

**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: June 10, 2020

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

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

**Consolidated Program Assurances**


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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Kevin X Her	X				
2. Chairperson -Cristina Ortiz				X	
3. Vice-Chair-Claudia Pelayo				X	
4.Laura Pano				X	
5.Laura Ezparza				X	
6.Valerie Carillo				X	
7.Rom Orm		X			
8.Scott Holm		X			
9.Corrina Rubio		x			
10.Ngia Lee			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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Kevin X Her		5/28/2020
<b>SSC Chairperson</b>	Cristina Ortiz	Marica Ortiz	5/28/2020

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Norseman - 0355

**ON-SITE ALLOCATION**

3010	Title I	\$78,016 *
7090	LCFF Supplemental & Concentration	\$238,683
7091	LCFF for English Learners	\$69,342
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$386,041</b>

\* 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	\$2,208
Remaining Title I funds are at the discretion of the School Site Council	\$75,808
Total Title I Allocation	\$78,016

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

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.941 %	22.081 %	2018-2019	29.081 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.178 %	20.907 %	2018-2019	27.907 %

**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)

- **iReady:** iReady-assessment to guide instruction and identify Gaps/Current levels, iReady direct instruction, online instruction (max 45 per week/subject in class) **blended learning/** differentiated instruction, goal setting/Data chat PL refinement
- **CFAs:** To guide instruction/respond, planning, Add IABs, PL refinement
- **Complex text:** GVC (want to add a focus Complex Talk/ Complex Task) (close reading) PL refinement
- **Backward mapping: Pacing charts** using Item specification/CC stems in planning, CFAs IAB, PL refinement
- **Foundational Skills:** (K-2) Word work, Decodable passages/readers, Sound Spelling Cards, (K-6) intervention (iReady) PL refinement
- **High expectations:** (Champs/Mac/routines, small groups) PL refinement
- **Objectives:** System wide use of "I can statements".
- **Goal setting/Data Chats:** Staff room display, classroom display, and individual data chats.

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

- Core math time for tier 1 instructions GVC
- Components – manipulative, model, and pictures
- **iReady:** iReady-assessment to guide instruction and identify Gaps/Current levels, iReady direct instruction, online instruction (in class use max 45 min. per week/per subject) during intervention

**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)

- **PLC/CCI:** four guided instruction/CCI model need to improve practices within instructional planning. Grade level PLC are inconsistently using the 4 guiding question in the PLC work. Improve progress monitoring and accountability.
- Schedules that restrict minutes for CORE instruction 120 mins ELA/ Math 90 mins
- Boost time: Data 1<sup>st</sup> -2<sup>nd</sup> not effective/ 3<sup>rd</sup> & 4<sup>th</sup> effective would like 4 days per week, 6<sup>th</sup> seeing gaps through instruction, 6<sup>th</sup> want more direction on formatting of lessons
- IPG walks giving feedback quarterly- not doing because it applies evaluative verses a planning tool.
- **SST timeline** has been taking an extended time for response
- Viking cove: Lack of staffing and ability to collect data have prevented data collection on effectiveness. Observation data shows that less referrals were received in the office and less suspensions during the time staffing was on site but unknown if same behavior occurred, without referrals, were present. (Included due to students being present in class to receive instruction).

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

- Math journaling is being used in different ways across the campus
- Not having site math PLs
- Not reviewing vertical grading alignment policies

- schedule block, blended learning/ differentiated instruction, goal setting/Data chat PL refinement
- **CFAs:** To guide instruction, respond to instructional needs, planning, use of IABs, FIABs, PLC alignment, PL refinement
- **Backward mapping: Pacing charts** using Item specification/CC stems in planning, CFAs, IAB, FIAB, PLC alignment, PL refinement
- **High expectations:** (Champs/Mac/routines, small groups) PL refinement
- **Objectives:** System wide use of "I Can" statements
- **Goal setting/Data Chats:** Staff room display, classroom display, individual student data chats

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

- PLC/CCI: four guided instruction/CCI model need to improve practices within instructional planning
- Boost time: Data 1<sup>st</sup> -2<sup>nd</sup> not effective/ 3<sup>rd</sup> & 4<sup>th</sup> effective would like 4 days per week, 6<sup>th</sup> seeing gaps through instruction, 6<sup>th</sup> want more direction on formatting of lessons
- RTI is at 30 – the SPSA states 40
- K Grading and assessment practices have changed/ BAS is no longer a district recorded requirement
- DRP is no longer being used
- HFW is now iReady domain not isolated assessment
- Shift from math PL due to iReady/SBAC results
- Change in Tiered schedules combining tier 2/3
- Math journaling shifted to BOOST check
- RFLEX is not being used across the campus- need to review data results

**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.

- IReady tool kit will no longer be purchased
- Reflex math is not being used school wide- Need to implement a plan
- CT data of effectiveness- Need to implement an effectiveness plan

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

**1** SSC:

**2** ELAC:

**3** Staff:



SSC reviewed current SPSA actions and implementation on 10/23/19. 1/22/20 - SSC delegated writing of 2020-21 SPSA to a writing team. SSC provided input on LCAP for district and school. 2/19/20 - Shared 2020-21 allocated categorical funds with SSC. Shared progress in SPSA writing with SSC. 5/21/20 – Shared draft SPSA with SSC. SSC approved 2020-21 budget allocations. 5/28/20 – SSC reviewed and approved 2020-21 SPSA, Parent and Family Engagement Policy, Parent Compact, and SSC ByLaws.

