 - Staff, student, and parent surveys

Owner(s):

1. Teachers, PLC, Principal, VP
2. 3rd-6th Grade Teachers, PLC, Principal, VP
3. Teachers, PLC, Principal, VP
4. Teachers, PLC, VP
5. Teachers, PLC,
6. Teachers, PLC,
7. PLC

Timeline:

1. Quarterly
2. First Quarter
3. First Quarter
4. Quarterly
5. Quarterly
6. Quarterly
7. Quarterly

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

Reading, Writing, Listening and Speaking EVERY DAY: Core Time

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.

Intervention and Enrichment Time:

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.

- Teachers will use i-Ready as a universal screener to screen their students at least 3 times a year (1st-6th) and 2 times a year for (TK/K). Teachers will utilize adaptive resources and student modules in i-Ready to provide supplemental support during Tier 3/intervention/Enrichment time.

Student Learning Meets or Exceeds Grade Level: 40 minute instruction:

- Grades 1-6 scoring exceeding 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.
- Teachers will use i-Ready as a universal screener to screen their students at least 3 times a year (1st-6th) and 2 times a year for (TK/K). Teachers will utilize adaptive resources and student modules in i-Ready to provide supplemental support during Tier 3/intervention/Enrichment time.

Resources

- 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-3.
- One 3.5 hour Home School Liaison will help to connect with parents regarding student progress.
- Home School Liaison's mileage will be compensated when performing traveling is needed between school and student homes.
- Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6.
- Supplemental contracts for lead teachers to meet before the beginning of the school year to reflect, analyze school wide data and plan actions.
- Supplemental contract are available for teachers to provide before/after school tutoring for EL students in TK-6.
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.
- 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 .
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with SST, 504, parent teacher conferences, IEPs.
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with admin/teacher data chats.
- Provide up to 3 supplemental contracts for teachers who register and are accepted into Personalized Learning Initiative (PLI). This contract compensates the time above the teacher's normal duty day.

Communication:

- Back to School Night
- Written Grade Policy
- Progress Reports (Quarterly)
- DRP reports sent home after each assessment (twice per year)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Peachjar digital online flyer
- Home visits (Home School Liaison)

Specify enhanced services for EL students:

- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- District Provided EL Wonders program
- Supplemental contracts available for teachers to assess one on one with ELPAC.
- Funds set aside to fund district substitute to assess ELPAC with students
- Funds set aside to fund district substitute to cover teachers that are giving whole class ELPAC

Specify enhanced services for low-performing student groups:

- Our current data indicates that our African-American groups showed a decline from 16/17 with 13% met/exceeding on SBAC ELA, and in 17/18 only 6.3% met/exceeded on SBAC ELA
- Only 8% of our EL students are meeting/exceeding on SBAC ELA
- 1.8% of our Special Education population are meeting/exceeding on SBAC ELA
- Supplemental contracts will be available for teachers to tutor students before/after school in ELA

assessment.

- As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.

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

- Coffee hour to provide parents information to support their children in school
- Increasing parental involvement through School Site Council, ELAC, Annual Title 1 meeting, Coffee Hour
- Home School Liaison to connect with parents for involvement
- Newsletter to be sent home to inform parents
- Back to School Night
- Progress Reports (Quarterly)
- DRP reports sent home after each assessment (twice per year)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Parent Portal
- Edutext
- Parent University
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.

Action 2

Title: Mathematics

Action Details:

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

Norseman School will:

- Use core math time will be utilized to teach tier 1 math to students.
- Use tier 3 time will be utilized to support students in closing gaps and enriching/challenging students.
- Support math-reading comprehension through complex text, talk, and task.
- Use foundational skills in reading and writing for PreK-6 to support with word problems.
- Utilize Instructional Practice Guide with emphasis on Tenet 2a, 2b, and 3.
- Utilize Reflex Math as a supplemental tool to support students in math fact fluency.

- Two (.375 FTE) 3 hour Certificated Tutors to work with students per grade level utilizing diagnostic data such as i-Ready.
- Utilize i-Ready as Universal Screener to diagnose students in ELA

Describe Professional Learning related to this action:

- Teachers will receive two learning opportunities next school year to be trained in utilizing i-Ready with students.
- Professional learning opportunities to build capacity in all teachers/instructional leader as needed and available.
- Sub release time for teachers to do peer to peer observations, planning, modeling lessons, and sharing best practices for students in ELA
- Teachers will review and continue to grow professionally using CSTP and IPG feedback and data.
- As needed, utilize ELA and Math Department to support teacher learning gaps and additional resources on how to use better implement GVC and it's resources.

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 Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades
 2. SBAC/CAASPP, grades 3-6 (annual)
 3. Interim Assessment Block (IAB)
 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

Owner(s):

1. Teachers, ILT
2. 3rd-6th Grade Teachers, ILT
3. Teachers, AC's
4. Teachers, AC's, ILT
5. Teachers, AC's, ILT

Timeline:

1. Quarterly
2. First Quarter
3. Quarterly
4. Quarterly
5. Quarterly

5. 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.
- K-6 create and monitor assessment calendar by grade level: Interim, Common Formative Assessments/ Assignments, i.e. essential standards
- Classroom student progress monitoring/goal setting tools (Strides student dashboard, Interim CFA)
- Published PLC Agenda/Mminutes
- 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

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

Norseman School will:

