<u>Roeding Elementary</u>

106216660064641

Principal's Name: Debbie Duran

Principal's Signature:

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

Title I SWP

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

Centralized Services - No Centralized Services are utilized at this time.
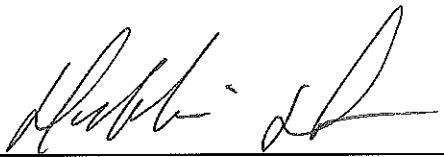
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
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.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal – Debbie Duran	X				
2. Chairperson – Karen Vetter				X	
3. Celia Velasquez				X	
4. Clarita Bailey-Martinez				X	
5. Celia Ochoa				X	
6. Natasha White				X	
7. Nicole Pellegrino		X			
8. Christa Hancer			X		
9. Seana Dull		X			
10. Pamela Schy		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☑ ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Debbie Duran		3-23-18
SSC Chairperson	Karen Vetter	Karen Vetter	3-23-2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	$55,675	*
7090	LCFF Supplemental & Concentration	$256,832	
7091	LCFF for English Learners	$52,197	

TOTAL 2018/19 ON-SITE ALLOCATION   **$364,704**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,310
Remaining Title I funds are at the discretion of the School Site Council	$54,365
Total Title I Allocation	$55,675

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	10.429	17.429
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.361	34.361
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.292	28.292

Needs Assessment

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

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

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

- 2-3 CFA's per quarter in ELA
- Data Driven Instructional calendar
- AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments (triennially) around creating high quality CFA's
- AC Teams participated in the Cycle of Continuous Improvement
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's
- Deconstructed Instructional Practice Guide with the ILT team and walked classrooms to collect baseline data and set SMART goal
- 1st-5th grades implemented RtI to target Tiers 2 and 3 in reading and foundational skills
- Utilized District Scope and Sequence and received professional learning with an ELA coach to identify Three Essential Components in the *Wonders* curriculum

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

- 2-3 CFA's per quarter in Math
- Data Driven Instructional calendar
- AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments

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

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

Students with Disabilities represented 9% of the student population. 28% of all students met or exceeded standards on SBAC ELA, while only 2% of the SWD subgroup met/exceeded standards. Although the SWD subgroup had a 47% growth percentile, students are not moving into the meeting and exceeding band at the same rate compared to the whole school, which is 63% growth percentile. The SWD subgroup often struggle with reading fluency and comprehension, and therefore need more opportunities to engage in the three C's (Complex text, talk and task). ACs will continue to improve instructional supports and provide intervention through RTI process.

African-Americans represented 9% of the student population. 28% of all students met or exceeded standards on SBAC ELA, while only 17% of the AA subgroup met/exceeded standards. AA subgroups often struggle with connecting text to life experience and reading fluency, there fore we need more opportunities to engage in the three C's (Complex text, talk and task). These students will have priority for after school supports. AC will continue to improve on instructional strategies by identifying student gaps-student by student/need by need and providing interventions through RTI process.

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

Students with Disabilities represented 9% of the student population. 22% of all students met or exceeded standards on SBAC Math, while only 2% of the SWD subgroup mat/exceeded standards. Although SWD subgroup had a 49% growth percentile, students are moving into the meeting and exceeding band at a greater rate compared to the whole school, which is 40% growth percentile. The SWD subgroup regularly

- AC Teams participated in the Cycle of Continuous Improvement
- AC Teams engaged in Professional Development from District coaches with a focus on utilizing the Five E's, manipulatives, lessening scaffolding
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's
- Utilized District resources, including, but not limited to: Quarterly Planners and Interim modules, Illuminate assessment bank

EL Reclassification Rate (All grade levels)

CORE Index report:

- 2016 metric result: 35% Re-Designated
- 2017 metric result: 25% Re-designated
- -10% drop

2018 will be an ELPAC baseline

2018 ELA Interim data indicates that there will be an increase of 3rd-6th grade students meeting or exceeding standards in ELA

incorporate hands on learning with the use of manipulatives.

