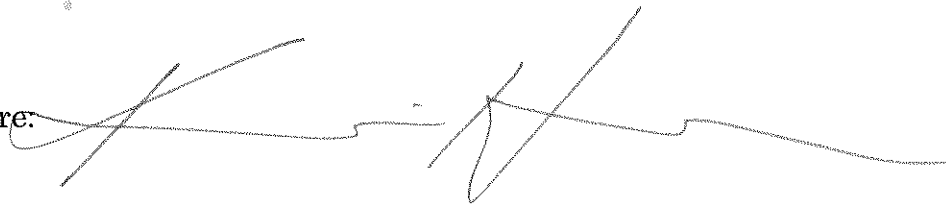


**Norseman Elementary**

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 2, 2021

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

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


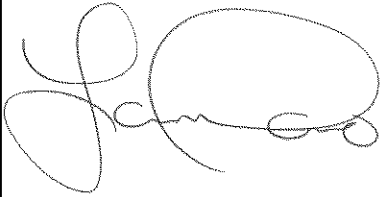
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin X Her	X				
2. Chairperson -Laura Pano				X	
3. Vice Chair – Natessa Beltran				X	
4. DAC Representative – Ngia Lee			X		
5. Gina Singleterry				X	
6. Maria Ybarra				X	
7. Diedre Brooks		X			
8. Katrina Harris		X			
9. Tamara Mounts		X			
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Norseman Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin X Her		3/24/21
SSC Chairperson	Laura Pano		3/24/21

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 2021/22

Norseman - 0355

**ON-SITE ALLOCATION**

3010	Title I	\$79,235 *
7090	LCFF Supplemental & Concentration	\$256,278
7091	LCFF for English Learners	\$68,040
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$28,946</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$432,499</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	\$2,067
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$77,168</u>
	Total Title I Allocation	\$79,235

## Norseman Elementary 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		4.06 %	2019-2020	11.06 %
I-Ready ELAD2 On Level		34.4 %	2020-2021	41.4 %
I-Ready Math D2 On Level		25.68 %	2020-2021	32.68 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELA D2 On Level

- 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.

#### I-Ready Math D2 On Level

- Core math time for tier 1 instructions GVC
- Components – manipulative, model, and pictures
- 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,

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

#### I-Ready ELA D2 On Level

- PLC/CCI: four guided instruction/CCI model need to improve practices within instructional planning.
- Grade level PL Care 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
- 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 .

#### I-Ready Math D2 On Level

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

#### EL Reclassification Rate

- Teachers being more familiar with how components are tested in ELPAC.
- Consistently have data chats with EL students/ parents based on ELPAC components.

- 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

**EL Reclassification Rate**

- 30 min of designated time differentiated for EL students .
- Intergraded ELD strategies throughout all core content areas.
- Teachers implementing SDAIE strategies: Increase the use of visuals, manipulatives, hands on experiences, building background through vocabulary instruction, collaborative conversations and academic discourse, sentence frames, TPR
- Providing Wonders ELD resources.

**Step 2:** For the current year, 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
- REFLEX Math is not being used across the campus- need to review data results
- Shift from math PL due to iReady/ SBAC results

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Strengthen progress monitor through RTI - assessment data, social-emotional data, and SSTs
- Providing meaningful lessons that are inclusive of people's culture from diverse backgrounds.

**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:**

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using Data. 1/20/21 - Reviewed 2020-21 SPSA with SSC. 3/4/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. Shared 2021-22 budget allocations with SSC. 3/17/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. SSC approved 2021-22 Budget. 3/24/21 - SSC approved 2021-22 SPSA.

**2 ELAC:**

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

**3 Staff:**

We communicated with our Norseman Staff, during staff meetings using data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.