- Use core math time to teach tier 1 math to students using the GVC. Teachers will focus on using the word problems (Go Deeper, Think Smarter, Real World, and Mathematical Practice) to help students in solving rigorous math problems.
- Tier 2 time will be utilized to focus on areas of need according to common formative assessments created by grade levels based on selected essential standards.
- Tier 3 time will be utilized to support students in closing gaps and enriching/challenging students.
- Support math-reading comprehension through complex text, talk, and task using the GVC and problems such as the Math Talk, Math Journal, and Share and Show to allow students to have discourse.
- Foundational skills in reading and writing for PreK-6 to support with word problems.
- Instructional Practice Guide with emphasis on Tenet 2a, 2b, and 3.
- Reflex Math to support students in math fact fluency.
- Data chats, goal setting and progress monitoring of student progress
- Differentiated instruction (small groups: meets, exceeds, nearly, and below)
- Using Pivot data from Illuminate to support students who had dropped from previous year with proficiency level
- Continuous cycle of improvement (CCI)
- Professional learning opportunities to build capacity in all teachers/instructional leaders
- Components: Use of manipulative, models, and pictures to visualize situations, think smarter/go deeper word problems

Resources

- 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.
- Supplemental contracts for lead teachers to meet before the beginning of the school year to reflect, analyze school wide data and plan actions.
- Supplemental contract are available for teachers to provide before/after school tutoring for EL students in TK-6.
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.
- 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 .
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with SST, 504, parent teacher conferences, IEPs.
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with admin/teacher data chats.
- Provide up to 3 supplemental contracts for teachers who register and are accepted into Personalized Learning Initiative (PLI). This contract compensates the time above the teacher's normal duty day.

Communication:

- Back to School Night
- Written Grade Policy
- Progress Reports (Quarterly)
- DRP reports sent home after each assessment (twice per year)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Home visits (Home School Liaison)

Specify enhanced services for EL students:

- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- District Provided EL Wonders program
- Supplemental contracts available for teachers to assess one on one with ELPAC.
- Funds set aside to fund district substitute to assess ELPAC with students
- As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.

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

- Coffee hour to provide parents information to support their children in school
- Increasing parental involvement through School Site Council, ELAC, Annual Title 1 meeting, Coffee Hour
- Home School Liaison to connect with parents for involvement
- Newsletter to be sent home to inform parents
- Back to School Night
- Progress Reports (Quarterly)
- DRP reports sent home after each assessment (twice per year)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)

Specify enhanced services for low-performing student groups:

- Only 9.4% of African-American students are meeting/exceeding.
- Only 11.4% of our EL students are meeting/exceeding on SBAC Math.
- 1.8% of our Special Education population are meeting/exceeding on SBAC ELA.
- Supplemental contracts will be available for teachers to tutor students before/after school in Math.
- Utilize i-Ready as Universal Screener to diagnose students in ELA gaps in order to support reading in Math.
- Utilize supplemental tools such as Math Reflex to support in math facts
- Utilize district provided funds for after school tutoring in math

Describe Professional Learning related to this action:

- Training for teachers that are not familiar with Reflex Math.
- Professional learning opportunities to build capacity in all teachers/instructional leader as needed and available.
- Sub release time for teachers to do peer to peer observations, planning, modeling lessons, and sharing best practices for students in math.
- Teachers will review and continue to grow professionally using CSTP and IPG feedback and data.
- As needed, utilize Math Department coaches to support teacher learning gaps and additional resources on how to use better implement GVC and it's resources.

- Parent Portal
- Edutext
- Parent University
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.

Action 3

Title: English Language Learners

[Action Details:](#)

Implement a school wide plan to decrease long-term English Learners and increase the numbers of students up a level by providing on going 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 Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades
2. SBAC/CAASPP, grades 3-6 (annual)
3. ELPAC Reports grades TK-6 (annual)
4. Interim Assessment Block (IAB)
5. 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)
- EL Redesignation Goal-setting Report

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

Owner(s):

1. Teachers, ILT, CCI
2. 3rd-6th Grade Teachers,ILT
3. Teachers, AC's. ILT
4. Teachers, AC's
5. Teachers, PLC,ILT
6. Teachers, AC's ILT
7. AC's, ILT

Timeline:

1. Quarterly
2. First Quarter
3. First Quarter
4. Quarterly
5. Quarterly
6. Quarterly
7. Quarterly

- BAS - Grade
- Sight/High Frequency Words inventory to support fluency progress (K-2)
- K-6 – i-Ready (ELA) – i-Ready will be used as a universal screener to diagnose all students in K-6 in ELA to support foundational skills, and reading comprehension gaps.

7. Progress Monitor Tools: School-wide/ Classroom/PLC

- EL Redesignation Goal-setting Report
- 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 Formative Assessments/ Assignments, i.e. essential standards
- Classroom student progress monitoring/goal setting tools (Strides student dashboard, DRP, BAS, Interim CFA, ELPAC)

- Published PLC Agenda/Mnotes
- 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

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

School Wide Integrated Instruction During Core TK-6

Five days a week during core instruction, teachers will integrate ELD strategies and standards to whole group and differentiated groups in reading, writing, and speaking and listening instruction. This will be delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gap and proficiency with EL students.

