

Roeding Elementary

10621666006464

Principal's Name: Debbie Duran

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Debbie Duran', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

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

Consolidated Program Assurances

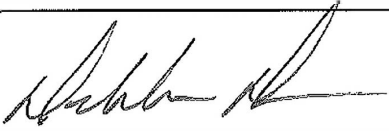
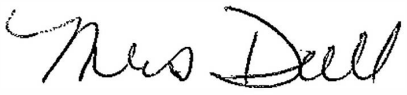
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Debbie Duran	X				
2. Chairperson – Seana Dull		X			
3. Secretary – Christa Hancer			X		
4. Stacey Weinberg		X			
5. Rashell Tinoco			X		
6. Marta Salazar				X	
7. DAC Representative - Celia Ochoa				X	
8. Natasha White				X	
9. Joanna Aguilera				X	
10. Candi Delgado				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Roeding 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran		3-21-19
SSC Chairperson	Seana Dull		3-20-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$59,408 *
7090	LCFF Supplemental & Concentration	\$264,148
7091	LCFF for English Learners	\$41,148
		\$364,704
TOTAL 2019/20 ON-SITE ALLOCATION		\$364,704

* 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	\$1,896
Remaining Title I funds are at the discretion of the School Site Council	\$57,512
Total Title I Allocation	\$59,408

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	34.361 %	21.244 %	2017-2018	32.244 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.292 %	19.74 %	2017-2018	26.74 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-165.7 pts	2017-2018	-150.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-173.5 pts	2017-2018	-158.5 pts

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

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

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

Students experiencing low rigor questions/tasks with low student ownership in ELA

Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)

- 2-3 CFAs per quarter in ELA
- Data Driven Instructional calendar
- AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams will meet with Mini PAC (Muir, Del Mar, Homan and Roeding to create CFA, CSAs and identify essential learning targets based on CCSS.
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments (triennially) around creating high quality CFAs
- 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

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

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

- Students with Disabilities are not performing at the same rate of their General Ed peers. Although the SWD subgroup has demonstrated growth in the percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD 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.
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)

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

- Students with Disabilities are not performing at the same rate of their general ed peers. Although the SWD subgroup has demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD subgroup regularly incorporate hands on learning with the use of manipulatives.

- Utilized District Scope and Sequence and received professional learning with an ELA coach to identify Three Essential Components in the *Wonders* curriculum
- Tier 1 ELA instruction on grade level for 120 minutes daily, including whole and small group instruction for differentiation.
- Create, administer, and monitor formative assessments between Interims (teachers and leaders).
- RSP and Regular Education teachers work together to support instruction and clarify/re-teach standards as needed, based on formative assessments.
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers, on Interim an SBAC assessments. Goal setting should also include targeted student groups. (Ex-AA and SPED students).
- Teachers and staff members on Campus Culture and ILT are a PLC and need to be included in analyzing CFA/Interim/survey data on an ongoing basis and problem solve actions to address student needs.
- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL learners.
- PLC work must include SPED teachers and other support staff.

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

Students experiencing low rigor questions/tasks with low student ownership in MATH.

Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)

Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.

Staff continues to build knowledge of 5 Es (Go Math) and importance of release of ownership for students.

- 2-3 CFAs per quarter in Math
- Data Driven Instructional calendar
- AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams will meet with Mni PAC (Muir, Del Mar, Homan and Roeding to create CFA, CSAs and identify essential learning targets based on CCSS.
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments
- 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
- Tier 1 math instruction on grade level for 90 minutes daily, including whole and small group for differentiation.
- Create, administer, and monitor formative assessments between Interims (teachers and leaders).
- RSP and Regular Education teachers work together to support instruction and clarify/re-teach standards as needed, based on formative assessments.
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers, on Interim an SBAC assessments. Goal setting should also include targeted student groups. (Ex-AA and SPED students).
- Teachers and staff members on Campus Culture and ILT are a PLC and need to be included in

- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Students experiencing low rigor questions/tasks with low student ownership in ELA
- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- RSP teacher has identified specific gaps based on grade level essential focus standards, learning targets and SWD data CFA/CSA analysis to target learning based on need.

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 Es (Go Math) and importance of release of ownership for students.
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)

analyzing CFA/Interim/survey data on an ongoing basis and problem solve actions to address student needs.

- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL learners.
- PLC work must include SPED teachers and other support staff.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Students experiencing low rigor questions/tasks with low student ownership in ELA
- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups.
- Tier 1 ELA instruction on grade level for 120 minutes daily, including whole and small group instruction for differentiation. (including strategies that are researched based to close the learning gaps).
- RSP teacher has identified specific gaps based on grade level essential focus standards, learning targets and SWD data CFA/CSA analysis to target learning based on need.
- SPED teachers included in goal setting and data CCI's with principal for Interim and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- RSP and Regular Education teachers work together to support instruction and clarify/re-teach standards as needed, based on formative assessments.
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers, on Interim an SBAC assessments. Goal setting should also include targeted student groups. (Ex-AA and SPED students).
- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL learners.
- PLC work must include SPED teachers and other support staff.
- SPED staff/students included for all programs and outside contracts (budget investments, contracts with outside vendors, etc.).
- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 E's (Go Math) and importance of release of ownership for students.
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- SPED teachers included in goal setting and data CCI's with principal for Interim and SBAC.
- Tier 1 math instruction on grade level for 90 minutes daily, including whole and small group for differentiation.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- RSP and Regular Education teachers work together to support instruction and clarify/re-teach standards as needed, based on formative assessments.
- Goal setting by grade level/content area, by classroom teacher, including SPED teachers, on Interim an SBAC assessments. Goal setting should also include targeted student groups. (Ex-AA and SPED students).
- Leaders and teachers need to ensure daily implementation and monitoring of integrated and designated ELD instruction for EL learners.

- PLC work must include SPED teachers and other support staff.
- SPED staff/students included for all programs and outside contracts (budget investments, contracts with outside vendors, etc.).
- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).

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

In our initial SPSA plan for 2018-2019 we included a split funded TSA position to focus on math. Since we could not find a highly qualified teacher we allocated the funds to the following areas with SSC approval. 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 with additional time for planning in our Mini PAC.

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

The changes that will be made for the upcoming school year is to continue our CCI work with the Fresno High Mini PAC and add the math component to our area of focus. We will also provide professional learning around understanding IEP for students with disabilities and supporting IEP goals in the GE classroom. These changes can be found in Goal 1 Actions 1-3.

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:

School wide data analysis was shared at our SSC meeting on 2-27-2019. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3-20-2019.

The School Site Council was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

2 ELAC:

Information was shared at our ELAC meeting on 3-21-19. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

Next steps: Work with ELAC and TSA to develop a process for building our cultural awareness at Roeding.

3 Staff:

School wide data analysis was done on 2-6-19. 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 3-6-19. The lead teachers then shared the information with their ACs on 3-12-19.

Action 1

Title: ELAKINDER-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

BAS: Kinder - 3rd grades will BAS each student quarterly.

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on: increase of one level, two or more levels and no change in BAS from one quarter to another. (see attachment)
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment.

Owner(s):

Teachers
SPED/RSP
TSA
Certificated Tutors
Teaching Fellows

Timeline:

Kinder - 3rd grades-Quarterly

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

DRP: The Fall DRP will be used as a baseline indicator. Teachers will utilize this data point for student chat and goal building for the Spring DRP.

Owner(s):

Teachers
SPED/RSP
TSA

Timeline:

Second and Third grades: Fall/Spring

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

Wonders fluency and BPST: Teachers will assess reading fluency and collect data based on students' needs to provide intervention during the 40 minute reading intervention block.

Owner(s):

TSA
Certificated Tutors
Teachers
SPED/RSP

Timeline:

First through 3rd grade-every six weeks

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC
Regional Mini PAC-Delmar, Homan, Muir, Roeding

Timeline:

Teachers- Daily & Weekly
PAC-Quarterly

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

ELA Interim

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
AC
SPED/RSP
Mini-PAC

Timeline:

Biannually
Quarterly

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

SBAC (3rd grade):

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP

Timeline:

Annually

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

KAIG-Kindergarten Assessment:

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each KAIG Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

Owner(s):

Teachers
TSA
SPED/RSP

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCAs
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 Students

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

Data Driven Instructional Calendar (DDI):

- Essential Standard being targeted
- Date of CFAs/CSAs
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs (3rd Grade) will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT (adding SPED representative)
AC
TSA
Admin
Mini-PAC

Timeline:

Quarterly
Weekly

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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 (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- 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 Tutors, Teaching Fellows, and SpEd staff. Kindergarten 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
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
- 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, 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 ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- 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
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- 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.
- DI teachers will attend ATDLE conference in October, 2019.