ELAC reviewed current SPSA actions and implementation on 2/7/20. ELAC members provided input on LCAP for district and school in support of EL students. 3/6/20 shared progress in SPSA writing. .

11/11/19 - ILT reviewed current data, and current SPSA actions. 1/16/20- ILT started to progress to review and revise SPSA utilizing the SPSA tool provided to co-admins. 2/13/20 - ILT continued to provide input to SPSA using SPSA tool. 2/18/20 - Shared allocated categorical funds with staff. Illicit input from staff for LCAP, and SPSA programs. 4/22/20 - Met with ILT to discuss three draft budget scenarios. ILT provided feedback from their grade levels and draft budget scenarios were adjusted to two. ILT met with grade level teams. 4/29/20 - ILT meet to discuss any questions and feedback regarding the two budget draft scenario. 4/29/20 - Two budget draft scenarios were shared with the whole staff. Staff voted and approved budget scenario 2. 5/13/20 – Shared completed draft 2020-21 SPSA with ILT for input and feedback. 5/22/20 – Shared completed draft 2020-21 SPSA via email and provided space on Microsoft Teams for feedback, comments, and questions regarding parts of the SPSA. 5/27/20 – Staff approved 2020-21 draft SPSA.

## Action 1

**Title:** English Language Arts

### [Action Details:](#)

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

This will include the following school-wide implementation :

Utilization of the FUSD Instructional Practice Guide as a planning tool to support literacy and provide feedback to staff to improve school-wide instruction:

- High expectations (i.e. CHAMPS/MAC, routines, small groups)
- Majority of lessons spent on listening to, reading, writing, and/or speaking about texts
- Questions and tasks integrate reading, writing, speaking, and listening and/or language standards to support students in building their understanding of the text and topics
- Questions and tasks require students to use evidence from the text to demonstrate understanding to support their ideas about the text
- Opportunities will be provided for productive struggle and to demonstrate perseverance in reasoning and problem-solving
- Opportunities for students to provide text evidence to support their ideas through academic discourse and/or written responses
- Check for understanding throughout lessons and adapting lessons according to student understanding

Grade levels will backward map using data, item specification tasks that align to standards, and common and formative assessments:

- Using school-level data, grade-level data, and classroom data, grade levels will quarterly backward map with instructional plans
- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of instruction
- Utilize i-Ready data to plan differentiated instruction according to the results

Common Formative Assessments are developed by grade levels and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's )

- Using school-level data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of an instructional plan to close learning gaps
- Conduct data chats and goal settings school-wide, grade level, and by the classroom to support the development of instructional plans.
- Clear objectives aligned to data and state standards will be used school-wide in, "I Can" statements
- The use of i-Ready will be used as a diagnostic reading tool for teachers in K-6 to guide instruction, identify gaps/current levels. In addition, iReady results and resources will be used in small group instruction and online instruction. (Online class use of iReady, for a maximum of 45 min. per week/per subject during intervention scheduled on-site instructional block)

Grade levels are to utilize the four guiding questions to guide instruction:

- School-wide use of the continuous cycle of improvement (CCI)

K-2 daily focus on foundational skills using district adopted curriculum (GVC):

- Implementation of Wonders daily Word Work lessons to build student skills in print of concepts, phonological awareness, phonics, and word study
- Utilize Sound Spelling Cards with a preplanned purpose and intentionality during classroom instruction
- Use Wonders Decodable texts/passages/readers to reinforce phonics and word recognition
- Support struggling readers in grades K-2 intervention through differentiated instruction
- Special Education program will utilize WonderWorks to teach and apply reading comprehension skills to texts

3rd-6th Grades focuses on applying reading comprehension skills using district adopted curriculum (GVC):

- Implement Wonders daily
- Use complex Text focused on complex talk and complex tasks, along with aligned close reading strategies. Tasks include: Approaching, on-level, enrichment, and acceleration
- Support for struggling readers in grades 3-6 using intervention strategies such as small group instruction, differentiated instruction, and resources such as Wonders Leveled Readers to reinforce prior instruction
- Utilize claims and target questions/information provided and embed into daily instruction to improve alignment and increase the rigor of questioning
- Special Education program will utilize WonderWorks to teach and apply reading comprehension skills to texts

Professional learning opportunities to build capacity in all teachers/ instructional leaders