School wide Designated ELD during ELA block Grades TK-6

Grade Levels will teach a minimum of 150 minutes weekly of designated ELD Deployment block of intervention / enrichment instruction. Teachers will use the ELD Wonders component to teach EL students during this designated time. The Designated ELD time is specifically designed to specifically meet and accelerate the language development needs of EL students. In addition, this time will be utilized to help EL students access and apply the challenging content and complex text for EL students in reading, writing, listening and speaking by:

- Using sentence frames and graphic organizers
- Vocabulary development
- Academic Discourse
- Frontloading
- Strategic groups and pairs
- Hands on/realia

- Re-reading
- Audio and visual support

Specify enhanced services for EL students:

District Funded Foundational Reading Skills Support provided through Online Wonders adaptive computer program. Upon availability, district will provide two three hour Inter-Act Fellows. One will support the computer-based Wonders Program for K/2 students; the other will provide tutoring and homework support for Long Term EL or At Risk of becoming Long Term EL students.

- Kinder-2nd grade English Learner students needing additional support in RFS as measured by KAIG, BPST, and ELPAC.
- 3rd-6th grade English Learner students needing additional support in RFS as measured by Interim, DRP, and ELPAC

As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.

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

- Coffee hour to provide parents information to support their children in school
- Increasing parental involvement through School Site Council, ELAC, Annual Title 1 meeting, Coffee Hour
- Home School Liaison to connect with parents for involvement
- Newsletter to be sent home to inform parents
- Back to School Night
- Progress Reports (Quarterly)
- DRP reports sent home after each assessment (twice per year)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Parent Portal
- Edutext
- Parent University
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.

Specify enhanced services for low-performing student groups:

- During the 17/18 ELA SBAC, 8% of our EL students were meeting/exceeding.
- During the 17/18 Math SBAC, 11.4% of our EL students were meeting/exceeding.
- Tutoring contract available for teachers to tutor EL students before school/after school
- I-Ready ELA online subscription resource will be utilized as a supplement resource in diagnosing and providing adaptive computer programs during ELD and Intervention/Enrichment time.
- As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.

Describe Professional Learning related to this action:

- Teachers will receive two learning opportunities next school year to be trained in utilizing i-Ready with students.
- Professional learning opportunities to build capacity in all teachers/instructional leader as needed and available.
- Sub release time for teachers to do peer to peer observations, planning, modeling lessons, and sharing best practices for EL students.
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with admin/teacher data chats.
- Teachers will review and continue to grow professionally using CSTP and IPG feedback and data.
- As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		41,421.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing student data.	5,855.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor Title 1 students before/after school.	4,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: To purchase online subscription I-Ready (Curriculum Associates), and Math Reflex (Explore Learning) to support Title 1 students in reading, writing and math.	10,378.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English Classes for Parents, etc.	1,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to engage Title 1 parents. (No Incentives/Food)	2,082.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		40,103.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for Lead Teachers to plan before the beginning of the school year starts.	1,800.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for 504 Coordinator and Survey Coordinator.	1,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, math, attendance, and Social Emotional needs.	33,658.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading and math.	10,645.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine to support in creating supplement materials such as Common formative assessments, enrichment activities, and pre/post assessments.	7,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers, and printers.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			: To purchase snacks for students during state testing.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,773.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English Classes for Parents, etc.	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			PO to purchase snacks for parent meetings and events to help engage parents in support their children in school.	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		6,285.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Reimburse HSL Mileage.	300.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: To purchase online subscription of I-Ready (Curriculum Associates), and Math Reflex (Explore Learning) to support EL students in learning reading, writing, and math.	10,378.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: To purchase technology to support English Learners in accessing reading, writing and math.	12,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contract for interpreters during parent conference, SSC, ELAC, Title 1, SST, 504 meetings.	4,000.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		6,283.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing student data.	3,200.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for 3 PLI teachers professional training.	2,300.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing English Learner student data.	4,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contract for teachers to tutor EL students before/after school.	4,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for Teachers to support assessing EL students during ELPAC one on one.	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies to support English Learner students in reading and math.	22,633.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support in assessing English Language Learners.	1,000.00

\$253,994.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	60.645 %	97.174 %	2017-2018	100 %

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

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

Goal 2 Participation Rate

Students were engaged in a variety of engagement opportunities during school and after school.

Some of those include:

TK-6 – District Funded Goal 2 Engagement Opportunities:

- TK– Hill Crest K- Fresno Chaffee Zoo
- 1 Grade- Fresno Chaffee Zoo
- 2 Grade – Fresno Chaffee Zoo
- 3 Grade – Art Museum
- 4 Grade – Monterey Bay Aquarium, Young Chefs Academy, Philharmonic Concert
- 5 Grade – San Francisco Exploratorium, 5th grade theater experience
- 6 Grade – Calvin Crest Camp, Reedley College
- Clubs offered during lunch period and after school: Ex Hip-Hop Dance, Hmong Dance, Rock Band, Cheer, Harry Potter Club, Leadership, Peace club, Comedy club, Science Club, Art Club, etc.
- Athletics –District Funded Athletic programs: Ex Football, Volleyball, Basketball, Cross country, Softball
- Music/Band District Funded music program during school: K-4 Weekly Music lessons; 5th and 6th Opportunity for Band, Strings, Orchestra
- Academic-District/Site Funded programs: ASES
- Other clubs and program as opportunities arises especially for K-2nd
- Uniforms and equipment will be purchased when needed, refer to funding at time of need.

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

Goal 2 Participation Rate

Advertising the activity/event

- Lack of timing- Planning in advance field trips, school wide events/activities
- Lack of clubs for K-3
- Student and Parent ownership
- Lack of parent involvement
- Lack of assistance with homework in ASES
- Lack of available cultural mentors for connectiveness

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

- As a school, we planned for multiple clubs, after school activities. However, with the increase in pay per hour for certificated and classified, that limited the number of clubs and activities that we can run.