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

Specify enhanced services for low-performing student groups:

Students with Disabilities are not performing at the same rate of their General Ed peers. Although the SWD subgroup has demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for Interims and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 reading intervention support in the RSP classroom.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SWD will be assessed quarterly using Critchlow and comprehension tests for ELA

Describe Professional Learning related to this action:

- Roeding Instructional Leadership Team will meet monthly to ensure school-wide goals and actions are driving Accountable Community work through the lens of student work and 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

first SSC/ELAC meeting of the 2019-20 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 2018-19 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 a year to provide extension activities for students and families.

- One member of ILT will also be in the CCT to enhance common understanding of MTSS framework.
- 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 unfinished learning
- 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 on technology instruction to support students' technical skills and better 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.
- DI teachers will attend ATDLE conference in October, 2019.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC

Timeline:

Data Chats August and February

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

ELA Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC
Regional Mini PAC-Delmar, Homan, Muir, Roeding

Timeline:

Teachers- Daily & Weekly
Mini PAC-by Unit

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

DRP: The Fall DRP will be used as a baseline indicator. Teachers will utilize this data point for student chat and goal building for the Spring DRP.

Owner(s):

ILT
TSA
Teachers
SPED/RSP
AC

Timeline:

Teachers-Biweekly

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

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
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT
AC
Teachers
SPED/RSP
Admin

Timeline:

Quarterly
Weekly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCA
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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 (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- 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 Tutors, Teaching Fellows, and SpEd staff. Kindergarten 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
 - Maintain common understanding of MTSS framework and continue building knowledge

- Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
- Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Continue to focus on consistent implementation of Districtwide discipline guidelines
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
- 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, 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 ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- 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
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- 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.
- DI teachers will attend ATDLE conference in October, 2019.

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 2019-20 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 2018-19 school year, during the summer break, and School Messenger reminders.

Specify enhanced services for low-performing student groups:

Students with Disabilities are not performing at the same rate of their General Ed peers. Although the SWD subgroup has demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for Interims and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 reading intervention support in the RSP classroom.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SWD will be assessed quarterly using Critchlow and comprehension tests for ELA

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 unfinished learning

- 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.
- 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.
 - DI teachers will attend ATDLE conference in October, 2019.
 - Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
 - Professional learning for site leaders and teachers focused on TSI identified student group.
 - Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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:	<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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFAs and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC

Timeline:

Data Chats August and February

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

Math Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFAs and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
ACs
Teachers
SPED/RSP

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT
ACs
Teachers
SPED/RSP
Regional Mini PAC

Timeline:

Teachers daily, weekly
Regional Mini PAC quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

RCAs
Admin
RSP teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Data Driven Instructional calendar (DDI)

- Essential Standard being targeted
- Date of CFAs/CSAs
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT
AC's
Teachers
SPED/RSP
Admin

Timeline:

Quarterly

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

KAIG-Kindergarten Assessment:

1. Utilize District Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each KAIG Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

Owner(s):

Teachers
TSA
SPED/RSP

Timeline:

Quarterly

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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 (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems using go deeper think smarter questions from Go Math
- 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
- Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Materials utilized may include Go Math, on line resources, manipulatives, including fluency components and other online rigorous components etc.
- 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 ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- 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.
- 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
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in GoMath.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- 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.
- Extra support with hands on concepts and manipulatives, partner and group work will be provide as needed.
- DI teachers will attend ATDL conference in October, 2019.

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 EDU TEXT 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

Specify enhanced services for low-performing student groups:

Students with Disabilities are not performing at the same rate of their general ed peers. Although the SWD subgroup has demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for Interims and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 reading intervention support in the RSP classroom.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 Es (Go Math) and importance of release of ownership for students.
- Students experiencing low rigor questions/tasks with low student ownership in MATH.
- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- RSP teacher has identified specific gaps based on grade level essential focus standards, learning targets and SWD data CFA/CSA analysis to target learning based on need.

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

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.