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

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

Student Progress Measures for Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades (ongoing)
2. SBAC/CAASPP, grades 3-6 (annual)
3. ELPAC Reports grades TK-6 (annual)
4. District/site common formative assessments (ongoing)
  - iReady-3 times per year 1st-6th. Kindergarten 2 times a year.
  - Interim Assessment Block (IAB, FIAB) 3-6 ongoing
  - BAS: quarterly K\*-1
  - T-KAIG quarterly Assessment DRDP/Benchmarks (PK/TK)
5. Supplemental assessments as needed for further diagnostics to close reading foundational gap
  - BAS - Grade K-1
  - Sight/High Frequency Words inventory to support fluency progress (K-2)
6. Progress Monitor Tools: School-wide/ Classroom/PLC
  - PLC developed backwards mapping calendars emphasizing on the item specs and essential standards
  - K-2 continue to progress monitoring (by class and grade level) include: iReady, BAS, CFA, etc.
  - K-6 creates and monitors assessment calendar by grade level: IAB, FIAB, 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.
  - Goal setting/Data Chats to display in staff room, classroom and have individual data chats
  - Objectives displayed in classrooms as "I Can" statements
  - Turn in PLC Agenda/Minutes, weekly
  - Instructional Practice Guide progress, walk-through, observations, and feedback, ongoing
  - 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. PLC

**Timeline:**

1. Quarterly
2. First Quarter
3. First Quarter
4. Quarterly
5. Quarterly
6. 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 gaps to proficiency.

Intervention and Enrichment Time:

Groups are flexible and meet with teachers 30 minutes differentiated depending on grade level and identified skill/instructional need. Grade levels may deploy during tier 3, with data-driven decisions.

Student Learning Below Grade Level: 30-minute intervention instruction block:

- Grades K-6 students scoring below grade level will participate in 30 a minute reading intervention session, 4 days per week until multiple measure scores (i.e.: iReady/ BAS/ BPST/ SBAC) show they no longer qualify for the intervention services. Instruction will target foundational and early literacy skills.
- Teachers will use i-Ready as a universal screener to screen their students 3 times per year (1st-6th) and 2 times per year (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: 30-minute instruction:

- Grades K-6 students scoring exceeding grade level will participate in 30 min. instruction that focuses on high quality enriched instruction that 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 (i.e.: iReady/ BAS/ BPST/ SBAC/CFA) criteria for success within the multiple measures scores showing if they are in need of enriched instruction or intervention instruction.

- 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 (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 will provide direct support to students in grades PK-6 to integrate technology into learning
- Two 3-hour (.375 FTE) Certificated Tutors will provide direct intervention to students in grades K-3
- One 3.5-hour Home School Liaison will assist staff to connect and communicate with parents regarding student progress and needs
- Home School Liaison's mileage will be compensated when performing traveling as 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 CFAs, Pre/Post assessments, and an 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 for SSTs, 504s, parent-teacher conferences, and IEPs
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage for admin/teacher data chats.
- Provide up to 2 supplemental contracts for teachers who register and are accepted into the Personalized Learning Initiative (PLI). This contract compensates for the time above the teacher's normal duty day.

### Communication:

- Back to School Night (annually)
- Written Grade Policy (annually)
- Progress Reports (quarterly)
- i-Ready reports sent home with report card (2-3 times per year)
- Awards Assembly (quarterly)
- Open House (annually)
- Parent-Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, Peachjar digital online flyer (as needed)
- Newsletters (monthly)
- Social Media (Facebook, Classdojo, Instagram, Twitter) (regularly)
- Home visits (Home School Liaison/as needed)

### 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 with support contracted staff
- Supplemental contracts available for teachers to assess one-on-one with ELPAC assessments
- 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 the ELPAC assessment
- As needed, utilize EL Department coaches to support teachers in how to support EL learners using the GVC and its resources.

### Specify enhanced services for low-performing student groups:

- Our current data indicate that school-wide, we have a decline in students who are meeting and exceeding SBAC in ELA: 2016-2017:26%, 2017-18: 24%, 2018-2019 22%
- Only 16% of our African Americans students are meeting/exceeding on SBAC ELA
- Data shows that there is a decline from 8% in 2017-18 to 3.8% in 2018-19 for our EL students that are meeting/exceeding on SBAC ELA
- Only 4.2% of our Special Education population is meeting/exceeding on SBAC ELA
- Supplemental contracts will be available for teachers to tutor students before/after school in ELA
- Two (.375 FTE) 3-hour Certificated Tutors to work with students per grade level utilizing diagnostic data from multiple measures .e: i-Ready/ SBAC/BAS/BPST
- Utilize i-Ready as a Universal Screener to diagnose students in ELA and provide intervention using the iReady modules for small group instruction and online instruction 45 min max per week within the class setting

#### 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 (annually)
- Progress Reports (quarterly)
- i-Ready reports sent home with the report card (quarterly)
- Awards Assembly (quarterly)
- Parent Portal
- Parent University
- Open House (annually)
- Parent-Teacher Conferences (school-wide 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.