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

- Our SPSA will focus on engaging more of our students who are not engaged in any activities outside of class. We will utilize our data resources and connect with these students in order for them to be a part of a group or club.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 1/23/19 and delegated the writing of 19-20 SPSA to site leadership team. SSC was provided opportunity for input on Goals, 1, 2, 3, and 4 during same meeting. Draft budget was shared with SSC on 2/23/19 and progress of SPSA writing. Draft SPSA for ELA/Math was shared with SSC on 3/6/19. DRAFT SPSA was shared with SSC on 3/20/19. School Site Council discussed and approved the 2019-20 SPSA and Budget.

2 ELAC:

ELAC met on 2/1/19 and was provided the opportunity for input on Goals, 1, 2, 3, and 4 during the meeting. Parents discussed about more SEL support and tutoring in academics. ELAC also met on 3/1/19 to review the draft budget and allocations for next year. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend SSC meetings.

3 Staff:

Staff met during PL on 1/15/19. Staff was given opportunity for input on Goals 1,2,3, and 4 and the 19-20 SPSA. Lead teachers met on 1/31/19 to look at data and current SPSA. Lead teachers transferred input from staff onto the appropriate Goals for discussion. Lead teachers were to share the inputs, discussion, and draft of SPSA progress with ACs. Lead teachers looked at budget allocations on 2/19/19. Lead teachers continued to work on SPSA draft. 2/26/19 - Budget was shared with staff for input. Budget allocations were put up for discussion and for input. 3/4/19 - Budget allocation revision was shared with staff during buyback. Staff gave input. 3/12/19 - Staff approved 2019-20 budget. Staff reviewed and discussed regarding 2019-20 draft SPSA and gave input. 3/18/19 - Lead teachers reviewed SPSA and provided input. 3/19/19 - Staff discussed, voted, and approved DRAFT SPSA to be moved SSC for approval.

Action 1

Title: All students will engage in arts, activities, and athletics.

Action Details:

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

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 through ATLAS
- Quarterly clubs, sports, activities, that are available, and number of students that attend.

Owner(s):

Teachers, TSA, VP, PLC, ILT, Principal and Climate and Culture Team

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. Some of those include:

TK-6 – District Funded Goal 2 Engagement Opportunities:

- DHH Infant/Pre - Fresno Chaffee Zoo
- TK– Hill Crest K- Fresno Chaffee Zoo
- 1 Grade- Fresno Chaffee Zoo
- 2 Grade – Fresno Chaffee Zoo
- 3 Grade – Art Museum
- 4 Grade – Monterey Bay Aquarium, Young Chefs Academy, Philharmonic Concert
- 5 Grade – San Francisco Exploratorium, 5th grade theater experience
- 6 Grade – Calvin Crest Camp
- Clubs offered during lunch period and after school: Ex Hip-Hop Dance, Hmong Dance, Rock Band, Cheer, Harry Potter Club, Leadership, Peace club, Comedy club, Science Club, Art Club, etc.
- Athletics –District Funded Athletic programs: Ex Football, Volleyball, Basketball, Cross country, Track and Field, Softball
- Music/Band District Funded music program during school: K-4 Weekly Music lessons; 5th and 6th Opportunity for Band, Strings, Orchestra
- Academic-District/Site Funded programs: Ex Wonders; ASES and tutoring
- Other clubs and program as opportunities arises especially for K-3
- Opportunities for Art and/or STEAM
- Uniforms and equipment will be purchased when needed to support Goal 2 activities

Specify enhanced services for EL students:

- Newsletters, and school messengers will be sent home to inform EL parents and students of the available clubs that are offered at Norseman.
- 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.
- Upon availability, clubs for ELs, activities and other services provided by school or district.

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.
- If funds available, school may fund for parents to get fingerprinted in order for parents to participate in goal 2 activities that require fingerprinting.
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.
- Peachjar digital online flyer
- Parent Portal
- Edutext
- Parent University

Specify enhanced services for low-performing student groups:

- Newsletters, and school messengers will be sent home to inform parents and students of the available clubs that are offered at Norseman.
- Home School Liaison will assist in communicating opportunities for engagement available for students that are offered at Norseman.
- Students' participation rate will be monitored.
- Upon availability, clubs for ELs, activities and other services provided by school or district.

Describe Professional Learning related to this action:

- Professional learning for staff will be provided based on the needs determined by activity/event.
- Optional PLs for Art and/or STEAM
- Class Meetings PL: Overview of what the program is, how it is to be implemented and when.
- Olweus
 - Second Step
 - Morning Meetings
 - Positive Discipline
- If needed, Goal 2 Department to provide training in utilizing engagement features and entries in ATLAS

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for teachers to keep students engaged with clubs, activities before/after school.	3,000.00

\$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	96 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	92.623 %	2017-2018	99.623 %

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

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

Exposure to Careers - 3rd Grade

Students were engaged 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
- Bricks 4 Kidz
- Scouts Island
- Clubs offered during lunch period and after school.

Exposure to Careers - 4th Grade

Students were engaged 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
- Young Chef's Academy
- Clubs offered during lunch period and after school.

Exposure to Careers - 6th Grade

Students were engaged 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

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

Exposure to Careers - 3rd Grade

- Current resources are adequate per actual percentage on metric.

Exposure to Careers - 4th Grade

- Current resources are adequate per actual percentage on metric.

Exposure to Careers - 6th Grade

- Current resources are adequate per actual percentage on metric.

- Reedley College
- Clubs offered during lunch period and after school.

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

- There were no major differences between what was intended and what was implemented.