- 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.
- DI teachers will attend ATDLE conference in October, 2019.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	For Kinder Classrooms	11,708.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	For Kinder Classrooms	11,089.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom Technology	1,851.00
G1A1	Title 1 Basic	Parent Participation	Bks & Ref			: Resources for Educators "Reading Connection"	354.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) Materials & Supplies, paper, newsletters, stamps, *no food/incentives	1,896.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	34,715.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	35,757.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs (Peer observations, IEP, SST)	15,294.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			CT (McCreary) assessment coordinator contract	6,028.00
G1A1	Sup & Conc	Instruction	Travel			DI Conference (Oct. 2019) Standards Institute (Feb.2020) PLC (Summer 2020)	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	3,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics order for banners, parent/student handbook, posters, certificates	2,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	19,287.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	19,864.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Time For Kids (\$1000)	1,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational Leadership Foundation FKA Inter-Act Fellows Program	31,510.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Scholastic Readers (\$3400)	3,400.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Conferences, SST's and IEP's. See all Goal 1	521.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,476.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Printer Ink (\$12,000)	12,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom Printers (10 @ \$126.40) Document Cameras (7 @ \$260) Projector Lamps (10 @ \$110) Radios (3 @ \$315)	8,174.00

\$236,424.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	82.064 %	98.006 %	2017-2018	100 %

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

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

Goal 2 Participation Rate

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 field trip date for support.)

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

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

We had a 15.942% increase due to our increase in goal 2 club opportunities, adding of Cross Country, Track and Soccer as well as teacher lunch recess clubs. Our Rocket Launch Pad has also played a key role in ensuring students feel a sense of safety and belonging at Roeding.

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

The changes that will be made are to include an accountability matrix to ensure every student has the opportunity to attend one or more field trips as well as increase number of after school club opportunities.

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:

School wide data analysis was shared at our SSC meeting on 2-27-2019. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3-20-2019.

The School Site Council was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

2 ELAC:

Information was shared at our ELAC meeting on 3-21-19. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

Next steps: Work with ELAC and TSA to develop a process for building our cultural awareness at Roeding.

3 Staff:

School wide data analysis was done on 2-6-19. 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 3-6-19. The lead teachers then shared the information with their ACs on 3-12-19.

Staff will continue with Fun Works, EVO and Parks and Recreation.

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. To ensure that the correct percentage of student engagement is adequately reflected, student rosters will be updated into Atlas on a regular basis.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student engagement activities will be entered into Atlas.

Owner(s):

VP
TSA
ASP Coordinator
Teachers
RCA
OA

Timeline:

Monthly

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

Culture and Climate Team will monitor student participation in school sponsored activities (Donuts with Dad, Muffins with Mom, Grandparents Day, Back to School, Open House, Barn Dance)

Owner(s):

OA
OM
TSA
RCA
CCT
VP

Timeline:

Monthly

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

Increase efforts to recruit paraprofessionals interested in facilitating after school clubs.

Owner(s):

RCA
TSA
VP

Timeline:

Quarterly

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

The school will sponsor additional field trips and activities through fund raising efforts as needed. (6th grade movies, 2nd grade Peter Pan, CSUF National Girls and Women in sports day.)

Owner(s):

VP
TSA
ILT

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCAs
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 Students

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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
- Video Club
- Origami Club
- Chess Club
- Card Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Saturday Academy

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, to be coordinated and communicated by Lead Teacher and Office Manager.

- TK-Story Land
- Kinder-Story Land
- 1st-Chaffee Zoo
- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium
- 5th-San Jose Science Museum
- 6th-Wonder Valley

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Encourage culturally relevant curriculum and clubs/activities to build shared knowledge and engage English Learners.
- Parent Literacy Club in our parent center-sponsored by PU.
- Dual Language Parent and Student Annual District Conference

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

- Family events such as parent coffee hours and assemblies will highlight Goal 2 clubs.
- Parent Literacy Club
- Cultural Awareness Activities (Dia De Los Muertos, Black History Month, Hmong New Year, Cinco De Mayo, Chinese New Year)
- Dual Language Parent and Student Annual District Conference

- Provide additional parent meetings to inform of camp experience as it relates to extension of the classroom learning.
- SDC classes are included in grade appropriate field trips.

Describe Professional Learning related to this action:

- Presentation/sharing of clubs options.
- Seek staff interest in new club opportunities.
- Parent University-ELAC
- Create a criteria for selecting extension opportunities to avoid repetition of field trip experiences across grade levels.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2019-2020 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, Fresno City Parks & Rec (Hands on Science), Evo Bluestein (Folk Dancing), Save Mart PO	26,600.00

\$26,600.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	91.429 %	2017-2018	98.429 %
Exposure to Careers - 6th Grade	100 %	1.136 %	2017-2018	8.136 %

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

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

Exposure to Careers - 3rd Grade

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.)

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

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

No significant changes are needed therefore, we will continued implementation of SPSA plan and monitor progress as necessary.