## 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 (Intervention) program will utilize WonderWorks to teach and apply reading comprehension skills to texts

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

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

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

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

Owner(s):

Timeline:

Student Progress Measures for Continuous Cycle of Improvement (CCI)

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

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

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 K-6th.
  - Interim Assessment Block (IAB, FIAB) 3-6 ongoing
  - K-FSA quarterly Assessment DRDP/Benchmarks (PK/TK)
5. Supplemental assessments as needed for further diagnostics to close reading foundational gap
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, FSA, 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

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, 5 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 (K-6th). 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:

- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).
- K-6 Teachers to provide targeted designated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging for a minimum of 150 minutes per week during intervention block.
- Teachers provide interventions that align to the needs of RFEP students to ensure academic success in all content areas. Teachers will monitor RFEP students' academic.
- Supplemental contracts will be available for teachers to tutor EL students before/after school
- District Provided EL Wonders program with support contracted staff

### 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 2017-18: 24%, 2018-2019 22%
- Only 16% of our African Americans students are meeting/exceeding on 2018-19 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 2018-19 SBAC ELA
  - Teachers will specifically target SWD students during Tier 3 time and support skills and strategies that are lacking as written in the IEP.

- 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.
- When appropriate, SWD will be in an inclusion setting to expose students to grade level content/standards.
- Sped Teachers will meet at least once a month with their perspective GE grade levels teams during PLC collaboration.
- School will promote extracurricular activities for SWD and provide necessary accommodations to allow SWD to participate.
- 2020-21 Reading iReady Fall results: Tier 1-30%, Tier 2-29%, Tier 3-40%..
- 2020-21 Reading iReady Winter results: Tier 1-34%, Tier 2-29%, Tier 3-37%.
- 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
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.

## Action 2

**Title:** Mathematics

### [Action Details:](#)

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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
- Support math-reading comprehension through complex text, talk, and task
- Implementation of Math Lesson Design school-wide, along with GVC to support student learning
- Math PL in math fluency for k-2
- Math PL in claims and targets with 3-6
- Math PL in utilizing manipulatives to support conceptual understanding in K-6.
- Implement a Targeted Tier 2 and 3 system of support by developing a grade level aligned deployment model

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.

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

- Selected teachers, administrators, and support team will attend PLC Summit to
- Selected teachers, administrators, and support team will attend Unbound Ed Standards Virtual Summit
- Teachers, administrators and support team who attend PL will have the opportunity to share with Grade Level PLC and School Wide PLC.
- Teachers, administrators and support team who attend PL will have the opportunity to present/train peers.

<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
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: k-6th)
  - K-FSA (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:

- Selected teachers, administrators, and support team will attend PLC Summit to
- Selected teachers, administrators, and support team will attend Unbound Ed Standards Virtual Summit
- Teachers, administrators and support team who attend PL will have the opportunity to share with Grade Level PLC and School Wide PLC.
- Teachers, administrators and support team who attend PL will have the opportunity to present/train peers.
- Use the core math time to teach tier 1 math to students using the Item specification task and GVC
- Tier 2 time will be focused on CFA standardized data to reteach/challenge students.
- Tier 3 time will be focused on differentiated skills needed for students in below, on grade level, and beyond.
- 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 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:

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- 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:

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- Data shows that school wide student meeting/exceeding on SBAC math decreased from 24% in 2017-18 to 21% in 2018-19
- SBAC 2018-19, Only 12% of African-American students are meeting/exceeding.
- Their was a decrees from 11.5% in 2017-18 to 3.7% in 2018-19 of our EL students that are meeting/exceeding on 2018-19 SBAC Math.
- 4.2% of our Special Education population are meeting/exceeding on 2018-19 SBAC ELA
  - Teachers will specifically target SWD during Tier 3 time and support skills and strategies that are lacking as written in the IEP.
  - When appropriate, SWD will be in an inclusion setting to expose students to grade level content/standards.
  - Sped Teachers will meet at least once a month with their perspective GE grade levels teams during PLC collaboration.
  - School will promote extracurricular activities for SWD and provide necessary accommodations to allow SWD to participate.
- 2020-21 iReady Fall Math results: Tier 1-30%, Tier 2-29%, Tier 3-40%.
- 2020-21 iReady Winter math results: Tier 1-34%, Tier 2-29%, Tier 3-37%.
- 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
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.
- Sub release time for teachers to plan and work with instructional math coaches.

### 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.

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 of ELD standards in all teachers/ instructional leaders to embed in planning lessons and instruction.

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

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

Student 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: K-6th: 3 times per year
    - K-FSA: quarterly
    - EL Redesignation Goal-setting Report
6. Supplemental assessments as needed for further diagnostics to close the reading foundational gap
  - 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, 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 Tier 1 (whole group) and Tier 2/3 (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.