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

- Professional learning opportunities to build capacity in all teachers/instructional leader as needed and available
- Professional learning opportunities for staff to refresh on the components of iReady as needed
- 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 the ELA and Math Department to support teacher learning gaps and additional resources on how to use better implement the GVC and its resources

## 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.

School-wide use of district adopted curriculum (Guaranteed Viable Curriculum- GVC):

- Daily use of GVC to plan, teach and apply to learn
- Implementation of Math Lesson Design school-wide, along with GVC to support student learning
- Support math-reading comprehension through complex text, talk, and task

Utilize the Instructional Practice Guide as a planning tool to support mathematics and provide feedback to staff to improve school-wide instruction:

- High expectations (i.e. CHAMPS/MAC, routines, small groups)
- Provide opportunities for students to engage with grade-level problems, mathematical investigations, review, and/or practice with tasks
- Strengthen all students, understanding of context by sharing a variety of students' representation and/or solution methods
- Check for understanding throughout the lesson and adapts lessons according to student understanding
- Provide students with opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems in the face of initial difficulty
- Engage students in academic discourse and ask questions about each other's thinking.

Grade levels to backward map; using data, item specification tasks that align to standards and common assessments:

- Using school-level data, grade-level data, and classroom data; grade levels backward map an instructional plan (quarterly)
- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of instruction

- Utilize i-Ready data to plan differentiated instruction according to assessment results

Common Formative Assessments are developed by grade levels and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's )

- Using school-level data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of an instructional plan to close learning gaps
- Conduct data chats and goal settings school-wide, grade level, and by each classroom to support in the development of instructional plans.
- Clear objectives are aligned to data and will be used school-wide in "I Can" statements
- The use of i-Ready will be used as a diagnostic reading tool for teachers in K-6 to guide instruction, identify gaps/current levels. Use of iReady in small groups and online instruction. (Online class use max 45 min. per week/per subject during on-site intervention scheduled block)
- 3rd-6th grades- Utilize claims and target question/information stems, embed into daily instruction to improve alignment and rigor of questioning

Grade levels to utilize the four guiding questions to guide instruction:

- School-wide use of the continuous cycle of improvement (CCI)

Utilize Reflex Math as a supplemental tool to support students in math fact fluency.

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

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

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, FIAB)
4. District/site common formative assessments:
  - K-6 iReady (3 times per year: 1st-6th; 2 times per year Kinder)
  - T-KAIG Assessment (quarterly)

Owner(s):

1. Teachers, ILT
2. 3rd-6th Grade Teachers, ILT
3. Teachers, PLC's
4. Teachers, PLC's, ILT
5. Teachers, PLC'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 backward mapping calendars with an emphasis on item specs and essential standards
- K-6 create and monitor assessment calendar by grade level: Interim, Common Formative Assessments/ Assignments, and essential standards
- Goal setting/data chats are displayed in classrooms, staff room and teachers have individual student data chats
- PLC Agenda/Minutes turned in (weekly)
- Grading alignment rubrics/student work (decrease variability)
- PLC data protocol sheet, Student artifacts
- Instructional Practice Guide progress, walk-through, observations and feedback

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

Norseman School will:

- Use the core math time to teach tier 1 math to students using the Item specification task and GVC
- Use the core math time to focus on using word problems (Go Deeper, Think Smarter, Real World, and Mathematical Practice) to help students in solving rigorous math problems
- Have Math intervention within the Math Core block by focusing on the areas of need according to common formative assessments created by grade levels based on selected essential standards
- Strategically plan instructional practices to support students in closing achievement gaps and enriching/challenging activities for 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
- Use Reflex Math as supplementary support for students struggling in math fact fluency
- Have Data chats, goal setting and progress monitoring of student progress with students regularly
- Use Differentiated instruction such as small groups, groupings, scaffolded assignments, and instructional activities, to ensure access for all students
- Use the Continuous cycle of improvement (CCI) with their PLCs according to data trends and to identify and address equity and achievement gaps
- Participate in professional learning to provide teachers with an overview and implementation of MLD aligned with the district GVC
- Participate in professional learning opportunities to build capacity in all teachers/instructional leaders
- Incorporate math components of the California Mathematical Practices of the Use of manipulative, models, and pictures to visualize situations, and the GVC provided think smarter/go deeper word problems

#### Resources

- One 3-hour (.375 FTE) Para Computer Lab Assistant will provide direct support to students in PK-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 CFAs, Pre/Post assessments, extensions 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 2 supplemental contracts for teachers who register and are accepted into the 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)
- 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
- Social Media (Facebook, Instagram, Classdojo, Twitter)
- 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.

#### Specify enhanced services for low-performing student groups:

- Data shows that school wide student meeting/exceeding on SBAC math decreased from 24% in 2017-18 to 21% in 2018-19
- Only 12% of African-American students are meeting/exceeding.
- Their was a decrees from 11.4% in 2017-18 to 3.7% in 2018-19 of our EL students that are meeting/exceeding on SBAC Math.
- 4.2% 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.

Use iReady modules for small group instruction and online learning (40min max per week).