There were no major discrepancies between significant other subgroups:

- 19% (English Learners) -3%
- 24% (African Americans) +2%

EL Reclassification Rate (All grade levels)

Designated support in developing language proficiency.   Integrated language support throughout the instructional day. Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports

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

1 SSC:	**2** ELAC:	**3** Staff:
School wide data analysis was shared at our SSC meeting on 2-28-2018. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2018-2019 school year on 3-21-2018. The School Site Council was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, School Site Council was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. The SSC was in agreement with split funding to support the creation of a new teaching position (TSA), focusing solely on closing the mathematical fluency gap.	Information was shared at our ELAC meeting on 3-20-18. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations. ELAC was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, ELAC was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. ELAC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap. Next steps: Work with ELAC and TSA to develop a process for celebrating Redesignation and supporting parents in understanding the Redesignation process.	School wide data analysis was done on 3-1-18. Staff held a celebration of school wide growth in both ELA and Math based on District's Interim assessments. SPSA budget information was shared with our instructional leadership team on 3-7-18. The lead teachers then shared the information with their ACs on 3-8-18.

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

Subs for peer observation and coaching cycles to build teacher capacity around first best instruction, as well as to develop and maintain rigorous and grade level aligned Common Formative Assessments.

Action 1

Title: ELA KINDER-3RD GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades K through 3 reading on grade level and beyond.

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:
SBAC	ILT Teachers	Annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
KAIG-Kindergarten Assessment	Teachers TSA	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
COSST (Collaboration of Supports and Service Team)	Admin RCA Psychologist	Monthly Bimonthly for Tier 3 Students

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
DRP	Teachers TSA	Second and Third grades: Fall/Spring

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
DIBLES NEXT and BPST	TSA Certificated Tutors Teachers	First through 3rd grade-every six weeks

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Cycle of Continuous Improvement-Checking for Understanding, Common Formative Assessment & Common Summative Assessment	ILT Teachers TSA AC Regional PAC-Delmar, Homan, Muir, Roeding	Teachers- Daily & Weekly PAC-Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ELA Interim	ILT AC	Biannually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
BAS	Teachers TSA Certificated Tutors	KInder-3rd and 4th quarters First - Third Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data Driven Instructional calendar (DDI) - Essential Standard being targeted - Date of CFA's/CSA's - Date of data analysis - Date of corrective instruction action plan - date of implementation of corrective instruction	ILT AC Admin	Quarterly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- All students in grades 1-3 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutor, and SpEd staff. Kindergarten and sixth grade students will receive differentiated instruction within their classroom.
  - Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
  - Tier 1 and 2 supports will be provided by the classroom teacher and ACs.

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.

- ○ 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, DIBLES NEXT, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and students to discuss their DRP goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth

- EL students will receive Integrated ELD instruction during classroom instruction.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.

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

- Each teacher will review each student's reading levels and scores at Back to School Night, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2018-19 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.
- Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
- Spring Open House
- FCOE Family Science Night will be held twice per year to provide extension activities for students and families.

Describe Professional Learning related to this action:

Roeding Instructional Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving Accountable Community work through the lens of student work/data analysis.

- Lead Teachers will be guardians of the Roeding mission and vision develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community provide professional learning to staff engage in professional learning that supports PLC practices
- School-wide CCI process will be implemented to:Ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or
- professional learning
- Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
- Vertically collaborate on successful instructional strategies
- Ensure lesson progression and rigor across grade levels
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.

- Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with regional PAC, embedded and differentiated learning by AC.
- Use expert teachers and conference opportunities based on need to build shared knowledge.
- Work with EL coaches to revisit PL on integrated and designated English language development.
- Continue professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier one instruction including a focus on essential components.
- AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
- AC will use protocols to examine student work samples and data to target instructional needs by student by need.
- Goal setting and data analysis chats will be scheduled following district and state benchmark assessments
- Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.

- Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff.
- Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the continued focus on building effective Professional Learning Communities.

Action 2

Title: ELA 4TH-6TH GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades fourth through sixth in order for all students to grow one grade level or beyond in English Language Arts.