Teachers monitor RFEP progress quarterly and address any student needs during Tiered intervention.

Teachers will have data chats with EL and RFEP students

### **School-wide Designated ELD during ELA block Grades TK-6**

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

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

### Specify enhanced services for EL students:

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

- Kinder-2nd grade English Learner students needing additional support in RFS as measured by i-ready and ELPAC.
- 3rd-6th grade English Learner students needing additional support in RFS as measured by iReady, DRP, and ELPAC
- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).
- K-6 Teachers to provide targeted designated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging for a minimum of 150 minutes per week during intervention block.
- Teachers provide interventions that align to the needs of RFEP students to ensure academic success in all content areas. Teachers will monitor RFEP students' academic quarterly and record on ATLAS to ensure students do not academically regress.

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:

- 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.
- During the 2019-20 school year 4.2% of our EL students redesignated.
- 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.
- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).
- K-6 Teachers to provide targeted designated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging for a minimum of 150 minutes per week during intervention block.
- Awards and incentives will be provided to recognize EL students' achievement in ELD and resignation.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		28,529.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring student before and after school. ** NO IEPS **	15,000.00
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.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	.	25,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, writing, math, attendance and social-emotional needs.	43,046.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine in support of creating supplemental materials such as common Formative assessment, enrichment activities, and pre/post assessments.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers and printers.	3,685.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snacks for students during state standardized assessment.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		12,227.00
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.	499.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies for English Learners to support in reading, writing and math.	24,055.00
G1A1	One-Time School	Instruction	Mat & Supp			: To purchase materials and supplies to support students in reading, writing, math, technology, safety and health.	18,946.00
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. ** NO IEPS **	10,999.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: To Purchase technology to support students in reading, writing and math.	21,140.00
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
G1A2	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies and technology to support students in reading, writing, and math.	21,140.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading, writing and math.	2,813.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		6,982.00
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	Nc-Equipment			To purchase technology to support English Language Learners in reading, writing and math.	16,000.00
G1A3	LCFF: EL	Instruction	Direct-Graph			To purchase material, supplies and resources to English Learners.	1,000.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188		6,986.00

**\$288,752.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

- 3rd-6th grade Exposures to Careers
- TK-6 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 as it relates to this goal.

**Student-centered real world learning experience - Site Defined**

- Exposure to Careers - 3rd Grade
- Work in progress on the tracking of engagement
- Work in progress on the tracking of disproportionality.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences this school year was the implementation of virtual study trips instead of in-person tours due to the Covid-19 pandemic.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to implement real-world learning experiences and exposure to careers in grades 3th - 6th that promote diversity in the work environment. In addition to that, we will take the initiative to plan activities that include students in grades PK to 2nd grade as well.

**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:**

We communicated with SSC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using Data. 1/20/21 - Reviewed 2020-21 SPSA with SSC. 3/4/21 - Updated SSC on progress of writing SPSA SSC provided input on SPSA Shared 2021-22 budget allocations with SSC. 3/17/21 - Updated SSC on progress of writing SPSA SSC provided input on SPSA SSC approved 2021-22 Budget. 3/24/21 - SSC approved 2021-22 SPSA

**2 ELAC:**

We communicated with ELAC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

**3 Staff:**

We communicated with our Norseman Staff, during staff meeting using Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

**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

**Owner(s):**

**Timeline:**

- Student participation rates

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

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

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:

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- Home School Liaison will assist in communicating Career and readiness activities that are offered at Norseman.
- During school events such as Literacy Night, STEM Night, Read Across America etc, school will expose students to careers that promote multi-lingual skill sets and cultural diversity. Expose students to speakers from diverse background and professional areas to talk to students.
- 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.

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

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- 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.
- During school events such as Literacy Night, STEM Night, Read Across America etc, school will expose students to careers that promote multi-lingual skill sets and cultural diversity. Expose students to speakers from diverse background and professional areas to talk to students.