- Utilize supplemental tools such as Math Reflex to support in math facts
- Utilize district provided funds for after school tutoring in math

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

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- 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 (school-wide 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.

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

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- Professional learning that will provide teachers with an overview an implementation of MLD.
- 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.

### Action 3

**Title:** English Language Learners

#### Action Details:

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Norseman will implement a school-wide plan to decrease long-term English Learners and increase current English Learner's English Proficiency Levels by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use the ELA/ELD State Standards to guide instruction in literacy with integrated and designated ELD instructional practices. <https://spsa.fresnounified.org/SPSA?spsald=380>

Utilize the Instructional Practice Guide as a planning tool to support literacy and provide feedback to staff to improve school-wide instruction:

- High expectations (i.e. CHAMPS/MAC, routines, small groups)
- Lessons integrating ELL instruction with listening to, reading, writing, and/or speaking about language, language development, and comprehension
- Questions and tasks integrate integrating ELL strategies in reading, writing, speaking, and listening and/or language standards to support students in building their understanding of the text and topics
- Questions and tasks that require ELL students to apply skills and language will utilize evidence from the text to demonstrate understanding to support their ideas about the text
- Provide ELL students with opportunities for productive struggle and demonstrate perseverance in reasoning and problem-solving
- ELL students will provide text evidence to support their ideas through academic discourse and/or written responses
- Check for understanding will be used throughout lessons and teachers will adapt lessons according to student understanding and needs

Grade levels will develop backward maps using current data, ELD standards, and common assessments:



- Using school-level EL data, grade-level data, and classroom data, grade levels will backward map ELD instructional plans (quarterly)
- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of ELD instruction

Common Formative Assessments are developed by the grade level and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's )

- Using school-level EL data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of ELL instructional plan to close learning gaps
- Conduct EL data chats and goal settings school-wide, grade level, and by the classroom to support the development of instructional plans
- Use EL data to provide differentiated instruction during integrated and designated ELD

Grade levels to utilize the four guiding questions to guide instruction:

- School-wide use of the continuous cycle of improvement (CCI)
- Differentiate integrated and designated ELD instruction across grade levels

Professional learning opportunities to build capacity in all teachers/ instructional leaders in areas of ELL.

<b>Reasoning for using this action:</b> <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 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,FIAB)
5. District/site common formative assessments
  - i-Ready: (1st-6th: 3 times per year; Kinder: 2 times a year)
  - BAS: quarterly K\*-1
  - T-KAIG quarterly Assessment DRDP/Benchmarks (PK)
  - EL Redesignation Goal-setting Report
6. Supplemental assessments as needed for further diagnostics to close the reading foundational gap
  - BAS - Grade
  - Sight/High-Frequency Words inventory to support fluency progress (K-2)
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 backward mapping calendars emphasizing essential standards/GVC alignment
  - K-2 continues progress monitoring (by class and grade level) include 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, BAS, Interim CFA, ELPAC)
  - PLC Agenda/Minutes turned in
  - Grading alignment to rubrics/student work (decrease variability)
  - PLC data protocol sheet and Student artifacts
  - Instructional Practice Guide progress, walk-through, observations and feedback

**Owner(s):**

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

**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):**

**School-Wide Integrated Instruction During Core TK-6**

Five days a week during core instruction, teachers will integrate ELD strategies and standards to the 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 the identified skill gaps 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:

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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 i-ready BPST, and ELPAC.
- 3rd-6th grade English Learner students needing additional support in RFS as measured by iReady, 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):

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- 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 the report card
- Awards Assembly (quarterly)
- Parent Portal
- Edutext
- Parent University
- Open House
- Parent-Teacher Conferences (school-wide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, monthly newsletters
- Social Media (Facebook, Instagram, Classdojo, Twitter)
- 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:

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- During the 18-19 ELA SBAC, 3.8% of our EL students were meeting/exceeding.
- During the 18-19 Math SBAC, 3.7% 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.
- Provide sub-release time for teachers to assess students on ELPAC if needed.

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

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- 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 teachers in how to support EL learners using the GVC and its resources.

# 2020-2021 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		41,518.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contract for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	1,501.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			materials and supplies to engage title 1 parents. (No Food/Incentives)	2,208.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		40,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To materials and supplies to support student in reading, writing, math, attendance and social emotional needs.	40,628.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support student in reading, writing and math.	11,537.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine in support of creating supplemental materials such as common formative assessments, enrichment activities and pre/post assessments.	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers and printers.	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snacks for students during state standards.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,892.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contract for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			To engage/involve parents in learning to support student in reading, writing and math.	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		7,392.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		7,395.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitute to release teachers for lead teacher, SST, peer to peer, planning, data chats, data collection, and analyzing student data.	9,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring student before and after school.	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: To purchase materials and supplies to support student in reading, writing and math. (No Food/Incentives)	13,789.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and	2,400.00