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:
SBAC	ILT Teachers	Annual

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Interim District Benchmarks	ILT Teachers TSA AC	Biannually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Cycle of Continuous Improvement-Checking for Understanding, Common Formative Assessment & Common Summative Assessment	ILT Teachers TSA AC Regional PAC-Delmar, Homan, Muir, Roeding	Teachers- Daily & Weekly PAC-Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CFAs	ILT TSA AC PAC	Teachers-Biweekly PAC-Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data Driven Instructional calendar (DDI) • Essential Standard being targeted • Date of CFA's/CSA's • Date of data analysis • Date of corrective instruction action plan • date of implementation of corrective instruction	ILT AC Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
COSST (Collaboration of Supports and Services Team)	Admin RCA Psychologist	Monthly Bimonthly for Tier 3 students

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

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- All students in grades 4-5 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutor, and SpEd staff. Kindergarten and sixth grade students will receive differentiated instruction within their classroom.
  - Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
  - Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, DIBLES NEXT, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and students to discuss their DRP goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated ELD instruction during classroom instruction.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.

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

- Each teacher will review each student's reading levels and scores at Back to School Night, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2018-19 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.
- Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
- Spring Open House
- FCOE Family Science Night will be held twice per year to provide extension activities for students and families.

Describe Professional Learning related to this action:

Roeding Instructional Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving Accountable Community work through the lens of student work/data analysis.

- Lead Teachers will be guardians of the Roeding mission and vision develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community provide professional learning to staff engage in professional learning that supports PLC practices
- School-wide CCI process will be implemented to ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
- Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
- Vertically collaborate on successful instructional strategies
- Ensure lesson progression and rigor across grade levels
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.
- Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with regional PAC, embedded and differentiated learning by AC.
- Use expert teachers and conference opportunities based on need to build shared knowledge.
- Work with EL coaches to revisit PL on integrated and designated English language development.
- Continue professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier one instruction including a focus on essential components.
- AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
- AC will use protocols to examine student work samples and data to target instructional needs by student by need.
- Goal setting and data analysis chats will be scheduled following district and state benchmark assessments
- Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
- Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff.
- Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the continued focus on building effective Professional Learning Communities.

Action 3

Title: MATH KINDER-6TH

Action Details:

Roeding will implement a comprehensive and balanced MATH instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in Kinder through sixth in order for all students to ensure all students grow one grade level or beyond in math proficiency.

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:
SBAC	ILT ACs	Data Chats beginning of year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Interim Benchmark Assessment	ILT ACs	Biannually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Math CCI Cycle, CSU, CFA, CSA,	ILT ACs Regional PAC	Teachers daily, weekly Regional PAC quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
COSST (Collaboration of Supports and Services Team)	Admin Psych RCA	Monthly Bimonthly for Tier 3 students

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data Driven Instructional calendar (DDI) - Essential Standard being targeted - Date of CFA's/CSA's - Date of data analysis - Date of corrective instruction action plan - date of implementation of corrective instruction	ILT AC's Admin	Quarterly

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

- Tier 1- 2: All students in grades 1st through 6th will participate in a minimum 30 minute block of differentiated instruction to target specific math, standards, skills/gaps by student by need..
- Tier 1 and 2 supports will be provided by classroom teachers and AC team.
- Tier 3 supports will be provided in an afterschool tutorial to close academic fluency gaps..

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day around math.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports.
- Extra support with hands on concepts and manipulatives, partner and group work will be provide as needed.

- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems using go deeper think smarter questions from Go Math
- Materials utilized may include Go Math, on line resources, manipulatives, including fluency components and other online rigorous components etc...
- Unit Backwards Planning
- Common Core Companion
- Teacher and Student Technology
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs
- Resources, Materials & Supplies for instruction
- Math CCI Cycle, CSU, CFA, CSA,
- Incentives for Student Growth
- .50 TSA will provide instruction support in RTI.

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

- Each teacher will review each student's SBAC levels and scores at Back to School Night, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2018-19 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.
- Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
- Spring Open House
- FCOE Family Science Night will be held twice per year to provide extension activities for students and families.
- Split Fund 0.5 with Homan to support RTI in building math fluency.