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

Minimal changes include:

- If funds available, funds can be utilized to fund set up career day events for students and materials and supplies.
- Supplemental contracts are available for teachers to lead and organize career day events or student job fairs.
- Bring in presenters from outside of school

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 1/23/19 and delegated the writing of 19-20 SPSA to site leadership team. SSC was provided opportunity for input on Goals, 1, 2, 3, and 4 during same meeting. Draft budget was shared with SSC on 2/23/19 and progress of SPSA writing. Draft SPSA for ELA/Math was shared with SSC on 3/6/19. DRAFT SPSA was shared with SSC on 3/20/19. School Site Council discussed and approved the 2019-20 SPSA and Budget.

2 ELAC:

ELAC met on 2/1/19 and was provided the opportunity for input on Goals, 1, 2, 3, and 4 during the meeting. Parents discussed about more SEL support and tutoring in academics. ELAC also met on 3/1/19 to review the draft budget and allocations for next year. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend SSC meetings.

3 Staff:

Staff met during PL on 1/15/19. Staff was given opportunity for input on Goals 1,2,3, and 4 and the 19-20 SPSA. Lead teachers met on 1/31/19 to look at data and current SPSA. Lead teachers transferred input from staff onto the appropriate Goals for discussion. Lead teachers were to share the inputs, discussion, and draft of SPSA progress with ACs. Lead teachers looked at budget allocations on 2/19/19. Lead teachers continued to work on SPSA draft. 2/26/19 - Budget was shared with staff for input. Budget allocations were put up for discussion and for input. 3/4/19 - Budget allocation revision was shared with staff during buyback. Staff gave input. 3/12/19 - Staff approved 2019-20 budget. Staff reviewed and discussed regarding 2019-20 draft SPSA and gave input. 3/18/19 - Lead teachers reviewed SPSA and provided input. 3/19/19 - Staff discussed, voted, and approved DRAFT SPSA to be moved SSC for approval.

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

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

- Student participation rates

Owner(s):

1. Teachers, PLC, Climate and Culture, VP, TSA

Timeline:

1. Quarterly

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:

- 1st Grade Police Chaplin opportunities
- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- K-9 Unit Demonstration
- DHH-Community Functions i.e Silent Sleigh, Mother's Day Event, Fresno County Fair, DHH Annual Play
- SDC (4-6th Grade)-Martin Luther King Art Expedition

District Funded Career Engagement Opportunities

- 3rd grade – Bricks 4 Kidz
- 4th grade – FUSD Career Partner Field Trip Experience
- 5th grade – STEM5 Science Activities (partnership with Fresno State)
- 6th grade – STEM6 Science Activities (partnership with Fresno State), Reedley Community College Visit
- Clubs offered during lunch period and after school.

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.
- Materials and supplies will be purchased if needed for activities and event to support EL students.
- Supplemental contracts are available for classified/certificated staff to provide career oriented clubs or after school activities.

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 Explain the actions for Parent Involvement

Specify enhanced services for low-performing student groups:

- If funds available, funds can be utilized to fund set up career day events for students and materials and supplies.
- Supplemental contracts are available for teachers to lead and organize career day events or student job fairs.
- Bring in presenters from outside of school

Describe Professional Learning related to this action:

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

- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.
- Peachjar digital online flyer
- Parent Portal
- Edutext
- Parent University

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12.815 %	16.5 %	2017-2018	14.5 %
Suspensions Per 100	8.414 %	7.646 %	2017-2018	6.646 %

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

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

Chronic Absenteeism

- 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-6 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)

Suspensions Per 100

- 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)
- 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.
- 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).
- All students in grades PK-6 will schedule weekly social emotional skills building lessons in

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

Chronic Absenteeism

- The limited in the variety of student engagement for students contributed to students not feeling as a part of the school community.
- Some students are bused to school, and activities after school does not have buses available to take students home after the activity. Therefore students are reluctant to join and activities after school and they do not feel like they are a part of a the school community.

Suspensions Per 100

- The limited in the variety of student engagement for students contributed to students not feeling as a part of the school community.
- Some students are bused to school, and activities after school does not have buses available to take students home after the activity. Therefore students are reluctant to join and activities after school and they do not feel like they are a part of a the school community.
- The lack of Tier 2 and Tier 3 resources contributed to the number of suspension per 100. Instead of being proactive, we were more reactive. We also lack the skills and the knowledge to support specific behaviors and social and emotional concerns.

alignment with Scope and Sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention. Monday Class meeting RP Circle school wide

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

- In our SPSA we wrote that we were going to focus on the 9 survey questions for Self-Management. However, we did not focus on the topic this school year. We did not have any professional learning with regards to how to teach our students to better self-manage their behaviors.

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

As a result of Steps 1 and 2, we decided to fund resources for Social Emotional Support for the 2019-20 school year:

- Fund one Family Foundations Counselor for 3 days a week (21 hours a week) to support with Tier 3 students with social emotional and behavioral needs. Counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Fund one (.75 FTE) 6 hour for 5 days a week Resource Counselor Assistant to support with Tier 2 and Tier 3 students with social emotional and behavior needs. RCA will also support teachers and PLC with strategies on how to support and be proactive with students. RCA will be a first responder to de-escalate students in crisis. RCA facilitates conflict mediations and re-reentry meetings for students. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 1/23/19 and delegated the writing of 19-20 SPSA to site leadership team. SSC was provided opportunity for input on Goals, 1, 2, 3, and 4 during same meeting. Draft budget was shared with SSC on 2/23/19 and progress of SPSA writing. Draft SPSA for ELA/Math was shared with SSC on 3/6/19. DRAFT SPSA was shared with SSC on 3/20/19. School Site Council discussed and approved the 2019-20 SPSA and Budget.