## 2020-2021 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
G1A2		Instruction	Teacher-Subs			analyzing student data.	7,400.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitute to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing English Learner student data.	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor EL students before and after school.	5,500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies to support English Language Learners in reading and math.	22,947.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			To purchase technology to support English Language Learners in reading, writing and math.	18,000.00
G1A3	LCFF: EL	Instruction	Direct-Graph			: To purchase materials, supplies and resources to support English Language Learners..	1,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contract for intepreters during parent conference, SSC, ELAC, Title 1, SST and 504 meetings.	4,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: To purchase materials and supplies to engage parents to support English Language Learners.	500.00

**\$274,963.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	44.399 %	2018-2019	51.399 %

**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.

<p><b>1</b> 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.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• High participation rate on clubs based on the variety of student interest.</li> <li>• Community engagements such as family dance, STEAM Night, Literacy Night, Music, Band, Athletics, After School Program, goal 2 fieldtrips.</li> <li>• Uniforms and equipment will be purchased when needed to support Goal 2 activities.</li> <li>• List all clubs and field trips (by grade level)</li> </ul>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• Tracking of engagements.</li> <li>• Lack of parent involvement.</li> <li>• More teacher participation.</li> </ul> <p>Options are limited</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

More engagement opportunities were available due to contract but the amount of participation was not tracked. Need to have a better system on tracking engagement.

**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.

Add structure to track engagement

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
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SSC reviewed current SPSA actions and implementation on 10/23/19. 1/22/20 - SSC delegated writing of 2020-21 SPSA to a writing team. SSC provided input on LCAP for district and school. 2/19/20 - Shared 2020-21 allocated categorical funds with SSC. Shared progress in SPSA writing with SSC. 5/21/20 – Shared draft SPSA with SSC. SSC approved 2020-21 budget allocations. 5/28/20 – SSC reviewed and approved 2020-21 SPSA, Parent and Family Engagement Policy, Parent Compact, and SSC ByLaws.

ELAC reviewed current SPSA actions and implementation on 2/7/20. ELAC members provided input on LCAP for district and school in support of EL students. 3/6/20 shared progress in SPSA writing. .

11/11/19 - ILT reviewed current data, and current SPSA actions. 1/16/20- ILT started to progress to review and revise SPSA utilizing the SPSA tool provided to co-admins. 2/13/20 - ILT continued to provide input to SPSA using SPSA tool. 2/18/20 - Shared allocated categorical funds with staff. Illicit input from staff for LCAP, and SPSA programs. 4/22/20 - Met with ILT to discuss three draft budget scenarios. ILT provided feedback from their grade levels and draft budget scenarios were adjusted to two. ILT met with grade level teams. 4/29/20 - ILT meet to discuss any questions and feedback regarding the two budget draft scenario. 4/29/20 - Two budget draft scenarios were shared with the whole staff. Staff voted and approved budget scenario 2. 5/13/20 – Shared completed draft 2020-21 SPSA with ILT for input and feedback. 5/22/20 – Shared completed draft 2020-21 SPSA via email and provided space on Microsoft Teams for feedback, comments, and questions regarding parts of the SPSA. 5/27/20 – Staff approved 2020-21 draft SPSA.

## 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, Game Club, Code Club, Spelling bee, Leadership, Peace club, Boys to men club, Girl up 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 arise 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:

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- 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 the school or district.

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

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- Engagement information/opportunities will be shared with parents via ELAC, SSC, Parent Coffee Meeting, Back to School, Monthly Newsletter.
- If funds available, the school may fund 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:

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- 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 the school or district.

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

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- Professional learning for staff will be provided based on the needs determined by the 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



**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 %	96.629 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	87.379 %	2018-2019	94.379 %
Exposure to Careers - 6th Grade	99.623 %	93.069 %	2018-2019	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.

**Exposure to Careers - 3rd Grade**

- TK-6<sup>th</sup> field trips and community based site visits
- STEAM
- REAL art collaborative

**Exposure to Careers - 4th Grade**

- TK-6<sup>th</sup> field trips and community based site visits
- STEAM
- REAL art collaborative

**Exposure to Careers - 6th Grade**

- TK-6<sup>th</sup> field trips and community based site visits
- STEAM
- REAL art collaborative

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

**Exposure to Careers - 3rd Grade**

Work in progress on the tracking of engagement

Work in progress on the tracking of disproportionality.

**Exposure to Careers - 4th Grade**

Work in progress on the tracking of engagement

Work in progress on the tracking of disproportionality.

**Exposure to Careers - 6th Grade**

Work in progress on the tracking of engagement

Work in progress on the tracking of disproportionality.

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

additional field trips at grade level

**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.

Additional funds were available and stakeholders voted for fieldtrips as an action.

**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 reviewed current SPSA actions and implementation on 10/23/19. 1/22/20 - SSC delegated writing of 2020-21 SPSA to a writing team. SSC provided input on LCAP for district and school. 2/19/20 - Shared 2020-21 allocated categorical funds with SSC. Shared progress in SPSA writing with SSC. 5/21/20 – Shared draft SPSA with SSC. SSC approved 2020-21 budget allocations. 5/28/20 – SSC reviewed and approved 2020-21 SPSA, Parent and Family Engagement Policy, Parent Compact, and SSC ByLaws.