Describe Professional Learning related to this action:

- Regional CFA Rubric, Lesson Study, CCI cycle work regional PAC, embedded and differentiated learning by AC. Conference opportunities based on need. Revisit PL on integrated and designated English language development during math instruction.
- Professional learning on math standards learning progression, quarterly planner, illuminate CFA building and concept building strategies to support the implementation of the GVC and tier 1 instruction.
- Continue working with District math coaches with a focus on the 5 E's and reducing the amount of scaffolding
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.
- IPG calibrations with ILT team, with an emphasis in tenants 1, 2a. 2b. and adding 3. Student Ownership.
- AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
- AC will use protocols to examine student work samples and data to target instructional needs by student, by need.
- Goal setting, Data analysis chats will follow district and state benchmark assessment.
- TSA will utilize the Regional CFA Rubric, Lesson Study, CCI cycle work regional PAC, embedded and differentiated learning by AC. Conference opportunities based on need. Revisit PL on integrated and designated English language development.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
						G1 - All students will excel in reading, writing, and math	
G1A1	Title 1 Basic	Instruction	Mat & Supp			Time for Kids, Scholastic, StoryWorks Arbuckles, Paper, Materials & Suppiles to support instruction *no food/incentives	12,431.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent participation (required) Materials & Supplies, Graphics, Parent Newslettters *no food/incentives	1,310.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3650	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	40,202.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3650	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	41,409.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs (SST, IEP, Peer Observations)	9,371.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Ink for Teachers, Amazon PO, Save Mart PO	11,427.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	2,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics order to purchase Parent/Student Handbooks and posters	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	13,768.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	14,180.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder Paras utilized to support classroom instruction	11,700.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder Paras utilized to support classroom instruction	11,166.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Three, 3-hour Teaching Fellows to support Tier 3 reading intervention See All Goal 1	29,481.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Conferences, SST's and IEP's. See all Goal 1	437.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support bilingual instruction See G1A1	946.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Laptop Carts ($711.55 ea.) New Mini Student Laptops TK-2 ($404.31 ea.) Student Tablet/Com- 3rd-6th ($404.31 ea.)	12,453.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	1.0 Tutor shared between Homan and Roeding to support RtI Instruction in Math	60,142.00
G1A3	Sup & Conc	Instruction	Travel			Professional Learning (Conferences)	6,000.00

$279,923.00

05/07/2018

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	75.064	82.064

Needs Assessment

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

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

Goal 2 Participation Rate

Based on the number of students that participate in After School program, sports and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system.

In 2017, 77.6% of the student population participated in Goal 2 Activities.

Each grade level was offered one field trip from a menu of options provided by the Goal 2 Offices. All students are encouraged to attend field trips and every effort is made to ensure students can attend. (Ex. Teacher calls parent and notifies admin prior to fieldtrip date for support.)

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

Goal 2 Participation Rate

SDC students who ride the bus and are out of our area will need support and encouragement to participate in extra-curriculum activities outside of the instructional day.

Disproportionality in 6th grade occurred when parents would not permit their students to attend overnight field trips.

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

1 SSC:

School wide data analysis was shared at our SSC meeting on 2-28-2018. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2018-2019 school year on 3-21-2018.

The School Site Council was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding

2 ELAC:

Information was shared at our ELAC meeting on 3-20-18. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade).

3 Staff:

School wide data analysis was done on 3-1-18. Staff held a celebration of school wide growth in both ELA and Math based on District's Interim assessments.

SPSA budget information was shared with our instructional leadership team on 3-7-18. The lead teachers then shared the information with their ACs on 3-8-18.

band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, School Site Council was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. The SSC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

In addition, ELAC was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. ELAC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

Next steps: Work with ELAC and TSA to develop a process for celebrating Redesignation and supporting parents in understanding the Redesignation process.

Staff will continue with Fun Works and Evo

Action 1

Title: STUDENT ENGAGEMENT

Action Details:

Roeding will foster positive identification with school, sense of belonging and communication to develop greater participation in school life for students through clubs, sports and engagement activities. Based on the number of students that participate in After School program, sports and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system.

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. VP, TSA, ASP coordinator and Teachers will enter student rosters of students participating in athletics and extra curricular activities.
2. Culture and Climate team will monitor student participation in school sponsored activities (Donuts with Dad, Muffins with Mom, Grandparents Day)
3. VP, TSA will increase efforts to recruit paraprofessionals interested in facilitating after school clubs.
4. The school will sponsor additional field trips and activities through fund raising efforts as needed.