2 ELAC:

ELAC met on 2/1/19 and was provided the opportunity for input on Goals, 1, 2, 3, and 4 during the meeting. Parents discussed about more SEL support and tutoring in academics. ELAC also met on 3/1/19 to review the draft budget and allocations for next year. ELAC parents were informed that SPSA drafts will be shared during SSC meetings and that they are encouraged to attend SSC meetings.

3 Staff:

Staff met during PL on 1/15/19. Staff was given opportunity for input on Goals 1,2,3, and 4 and the 19-20 SPSA. Lead teachers met on 1/31/19 to look at data and current SPSA. Lead teachers transferred input from staff onto the appropriate Goals for discussion. Lead teachers were to share the inputs, discussion, and draft of SPSA progress with ACs. Lead teachers looked at budget allocations on 2/19/19. Lead teachers continued to work on SPSA draft. 2/26/19 - Budget was shared with staff for input. Budget allocations were put up for discussion and for input. 3/4/19 - Budget allocation revision was shared with staff during buyback. Staff gave input. 3/12/19 - Staff approved 2019-20 budget. Staff reviewed and discussed regarding 2019-20 draft SPSA and gave input. 3/18/19 - Lead teachers reviewed SPSA and provided input. 3/19/19 - Staff discussed, voted, and approved DRAFT SPSA to be moved SSC for approval.



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 everyday. 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

1. ATLAS Dashboard

2. Teacher ATLAS portfolio identifying chronically absent students

3. ATLAS STRIDES student portfolio

4. ATLAS Portfolio

5. Attendance Rates

Owner(s):

1. Teacher, AC's

2. Teacher, AC's

3. Teacher, Students

4. Teacher, CWAS, ILT

5. CWAS, Climate and Culture Team

Timeline:

1. Monthly

2. Monthly

3. Bi-monthly

4. Quarterly

5. Monthly

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

Attendance

- Teachers will teach STOIC/Champs/MAC (School wide first 10 days focused on expectations) provide guidelines for success.
- Teachers will schedule weekly lessons in alignment with the scope and sequence for Second Step an Olweus Bullying Prevention curriculum to promote positive attendance
- Tuesday Class Meetings
- Morning meetings
- STRIDES student profile on ATLAS help students develop GROWTH mindset through monitoring progress and setting personal goals
- Awards Assemblies celebrate student performance and growth
- If funds available, purchase incentives such as T-shirts to show student attendance pride or other forms of celebration for attendance.

Chronic Absenteeism:

- District provided Child Welfare Attendance Specialist (CWAS) establishes positive progress monitoring tools, supports, and incentives that include but is not limited to incentives, alarm clocks, mentoring social groups, and home visits.
- CWAS works as a part of the Climate and Culture Team
- District Probation Officer supports grades PK-6th with truancy prevention home to school family connection for student identified as chronic absenteeism and engaged/mentors students on assigned days.
- CWAS, Leadership and class teacher utilize the data dashboard to identify students that are not yet engaged consistently with school (academic and SEL). These students are prioritize for GOAL 2 /APA student clubs and organizations: Girl Power, Boys 2 Men, Music, Sports, Clubs, etc.
- SST held to discuss with parents, teachers regarding attendance.

Other Resources:

- Fund one Family Foundations Counselor for 3 days a week (21 hours a week) to support with Tier 3 students with social emotional and behavioral needs. Counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Fund one (.75 FTE) 6 hour for 5 days a week Resource Counselor Assistant to support with Tier 2 and Tier 3 students with social emotional and behavior needs. RCA will also support teachers and PLC with strategies on how to support and be proactive with students.
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.
- District Student Attendance Board
- SST Meeting
- ICET Meeting

Specify enhanced services for EL students:

- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- District Provided EL Wonders Online program to engage students
- Supplemental contracts will be available for classified/certificated staff to run activities, clubs, and groups to promote attendance for EL students.

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

- Coffee hour to provide parents information to support their children in school
- Increasing parental involvement through School Site Council, ELAC, Annual Title 1 meeting, Coffee Hour
- Home School Liaison to connect with parents for involvement
- Newsletter to be sent home to inform parents
- Back to School Night
- Progress Reports (Quarterly)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Parent Portal
- Parent University
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.

Specify enhanced services for low-performing student groups:

- During the 18-19 school year, as of March, our African American population had a 91.48% attendance rate. Our Sped population had a 93.69% attendance rate.
- Supplemental contracts will be available for teachers to tutor students before/after school.
- Supplemental contracts will be available for classified/certificated staff to run activities, clubs, and groups to promote attendance for students.

Describe Professional Learning related to this action:

- Restorative Practice Year 6 which includes Implement Tiers of PBS
- Accessing ATLAS system for progress monitoring and documentation
- SEL training, such as OLWEUS, Morning Meetings, Class Meetings

Action 2

Title: Suspensions and Social Emotional

Action Details:

Norseman will create and implement a social emotional learning and self-management support system that falls within the Multi-tiered systems of support framework to support all students. This work will be implemented alongside with the Restorative Practice model and Norseman Levels of Misbehavior to decrease the suspension rates and support all students will social emotional needs.