**2** ELAC:

ELAC reviewed current SPSA actions and implementation on 2/7/20. ELAC members provided input on LCAP for district and school in support of EL students. 3/6/20 shared progress in SPSA writing. .

**3** Staff:

11/11/19 - ILT reviewed current data, and current SPSA actions. 1/16/20- ILT started to progress to review and revise SPSA utilizing the SPSA tool provided to co-admins. 2/13/20 - ILT continued to provide input to SPSA using SPSA tool. 2/18/20 - Shared allocated categorical funds with staff. Illicit input from staff for LCAP, and SPSA programs. 4/22/20 - Met with ILT to discuss three draft budget scenarios. ILT provided feedback from their grade levels and draft budget scenarios were adjusted to two. ILT met with grade level teams. 4/29/20 - ILT meet to discuss any questions and feedback regarding the two budget draft scenario. 4/29/20 - Two budget draft scenarios were shared with the whole staff. Staff voted and approved budget scenario 2. 5/13/20 – Shared completed draft 2020-21 SPSA with ILT for input and feedback. 5/22/20 – Shared completed draft 2020-21 SPSA via email and provided space on Microsoft Teams for feedback, comments, and questions regarding parts of the SPSA 5/27/20 – Staff approved 2020-21 draft SPSA

**Action 1**

**Title:** Students Exposed to Careers

**Action Details:**

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

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

**Explain the Progress Monitoring and data used for this Action**

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

- Student participation rates

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 events to support EL students.
- Supplemental contracts are available for classified/certified 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
- 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:

- 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.

**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	14.5 %	16.52 %	2018-2019	14.52 %
Suspensions Per 100	6.646 %	8.717 %	2018-2019	7.717 %

**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**

- CP – young men of power
- Remove officer
- Attendance worker meets with students and families, does class incentives, reviews data and meets with Climate and Culture team to develop intervention steps at a site level

**Suspensions Per 100**

RCA- minimal data collected and minimal days with the position filled

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

**Chronic Absenteeism**

- Kinder attendance contest was changed to allow for more celebrations- changed the number of days from 10 to 3 and adding as the year goes.
- Sixth grade we will add Gear to classes that win to motivate students
- Adding Saturday School rewards for students that attend to improve attendance
- Some strategies were not used due to a staff member being ill, she is not here

**Suspensions Per 100**

- RCA- minimal data collected and minimal days with the position filled

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

Incentive fieldtrips were added

**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.

Based on lack of data to support RCA position, the RCA position and job duties will need to be adjusted if plans are to fund the position for the 2020-2021 school year.

**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 reviewed current SPSA actions and implementation on 10/23/19. 1/22/20 - SSC delegated writing of 2020-21 SPSA to a writing team. SSC provided input on LCAP for district and school. 2/19/20 - Shared 2020-21 allocated categorical funds with SSC. Shared progress in SPSA writing with SSC. 5/21/20 – Shared draft SPSA with SSC. SSC approved 2020-21 budget allocations. 5/28/20 – SSC reviewed and approved 2020-21 SPSA, Parent and Family Engagement Policy, Parent Compact, and SSC ByLaws.

**2 ELAC:**

ELAC reviewed current SPSA actions and implementation on 2/7/20. ELAC members provided input on LCAP for district and school in support of EL students. 3/6/20 shared progress in SPSA writing. .

**3 Staff:**

11/11/19 - ILT reviewed current data, and current SPSA actions. 1/16/20- ILT started to progress to review and revise SPSA utilizing the SPSA tool provided to co-admins. 2/13/20 - ILT continued to provide input to SPSA using SPSA tool. 2/18/20 - Shared allocated categorical funds with staff. Illicit input from staff for LCAP, and SPSA programs. 4/22/20 - Met with ILT to discuss three draft budget scenarios. ILT provided feedback from their grade levels and draft budget scenarios were adjusted to two. ILT met with grade level teams. 4/29/20 - ILT meet to discuss any questions and feedback regarding the two budget draft scenario. 4/29/20 - Two budget draft scenarios were shared with the whole staff. Staff voted and approved budget scenario 2. 5/13/20 – Shared completed draft 2020-21 SPSA with ILT for input and feedback. 5/22/20 – Shared completed draft 2020-21 SPSA via email and provided space on Microsoft Teams for feedback, comments, and questions regarding parts of the SPSA 5/27/20 – Staff approved 2020-21 draft SPSA

**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, PLC's

2. Teacher, PLC'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):

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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
- Encourage students with absences to attend Saturday School
- 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
- CWAS meets with students and families, reviews data, and meets with the climate and culture team to develop intervention steps at a site level.
- 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 prioritized for GOAL 2 /VAPA 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 Family Foundations Counselor for 5 days a week (35 hours) to support Tier 3 students with social-emotional and behavioral needs. The counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Fund one 3-hour (.375 FTE) 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.