Owner(s):

1. VP, TSA, ASP Coordinator, Teachers
2. Culture & Climate Team
3. VP, TSA
4. Lead Teachers, Grade Level Teams, VP

Timeline:

1. Quarterly
2. Quarterly
3. Beginning of each semester
4. Ongoing

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

Roeding currently offers several clubs, and plans are in place to include the following clubs next year:

- Leadership Club
- Science Club
- Art Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club

Specify enhanced services for EL students:

Encourage culturally relevant curriculum and clubs/actives to build shared knowledge and engage English Learners.

- Possible Saturday opportunities

After school sports teams, including:

- Football
- Volleyball (girls)
- Soccer (boys and girls)
- Basketball (boys and girls)
- Softball (boys and girls)
- Track
- Cross County

Field trips offered to each grade level TK-6th.

Materials and supplies for clubs, family events and assemblies. (Fun Works, Evo, Parks & Rec)

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

Family events such as parent coffee hours and assemblies will highlight Goal 2 clubs.

Describe Professional Learning related to this action:

Presentation/sharing of clubs options.

Seek staff interest in new club opportunities.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support instruction, Office Depot, FCOE Hands on Science	10,129.00

$10,129.00

05/07/2018

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.145	100
Exposure to Careers - 4th Grade	98.305	100
Exposure to Careers - 6th Grade	98.795	100

Needs Assessment

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

1 What were the key factors that contributed to these performance outcomes for each metric.	**2** What were the key factors that contributed to the disproportionality for any significant subgroups.
Exposure to Careers - 3rd Grade All students are encouraged to attend field trips and every effort is made to ensure students can attend. (Ex. Teacher calls parent and notifies admin prior to fieldtrip date for support.) **Exposure to Careers - 6th Grade** All students are encouraged to attend field trips and every effort is made to ensure students can attend. (Ex. Teacher calls parent and notifies admin prior to fieldtrip date for support.) **Exposure to Careers - 4th Grade** All students are encouraged to attend field trips and every effort is made to ensure students can attend. (Ex. Teacher calls parent and notifies admin prior to field trip date for support.)	**Exposure to Careers - 3rd Grade** There was not a significant disproportionality. **Exposure to Careers - 6th Grade** There was not a significant disproportionality. **Exposure to Careers - 4th Grade** There was not a significant disproportionality.

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

1 SSC:	**2** ELAC:	**3** Staff:
School wide data analysis was shared at our SSC meeting on 2-28-2018. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2018-2019 school year on 3-21-2018. The School Site Council was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding	Information was shared at our ELAC meeting on 3-20-18. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations. ELAC was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade).	School wide data analysis was done on 3-1-18. Staff held a celebration of school wide growth in both ELA and Math based on District's Interim assessments. SPSA budget information was shared with our instructional leadership team on 3-7-18. The lead teachers then shared the information with their ACs on 3-8-18.

band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, School Site Council was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. The SSC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

In addition, ELAC was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. ELAC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

Next steps: Work with ELAC and TSA to develop a process for celebrating Redesignation and supporting parents in understanding the Redesignation process.

Action 1

Title: EXPOSURE TO CAREERS

Action Details:

Roeding will provide opportunities for student to build knowledge and experiences through exposure to assemblies, field trips and guest speakers.

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. VP, TSA, ASP coordinator and Teachers will enter student rosters of students participating in athletics and extra curricular activities.
2. Culture and Climate team will monitor student participation in school sponsored activities (Donuts with Dad, Muffins with Mom, Grandparents Day)
3. VP, TSA will increase efforts to recruit paraprofessionals interested in facilitating after school clubs.
4. The school will sponsor additional field trips and activities through fund raising efforts as needed.

Owner(s):

1. VP, TSA, ASP Coordinator, Teachers

2. Culture & Climate Team

3. VP, TSA

4. Lead Teachers, Grade Level Teams, VP

Timeline:

1. Quarterly

2. Quarterly

3. Beginning of each semester

4. Ongoing

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

Specify enhanced services for EL students:

Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.

Current engagement opportunities include:

Grade 2 - Junior Achievement

Grade 3 - Bricks 4 Kidz

Grade 4 - Chaffee Zoo

Grade 6 - Fresno City College

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

Parents are invited to chaperone FUSD school sponsored filed trips.