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		26.76 %	2020-2021	24.76 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

- Climate and Culture team to develop intervention steps at a site level
- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction

**Suspensions students with 1 or more**

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

**Chronic Absenteeism**

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

**Suspensions students with 1 or more**

- No suspensions during distant learning.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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There are no major differences, other than accommodations to implement actions in a virtual environment. Each item was effective in support of student achievement:

- School Culture Climate Team
- Family Foundation Counselor
- Restorative Practice Counselor
- Materials and Supplies
- Student Incentives

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to promote student engagement and activities that are inclusive of people and cultures from diverse backgrounds and that create meaningful connections with other adults in our Norseman community.

**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:

We communicated with SSC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using Data. 1/20/21 - Reviewed 2020-21 SPSA with SSC. 3/4/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. Shared 2021-22 budget allocations with SSC. 3/17/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. SSC approved 2021-22 Budget. 3/24/21 - SSC approved 2021-22 SPSA

**2** ELAC:

We communicated with SSC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask SSC members' input on current actions and suggestions for modifications to actions for next school year.

**3** Staff:

We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

**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 3 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 Mine-Craft Club, Cooking club, Science Club, Game Club, Code Club, Leadership, Peace 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:

- 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.

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

- Newsletters, school messengers, Classdojo, and Peachjar will be utilize to send home information to 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
- If funds available, funds can be utilized to fund set up engagement events for students and materials and supplies.

## Action 2

**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):

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.
- 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

Specify enhanced services for low-performing student groups:

- During the 2020-21 school year, 40% of our African Americans, 19% of our EL students, and 31% of our sped students were Chronic and severely chronically absent.

- Supplemental contracts will be available for classified/certificated staff to run activities, clubs, and groups to promote attendance for EL students.

- 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.

### Action 3

**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. 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 provide mental health services, and 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. 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).
3. SST Meetings
4. Family Foundation Counselor and RP counselor, as part of our Targeted Support Team (TST), will meet monthly to discuss and analyze student data and referrals to determine effectiveness of current interventions and next steps.
5. Student will be referred to district ICET process after all Tier 3 interventions have been exhausted.

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:

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

Specify enhanced services for low-performing student groups:

- During 2019-20, 12.5 of African American students were suspended per 100.
- During 2019-20, 17.39 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..
- 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).

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: To purchase materials in support of student engagement.	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: To purchase incentives/ awards for students..	3,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			To purchase graphics from graphic department to support in reading, math, climate and culture expectations and social-emotional needs.	1,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to plan, analyze data, and implement climate and culture expectations and clubs/activities to keep students engaged.	26,031.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contracts for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	17,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services : fund 35hrs. per week (7hrs per day). Family Foundation Counselor to support Tier 2/3 students with social emotional needs.	73,150.00

**\$125,181.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

- Induction coach for new teachers
- TSA support for veteran teachers in coteaching, modeling lessons, lesson planning.
- Admin informal observations and feedback
- Cultural Proficiency Training for all teachers
- Saturday Pipeline
- Grade level PLC support
- District Instructional Coaches to support in content areas
- Climate and Culture (CCT) and Climate Culture Specialist (CCS) provide SEL resources, coaching and PL.

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

**Staff Goal - Site Defined**

- Staff demographic does not reflect student population.
- Limited pool of highly qualified candidates for hire that reflects student population.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We had planned to provide sub release time for leads to plan and for data chats; however, due to Distance Learning learning as a result of the Covid-19 Pandemic, the funds allocated for substitute teachers were transferred.
- Administration not giving consistent feedback on observations/classroom visits
- Teachers attended virtual professional learning not as engaged as in person.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Facilitate professional learning opportunities for staff to build their capacity to address the needs of students, especially those originated by the impact of distance learning and school closure.

**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:**

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using Data. 1/20/21 - Reviewed 2020-21 SPSA with SSC. 3/4/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. Shared 2021-22 budget allocations with SSC. 3/17/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. SSC approved 2021-22 Budget. 3/24/21 - SSC approved 2021-22 SPSA year.

**2 ELAC:**

We communicated with ELAC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

**3 Staff:**

We communicated with our Norseman Staff, during staff meetings. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

**Action 1**

**Title:** Staff Training and Support

**Action Details:**

Norseman Elementary will provide opportunities for staff to build capacity on the following areas: Cultural Proficiency and Culturally Proficient Instruction, SBAC Claims and Targets, Interim Assessments, Restorative Practices, Foundational Skills, Social Emotional Learning, Professional Learning Communities, and Blended Learning.