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

1. ATLAS Dashboard
2. Teacher ATLAS portfolio identifying chronic behaviors
3. Power BI data shared with staff regarding Levels of Misbehaviors
4. Individual students Social Emotional Learning (SEL) rating survey
5. ATLAS portfolio trends SEL Progress monitoring which surveys Positive Behavior Supports (PBS) including individually and disparity cohort groups of engagements, ratios of positive to misbehavior input, attendance and suspensions and expulsions a minimum of 1 quarter as a part of the cycle of continuous improvement.
6. ATLAS STRIDES student portfolio
7. ATLAS Portfolio
 - Student portfolio misbehaviors byschool and grade level,disproportionate groups
 - Student portfolio positive behavior byschool and grade level,disproportionate groups
 - Student portfolio suspension/expulsion byschool, grade level,disproportionate group

Owner(s):

1. Teachers, Climate and Culture, ILT
2. Teachers, Climate and Culture Team
3. Principal, Climate and Culture Team
5. Climate and Culture Team, ILT
6. Teachers, students
7. Teachers, Climate and Culture Team, ILT

Timeline:

1. Monthly
2. Monthly
3. Quarterly
4. Annually
5. Quarterly
6. Bi-Weekly
7. Monthly

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 build on the Multi-Tiered Systems of Support framework. Staff will continue to maintain common understanding of MTSS framework and continue building knowledge. Staff will continue to improve classroom Tier 1 (IPG Tenets 1,2,3) and School Wide Tier 1 Climate and Culture practices. Staff will continue to build efficacy of Tier 1 teaming structures (ILT, PLC, CCT).

Tier 1:

1. Common area expectations are taught school wide as a part of the August "First Ten Days" teaching expectations school wide.
2. School wide STOIC is practiced and CHAMPS/MAC support teaching expectations for positive behavior all year long.
3. CHAMPS expectations are taught, and are posted and lived in school wide, and inside the classroom learning environment. Classroom teachers/PLC's re-teaches following the STOIC guidelines for success.
4. Quarterly Climate and Culture Team reviews ATLAS/Power BI data for student referral rates by PLC for trends, root cause analysis and works with staff to adjust, train, and provide support to improve.
5. All teachers in grades PK-6 will schedule weekly social emotional skill building lessons in alignment with Scope and Sequence for Restorative practices, Second Step, and OLWEUS Bullying Prevention.
6. All teachers in grades PK-6 will schedule Tuesday Class meetings Scope and Sequence for Restorative practices, Second Step, and OLWEUS Bullying Prevention.
7. All teachers in grades PK-6 will schedule daily morning meetings Scope and Sequence for Restorative practices, Second Step, and OLWEUS Bullying Prevention.
8. Teachers and Support Staff will implement the Behavioral Notification (Level 2), and Office Discipline Referral (Level 3) per district's documentation guidelines and training. Teachers and support staff will documents incidents on ATLAS to track student behavior. Teachers and support staff will also document positive behaviors when appropriate.
9. Climate and Culture Team in concert with staff will develop a quarterly rewards activity/incentive(PBIS/Positive SEL Behavior Recognition) for students who consistently demonstrate appropriate behavior for the quarter.
10. If available, supplemental contracts will be provided for classified/certificated staff to organize/run before/after and during lunch clubs, groups, and extracurricular activities to promote student engagement, and belonging to the school community. These may include but not limited to: Sports, Rock Band, Hmong Dancing, Hip Hop, Art Club, Science Club, PEACE Club. Materials and supplies to be purchased if needed and funds are available.
11. School-Wide activities such as Red Ribbon Week, Read Across America, Kindness Week, and other community building events/activities will be promoted to create a positive climate and culture.

Tier 2:

1. Teachers will utilize Restorative Practices problem solving strategies to help students resolve conflict resolutions but not limited to repair circles, harm circles, wheel of choice, student chat, etc.
2. Teachers will implement Level 2 strategies such as for Tier 2 students, document, and implement plan for at least 2 weeks for each strategy.
3. Fund one (.75 FTE) 6 hour for 5 days a week Resource Counselor Assistant to support with Tier 2 and Tier 3 students with social emotional and behavior needs. RCA will also support teachers and PLC with strategies on how to support and be proactive with students. RCA will be a first responder to de-escalate students in crisis. RCA facilitates conflict mediations and re-entry meetings for students. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.
4. District provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teacher and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).

Tier 3:

1. Fund one Family Foundations Counselor for 3 days a week (21 hours a week) to support with Tier 3 students with social emotional and behavioral needs. Counselor will also support teachers, PLC, and parents with strategies on how to support students.
2. Fund one (.75 FTE) 6 hour for 5 days a week Resource Counselor Assistant to support with Tier 2 and Tier 3 students with social emotional and behavior needs. RCA will also support teachers and PLC with strategies on how to support and be proactive with students. RCA will be a first responder to de-escalate students in crisis. RCA facilitates conflict mediations and re-entry meetings for students. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.
3. District provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teacher and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).
4. SST Meetings
5. Referral district ICET referrals

Other Resources:

1. Supplemental Contracts available for Climate and Culture team to meet before the school year starts, or after the school year ends to develop and plan activities or trainings.
2. Supplemental contracts available for classified/certificated staff to implement and support Climate and Culture structures and common area expectations.
3. Supplemental contracts available for 2 teachers to lead PEACE Club (peer mediation).
4. Substitute for release time for Climate and Culture team to collect data, and analyze data for implementation and training.
5. Materials and supplies to implement structures and common area expectations set by Climate and Culture team.
6. Supplemental contracts for NTAs to be trained with RP strategies to work with students after their duty day.
7. Supplemental contracts for one certificated staff to lead, organize, disseminate all annual district surveys and create/develop incentives for participation.
8. Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.