Describe Professional Learning related to this action:

- Grade level teams plan study trips which align to academic standards.
- PLI teachers will continue to share best practices and build shared knowledge across grade levels.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.608	14.608
Suspensions Per 100	15.543	14.543

Needs Assessment

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

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

Chronic Absenteeism

Chronic Absenteeism:

Metric result 2016: 14%

Metric Result 2017: 17%

Increase of 3% for chronically absent students.

Suspensions Per 100

There were 140 suspension incidents in 2016-2017. In 2017-2018, there were 68 suspensions. The Climate & Culture Team met over the summer to identify and calibrate Levels of Misbehavior, which have resulted in fewer referrals to the office. There were several behavioral expectations modified over the summer and implemented at the beginning of the year, which have reduced incidences that may lead to altercations between students.

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

Chronic Absenteeism

33% of the homeless subgroup were chronically absent compared to 14% of all students. The Safe and Civil Team met over the summer to identify reasons behind chronic absenteeism and methods to mitigate the absenteeism.

Suspensions Per 100

In 2017, 13.6% of the AA subgroup were suspended, which represents 9% of the school population, as compared to 6.7% of the Hispanic subgroup, consisting of 76% of the school population. The Climate & Culture Team met over the summer to identify and calibrate Levels of Misbehavior, which have resulted in fewer referrals to the office. There were several behavioral expectations modified over the summer and implemented at the beginning of the year, which have reduced incidences that may lead to altercations between students.

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

1 SSC:

School wide data analysis was shared at our SSC meeting on 2-28-2018. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2018-2019 school year on 3-21-2018.

The School Site Council was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and

2 ELAC:

Information was shared at our ELAC meeting on 3-20-18. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2018-2019 actions that would support a focus on Reading by Third Grade and increasing our rate of students moving to the meeting and exceeding band as

3 Staff:

School wide data analysis was done on 3-1-18. Staff held a celebration of school wide growth in both ELA and Math based on District's Interim assessments.

SPSA budget information was shared with our instructional leadership team on 3-7-18. The lead teachers then shared the information with their ACs on 3-8-18.

increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, School Site Council was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. The SSC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). In addition, ELAC was informed of the effective actions with Mathematics focus for the 2018-2019 school year, based on current preliminary data. ELAC was in agreement with split funding to support the creation of a new teaching position, focusing solely on closing the mathematical fluency gap.

Next steps: Work with ELAC and TSA to develop a process for celebrating Redesignation and supporting parents in understanding the Redesignation process.

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

Review of Title One Spending

Action 1

Title: ATTENDANCE

Action Details:

Roeding will support students to be on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

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:
1. Administrators will meet with COSST team to identify students that meet the chronic absenteeism criteria and engage them in available supports and interventions	1. COSST Team	1. Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Weekly ADA Report	1. Office Assistant	1. Weekly
2. Chronic Absenteeism Report	2. Office Assistant	2. Weekly
3. Saturday School ADA Recovery Report	3. Lead Teacher for Saturday School	3. Monthly

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

- Classroom Meetings and school wide assemblies to promote the importance of daily attendance

Specify enhanced services for EL students:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance

- Incentives for students (SOAR)
- Semester Award for Perfect Attendance
- Office Assistant contact for uncleared absences
- Teacher/Parent contact after 2 days of consistent absenteeism
- Weekly incentives for Kinder students who meet daily attendance goal

- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour
- Monthly newsletter

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

- Back to School Night to explain the importance of daily attendance
- Parent Coffee Hour
- Monthly newsletter
- Weekly School Messenger (Sunday nights)

Describe Professional Learning related to this action:

Professional Development includes, but is not limited to:

- Learning with Poverty in Mind
- Morning Meetings
- Saturday ADA Recovery School

Action 2

Title: POSITIVE BEHAVIOR SUPPORT

Action Details:

Roeding will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social emotional support to reduce incidences of misbehavior that results in suspension and enhance campus safety for all stake holders.