**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

IAchieve Staff Learning Reports  
 Site Professional Learning Attendance Reports  
 Staff Surveys

**Owner(s):**

Principal  
 Vice Principal  
 ILT  
 District Coaches

**Timeline:**

Quarterly  
 End of Year

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

- Student Academics: SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards, and Blended Learning.
- Student Centered and Real-World Learning: Cultural Proficiency, Culturally Proficient Instruction, and Blended Learning.



- Student Engagement: Restorative Practices, Social Emotional Learning, Culture and Climate improvement, and Blended Learning.
- Guaranteed and Viable Curriculum - ELA and Go Math - resources and materials
- Home School Liaison
- Online resources such as software and licenses including, but not limited to Nearpod, and other digital means.
- Independent Contract Agreements for Professional Development Services ( Solution Tree, Standards Institute, MTSS)
- Supplemental contracts for Certificated and Classified to attend professional development meetings
- Substitutes to provide release time for teachers to attend professional learning meetings
- Materials and supplies that support professional learning including, but not limited to textbooks, office supplies, graphics, and technology
- Purchase orders to support professional learning activities
- Technology to support delivery of professional learning such as, Elmos, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Direct Services for Food Services
- Professional Learning and opportunity for teachers to teach teachers such as: PLC Institute, Unbound Ed Summit, etc.

#### Specify Professional Development or Staff Services to support EL students:

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- Provide professional learning and support for teachers in planning and utilizing the GVC to implement effective designated and integrated instruction.
- Provide professional development for teachers on strategies and skills that are aligned to ELPAC.
- Provide sub release time for teachers to do peer to peer observations in order to improve instruction 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.
- Site administration will provide feedback to teachers regarding ELD instruction.
- TSA will provide support to teachers in ELD instruction.

#### Specify Professional Development or Staff Services to support low-performing student groups:

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- 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
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.
- Provide professional learning and support for teachers in planning and utilizing the GVC to implement effective designated and integrated instruction.
- Provide professional development for teachers on strategies and skills that are aligned to ELPAC.
- Provide sub release time for teachers to do peer to peer observations in order to improve instruction for EL students.
- Site administration will provide feedback to teachers regarding ELD instruction.
- TSA will provide support to teachers in ELD instruction.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	Instruction	Mat & Supp			: To purchase materials and supplies for professional development of staff in reading, writing, math, social-emotional and technology.	10,000.00

**\$10,000.00**

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

New Goal and Action

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

**Family Goal - Site Defined**

Emergency Contacts not updated in ATLAS.  
We have low participation on community events from parents of EL students.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions to promote family engagement were carried out, but they were modified to be adapted to the remote learning environment (Virtual parent meetings, Drive Through events, virtual workshops).

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to provide families with opportunities to engage in the school community, and we will ensure that we increase our efforts to improve home/school communication via home visits, phone calls, in-person conferences, and email to encourage more family involvement.

**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:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using Data. 1/20/21 - Reviewed 2020-21 SPSA with SSC. 3/4/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. Shared 2021-22 budget allocations with SSC. 3/17/21 - Updated SSC on progress of writing SPSA. SSC provided input on SPSA. SSC approved 2021-22 Budget. 3/24/21 - SSC approved 2021-22 SPSA.

We communicated with ELAC, during regularly scheduled meetings at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

We communicated with Norseman Staff, during staff meetings using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

## Action 1

**Title:** Create a Positive, Family-Centered Community

### Action Details:

Norseman Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promote academic progress, cultural awareness.

**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

Panorama Parent Surveys  
Panorama Student Surveys  
Pulse Surveys  
Needs Assessment

#### Owner(s):

Culture and Climate Team  
Office Staff  
Teachers  
Home School Liaison

#### Timeline:

Panorama Surveys (Fall and Spring)  
Needs Assessment (Once a year)  
Pulse Surveys (As needed)

### Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House
- Student Centered and Real-World Learning :Career Day, Science Fair, Study Trips, Literacy Week, Book Clubs, etc.
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, Clubs, Athletics, Music Education, etc)
- Supplemental contracts for certificated and classified for preparation and organization of community events
- Materials and supplies to promote family engagement including, but not limited to office supplies, books, technology, food services, and incentives.
- Independent Contract Agreements for services that promote family engagement (DJs, photo booths, speakers, service providers, bounce houses)
- Student Incentives
- Spirit Wear
- Guest speakers/Role Models from the community to promote an inclusive culture, bilingual education, and the importance of family engagement.