Specify enhanced services for EL students:

- Supplement contracts available for classify/certificated staff to run before/after school, and lunch engagement clubs, activities, etc to support EL students.

Specify enhanced services for low-performing student groups:

- During 2017-18, 7.81% of African American students were suspended per 100. In March of 2019, that number increased to 20.37%.
- During 2017-18, 8.91% of our Sped students were suspended per 100. In March of 2019, that number increased to 18.39%.
- Fund one Family Foundations Counselor for 3 days a week (21 hours a week) to support with Tier 3 students with social emotional and behavioral needs. Counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Fund one (.75 FTE) 6 hour for 5 days a week Resource Counselor Assistant to support with Tier 2 and Tier 3 students with social emotional and behavior needs. RCA will also support teachers and PLC with strategies on how to support and be proactive with students. RCA will be a first responder to de-escalate students in crisis. RCA facilitates conflict mediations and re-entry meetings for students. RCA supports

with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.

- District provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teacher and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).
- Supplement contracts available for classified/certificated staff to run before/after school, and lunch engagement clubs, activities, etc to support students.
- Quarterly, monthly student recognition, academic, attendance, social skills, citizenship awards (Character Counts).

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

- Coffee hour to provide parents information to support their children in school
- Increasing parental involvement through School Site Council, ELAC, Annual Title 1 meeting, Coffee Hour
- Home School Liaison to connect with parents for involvement
- Newsletter to be sent home to inform parents
- Back to School Night
- Progress Reports (Quarterly)
- i-Ready reports sent home with report card
- Awards Assembly (quarterly)
- Parent Portal
- Edutext
- Parent University
- Open House
- Parent Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger
- Supplemental contract available for classified staff/certificated staff to interpret during conferences, meetings, events, etc.
- Supplement contracts available for classified staff to support with babysitting during parent meetings, conferences, events, etc.

Describe Professional Learning related to this action:

- Norseman will provide social emotional and self-management professional learning practices for staff members

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Graph			: To purchase graphics from Graphics department to support in reading, math, Climate Culture Expectations, and Social Emotional needs.	300.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers to implement Climate and Culture expectations and clubs/activities to keep students engaged.	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for Climate and Cultural Team to plan after the school year ends, or before the school year begins.	1,200.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts for classified staff to implement Climate and Culture expectations and clubs/activities to keep students engaged.	15,999.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Fund 1 Family Foundation Counselor to 7 hours per day for 3 days a week to support with Tier 2 and Tier 3 students with Social Emotional needs.	39,900.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,083.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contract for NTA's to be trained in CHAMPS, STOIC, and RP Practices.	1,000.00

\$113,482.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0355 Norseman Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		41,421.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing student data.	5,855.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor Title 1 students before/after school.	4,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: To purchase online subscription I-Ready (Curriculum Associates), and Math Reflex (Explore Learning) to support Title 1 students in reading, writing and math.	10,378.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English Classes for Parents, etc.	1,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to engage Title 1 parents. (No Incentives/Food)	2,082.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		40,103.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for Lead Teachers to plan before the beginning of the school year starts.	1,800.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for 504 Coordinator and Survey Coordinator.	1,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, math, attendance, and Social Emotional needs.	33,658.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading and math.	10,645.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine to support in creating supplement materials such as Common formative assessments, enrichment activities, and pre/post assessments.	7,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers, and printers.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			: To purchase snacks for students during state testing.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,773.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English Classes for Parents, etc.	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			PO to purchase snacks for parent meetings and events to help engage parents in support their children in school.	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		6,285.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Reimburse HSL Mileage.	300.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: To purchase online subscription of I-Ready (Curriculum Associates), and Math Reflex (Explore Learning) to support EL students in learning reading, writing, and math.	10,378.00

G1A1	LCFF: EL	Instruction	Nc-Equipment			: To purchase technology to support English Learners in accessing reading, writing and math.	12,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contract for interpreters during parent conference, SSC, ELAC, Title 1, SST, 504 meetings.	4,000.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		6,283.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing student data.	3,200.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for 3 PLI teachers professional training.	2,300.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing English Learner student data.	4,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contract for teachers to tutor EL students before/after school.	4,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for Teachers to support assessing EL students during ELPAC one on one.	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies to support English Learner students in reading and math.	22,633.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors to support in assessing English Language Learners.	1,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for teachers to keep students engaged with clubs, activities before/after school.	3,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			: To purchase graphics from Graphics department to support in reading, math, Climate Culture Expectations, and Social Emotional needs.	300.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers to implement Climate and Culture expectations and clubs/activities to keep students engaged.	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for Climate and Cultural Team to plan after the school year ends, or before the school year begins.	1,200.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts for classified staff to implement Climate and Culture expectations and clubs/activities to keep students engaged.	15,999.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Fund 1 Family Foundation Counselor to 7 hours per day for 3 days a week to support with Tier 2 and Tier 3 students with Social Emotional needs.	39,900.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,083.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contract for NTA's to be trained in CHAMPS, STOIC, and RP Practices.	1,000.00

\$370,476.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,236.00
Sup & Conc	7090	\$238,946.00
LCFF: EL	7091	\$66,294.00
Grand Total		\$370,476.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$253,994.00
G2 - All students will engage in arts, activities, and athletics	\$3,000.00
G4 - All students will stay in school on target to graduate	\$113,482.00
Grand Total	\$370,476.00