Specify enhanced services for low-performing student groups:

- During the 18-19 school year, 26.5% of our African Americans, 13.8% of our EL students, and 41% of our sped students were chronically absent.
- 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.
- Encourage students to attend Saturday Academy for attendance recovery.

**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 the 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.

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

- Restorative Practice Year 7 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.

<b>Reasoning for using this action:</b>	<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**

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 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 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 Teamwork in concert with staff and district resource personnel build on the Multi-Tiered Systems of Support framework. Staff will continue to maintain a 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 supports 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 document 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 for Tier 2 students, document, and implement a plan for at least 2 weeks for each strategy.
3. Fund one (.375 FTE) 3 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 conduct a small group with Tier 1 and 2 students to work on building social-emotional skills. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.
4. The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers 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 Family Foundations Counselor for 5 days a week (35 hours a week) to support Tier 3 students with social-emotional and behavioral needs. The counselor will also support teachers, PLC, and parents with



strategies on how to support students.

2. Fund one (.375 FTE) 3 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 conduct a small group with Tier 1 and 2 students to work on building social-emotional skills. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.
3. The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers 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 are 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 training.
2. Supplemental contracts are available for classified/certificated staff to implement and support Climate and Culture structures and common area expectations.
3. Supplemental contracts are 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:

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- 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:

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- During 2018-19, the African American student rate was at 18.92 that was suspended per 100.
- During 2018-19, 26.25 of our suspension rates for Sped students were suspended per 100.
- Fund one Family Foundations Counselor for 5 days a week to support Tier 3 students with social-emotional and behavioral needs. The counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Fund one (.375 FTE) 3 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 conduct a small group with Tier 1 and 2 students to work on building social-emotional skills. RCA supports with individual early student interventions and serves as a mentor and support person to re-engage students to the learning environment.
- The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers 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 classifying/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):

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- 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)

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

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

- 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.

## 2020-2021 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 graphic department to support in reading, math, climate culture expectations and social emotional needs.	1,000.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to implement climate and culture expectations and clubs/activities to keep students engaged.	16,773.00
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.	8,584.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services: Fund 35hrs per week (7 hrs. per day) family foundation counselor to support tier 2 and tier 3 students with social emotional needs.	73,150.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Open position 3 hrs.	11,571.00

**\$111,078.00**

## 2020-2021 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		41,518.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contract for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	1,501.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			materials and supplies to engage title 1 parents. (No Food/Incentives)	2,208.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		40,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To materials and supplies to support student in reading, writing, math, attendance and social emotional needs.	40,628.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support student in reading, writing and math.	11,537.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine in support of creating supplemental materials such as common formative assessments, enrichment activities and pre/post assessments.	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers and printers.	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snacks for students during state standards.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		10,892.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contract for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			To engage/involve parents in learning to support student in reading, writing and math.	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		7,392.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		7,395.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitute to release teachers for lead teacher, SST, peer to peer, planning, data chats, data collection, and analyzing student data.	9,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring student before and after school.	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: To purchase materials and supplies to support student in reading, writing and math. (No Food/Incentives)	13,789.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing student data.	2,400.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitute to release teachers for lead teacher, SST, 504, IEP, peer to peer, planning, data chats, data collection, and analyzing English Learner student data.	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor EL	5,500.00

G1A3		Instruction	Teacher-Supp		students before and after school.	5,500.00	
G1A3	LCFF: EL	Instruction	Mat & Supp		To purchase materials and supplies to support English Language Learners in reading and math.	22,947.00	
G1A3	LCFF: EL	Instruction	Nc-Equipment		To purchase technology to support English Language Learners in reading, writing and math.	18,000.00	
G1A3	LCFF: EL	Instruction	Direct-Graph		: To purchase materials, supplies and resources to support English Language Learners..	1,000.00	
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp		Supplemental contract for interpreters during parent conference, SSC, ELAC, Title 1, SST and 504 meetings.	4,000.00	
G1A3	LCFF: EL	Parent Participation	Mat & Supp		: To purchase materials and supplies to engage parents to support English Language Learners.	500.00	
G4A1	Sup & Conc	Instruction	Direct-Graph		To purchase graphics from graphic department to support in reading, math, climate culture expectations and social emotional needs.	1,000.00	
G4A2	Sup & Conc	Instruction	Teacher-Supp		Supplemental contracts for teachers to implement climate and culture expectations and clubs/activities to keep students engaged.	16,773.00	
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.	8,584.00	
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundation Services: Fund 35hrs per week (7 hrs. per day) family foundation counselor to support tier 2 and tier 3 students with social emotional needs.	73,150.00	
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Open position 3 hrs.	11,571.00
						<b>\$386,041.00</b>	

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,016.00
Sup & Conc	7090	\$238,683.00
LCFF: EL	7091	\$69,342.00
<b>Grand Total</b>		<b>\$386,041.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$274,963.00
G4 - All students will stay in school on target to graduate	\$111,078.00
<b>Grand Total</b>	<b>\$386,041.00</b>