Specify Direct Service and Opportunities for parents and families to support EL students:

- During ELAC meetings, provide training for EL parents regarding ELD, ELP Proficiency Levels, Re-designation criteria, ELPAC, RFEP monitoring and support for EL students.
- Communicate with EL parents a variety of ways to support and promote EL students home language development.
- Awards and incentives will be provided to recognize EL students' achievement in ELD and resignation.
- Home School Liaison
- Child Care
- Books
- Parent Learning Opportunities (from Site and Parent University)

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

SSTs  
Home School Liason  
Child Care  
Books  
Parent Learning Opportunities (from Site and Parent University)

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to engage Title 1 parents. ** NO FOOD OR INCENTIVES **	2,067.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			To engage/involve parents in learning to support students in reading, writing and math.	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contract for intpreters during parent conference, SSC, ELAC, Title 1, SST and 504 meetings.	3,999.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: To involve and engage families of English Language Learners in reading, writing and math.	500.00

**\$8,566.00**

## 2021-2022 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		28,529.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring student before and after school. ** NO IEPS **	15,000.00
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.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	.	25,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, writing, math, attendance and social-emotional needs.	43,046.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Fund copy machine in support of creating supplemental materials such as common Formative assessment, enrichment activities, and pre/post assessments.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair student and teacher computers and printers.	3,685.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snacks for students during state standardized assessment.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.3750		12,227.00
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.	499.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies for English Learners to support in reading, writing and math.	24,055.00
G1A1	One-Time School	Instruction	Mat & Supp			: To purchase materials and supplies to support students in reading, writing, math, technology, safety and health.	18,946.00
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. ** NO IEPS **	10,999.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: To Purchase technology to support students in reading, writing and math.	21,140.00
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
G1A2	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies and technology to support students in reading, writing, and math.	21,140.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading, writing and math.	2,813.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2187		6,982.00
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	10,000.00

G1A3		Instruction	Teacher-Subs		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	Nc-Equipment		To purchase technology to support English Language Learners in reading, writing and math.	16,000.00
G1A3	LCFF: EL	Instruction	Direct-Graph		To purchase material, supplies and resources to English Learners.	1,000.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.2188	6,986.00
G3A1	Sup & Conc	Instruction	Mat & Supp		: To purchase materials in support of student engagement.	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp		: To purchase incentives/ awards for students..	3,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph		To purchase graphics from graphic department to support in reading, math, climate and culture expectations and social-emotional needs.	1,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp		Supplemental contracts for teachers to plan, analyze data, and implement climate and culture expectations and clubs/activities to keep students engaged.	26,031.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp		Supplemental contracts for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	17,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundation Services : fund 35hrs. per week (7hrs per day). Family Foundation Counselor to support Tier 2/3 students with social emotional needs.	73,150.00
G4A1	One-Time School	Instruction	Mat & Supp		: To purchase materials and supplies for professional development of staff in reading, writing, math, social-emotional and technology.	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp		Materials and supplies to engage Title 1 parents. ** NO FOOD OR INCENTIVES **	2,067.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp		To engage/involve parents in learning to support students in reading, writing and math.	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp		Supplemental contract for interpreters during parent conference, SSC, ELAC, Title 1, SST and 504 meetings.	3,999.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp		: To involve and engage families of English Language Learners in reading, writing and math.	500.00

\$432,499.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,235.00
Sup & Conc	7090	\$256,278.00
LCFF: EL	7091	\$68,040.00
One-Time School	7099	\$28,946.00
<b>Grand Total</b>		<b>\$432,499.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$288,752.00
G3 - Increase student engagement in their school and community	\$125,181.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,566.00
<b>Grand Total</b>	<b>\$432,499.00</b>