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. Culture and Climate team will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
2. COSST (Collaboration of Supports and Services Team)
3. Student Success Team (VP, RSP Teacher, Psychologist, Classroom Teacher, Parents) will meet based on COSST referrals of students who meet the Tier 2-3 criteria for services and supports from RCA, Psychologist and Key staff support.
4. Culture and Climate team will analyze student culture and climate surveys Reponses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management) Supplemental Contracts
5. Meaningful Work

Owner(s):
1. Culture and Climate Team
2. RCA/COSST Team
3. Student Success Team
4. RCA/TSA/Culture and Climate Team
5. RCA/Teachers

Timeline:
1. Quarterly
2. Monthly
3. As needed, based on COSST referral or parent request.
4. Quarterly
5. Quarterly

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

- Monthly incentives offered to students who are Successful, Outstanding, Accepting, Respectful (SOAR)
- Fund 1 day (0.20) of school psychologist to work with Tier 2-3 students in social emotional support groups
- RCA funded (.75) to work with Tier 2-3 students
- Students will receive instruction around positive classroom behavior expectations (CHAMPs)

Specify enhanced services for EL students:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour

- Students will receive instruction around School Wide Expectations (1. Keep your hands, feet and objects to yourself, 2. Use appropriate languange, including body language, 3. Follow directions the first time they are given)
- Students will receive instruction around Guidelines for Success (S-Successful, O-Outstanding, A-Accepting, R-Respectful)
- Students will receive instruction around Character that Counts
- Students will participate in weekly Morning Meetings
- Students will participate in Meaningful Work as needed

- Monthly newsletter

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

- Parents will participate in Student Success Team meetings
- COSST case manager will contact parents, as needed
- Parents will provide permission for students to participate in support groups or services from RCA
- Parents will provide input for positive student behavior incentives through Parent Coffee Hour
- Back to School Night to explain the importance of positive behavior
- Monthly newsletter
- Weekly School Messenger (Sunday nights)

Describe Professional Learning related to this action:

- Admin will attend National Safe and Civil Conference in Summer 2018 (DPI funded)
- Climate and Culture Team will facilitate professional learning topics based on current school need and quarterly data analysis
- Roeding will continue to work with District DPI team/TSA to build shared knowledge around trauma informed classrooms.
- Teachers will receive professional learning around social-emotional competencies
- Teachers will receive professional learning around Morning Meetings that Count
- Teachers will receive professional learning, supports, strategies and resources to implement Tier 1-2 students interventions.
- Providing supplemental contracts for expert teachers to assist new teachers in implementing Positive Behavior Supports (CHAMPs)

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	Fund 1 day of school psychologist to work with Tier 2-3 students in social emotional support groups	30,692.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior supports for Tier 2 & 3 students	43,960.00

$74,652.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Time for Kids, Scholastic, StoryWorks Arbuckles, Paper, Materials & Suppiles to support instruction *no food/incentives	12,431.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent participation (required) Materials & Supplies, Graphics, Parent Newslettters *no food/incentives	1,310.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3650	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	40,202.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3650	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	41,409.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs (SST, IEP, Peer Observations)	9,371.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Ink for Teachers, Amazon PO, Save Mart PO	11,427.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	2,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics order to purchase Parent/Student Handbooks and posters	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	13,768.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor to support Tier 3 Reading Intervention (Rocket Time)	14,180.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder Paras utilized to support classroom instruction	11,700.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder Paras utilized to support classroom instruction	11,166.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Three, 3-hour Teaching Fellows to support Tier 3 reading intervention See All Goal 1	29,481.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Conferences, SST's and IEP's. See all Goal 1	437.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support bilingual instruction See G1A1	946.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Laptop Carts ($711.55 ea.) New Mini Student Laptops TK-2 ($404.31 ea.) Student Tablet/Com- 3rd-6th ($404.31 ea.)	12,453.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	1.0 Tutor shared between Homan and Roeding to support RtI Instruction in Math	60,142.00
G1A3	Sup & Conc	Instruction	Travel			Professional Learning (Conferences)	6,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support instruction, Office Depot, FCOE Hands on Science	10,129.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	Fund 1 day of school psychologist to work with Tier 2-3 students in social emotional support groups	30,692.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior supports for Tier 2 & 3 students	43,960.00

$364,704.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$55,675.00
Sup & Conc	7090	$256,832.00
LCFF: EL	7091	$52,197.00
Grand Total		$364,704.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$279,923.00
G2 - All students will engage in arts, activities, and athletics	$10,129.00
G4 - All students will stay in school on target to graduate	$74,652.00
Grand Total	$364,704.00

05/07/2018