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

No significant changes are needed therefore, we will continued implementation of SPSA plan and monitor progress as necessary.

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:

School wide data analysis was shared at our SSC meeting on 2-27-2019. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3-20-2019.

The School Site Council was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

2 ELAC:

Information was shared at our ELAC meeting on 3-21-19. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

Next steps: Work with ELAC and TSA to develop a process for building our cultural awareness at Roeding.

3 Staff:

School wide data analysis was done on 2-6-19. 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 3-6-19. The lead teachers then shared the information with their ACs on 3-12-19.

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](#)

Junior Achievement-second grade participation to build awareness and knowledge of community and career opportunities

Owner(s):

Teachers
OM
Admin

Timeline:

Annual

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

Read Across America-Kinder through 3rd grade participation to build community rapport with community service members (FPD/FFD) and literacy awareness.

Owner(s):

Teachers
Admin
Community Service Members

Timeline:

Annual

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

Roeding Weekly Newscast

Owner(s):

RCA
Admin
Students

Timeline:

Weekly

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

Increase participation in hands on science lessons through FCOE.

Owner(s):

Teachers
VP

Timeline:

Monthly

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

Multi-tiered Support System (MTSS):

- Maintain common understanding of MTSS framework and continue building knowledge
- Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
- Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Continue to focus on consistent implementation of Districtwide discipline guidelines
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

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:

TK-Kinder- Read Across America

Grade 1- Read Across America

Grade 2 - Junior Achievement

Grade 3 - Bricks 4 Kidz

Grade 4 - Chaffee Zoo

Grade 6 - Fresno City College

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

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.

- Monthly newsletter
- Weekly School Messenger in English and Spanish
- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference

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

Parents are invited to chaperone FUSD school sponsored field trips.

- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field 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.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.608 %	20.324 %	2017-2018	18.324 %
Suspensions Per 100	14.543 %	8.957 %	2017-2018	7.957 %
Chronic Absenteeism (Students with Disabilities)		27.5 %	2017-2018	25.5 %
Suspension Rate (Students w/Disabilities)		9.7 %	2017-2018	6.7 %

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

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

Chronic Absenteeism

Action #1 was to reduce chronic absenteeism. We reconfigured the CWAS position. We are continuing to develop plans to support families who have students that are chronically absent.

We implemented the monthly SOAR reward for students who have no more than three unexcused absences and/or tardies.

Suspensions Per 100

Our suspension decreased by 6%. Our Climate and 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.

Our Climate and Culture Team worked with staff to create common collective commitments around behavioral expectations and school wide common areas.

CCT collects data to identify trends and opportunities for growth as well as celebrations.

Chronic Absenteeism (Students with Disabilities)

Our SWD have about 3% higher rate of absenteeism. Teachers and staff will educate parents on the importance of attending school every day and scheduling doctors appointments outside of the school day.

Suspension Rate (Students w/Disabilities)

Our suspension rate with SWD is 1% higher. We will work with individual students to create a goal for behavior as well as participation in SOAR incentives.

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

Chronic Absenteeism

33% of the homeless subgroup were chronically absent compared to 14% of all students. The Climate and Culture 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 and 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.

Chronic Absenteeism (Students with Disabilities)

Our SWD are about 3% higher rate of absenteeism. Teachers and staff will educate parents on the importance of attending school every day and scheduling doctors appointments outside of the school day.

Suspension Rate (Students w/Disabilities)

Our suspension rate with SWD is 1% higher. We will work with individual students to create a goal for behavior as well as participation in SOAR incentives.

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

Review of Title One Spending. Substitutes for teachers were hired to engage in lesson studies to build instructional alignments and rigor. ACs will continue to plan Essential Standard Instructions and develop standard aligned CFAs to determine RtI for students, technology and software was purchased to engage students in computer adaptive lessons to build reading skills.

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

No Changes

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:

School wide data analysis was shared at our SSC meeting on 2-27-2019. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3-20-2019.

The School Site Council was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

2 ELAC:

Information was shared at our ELAC meeting on 3-21-19. The SPSA budget prioritization was shared with all members. The School Site Council agreed with site recommendations.

ELAC was in agreement with the 2019-2020 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 and MATH (3rd-6th grade) and Interim (1st-6th grade).

Next steps: Work with ELAC and TSA to develop a process for building our cultural awareness at Roeding.

3 Staff:

School wide data analysis was done on 2-6-19. 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 3-6-19. The lead teachers then shared the information with their ACs on 3-12-19.

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
 RCAs
 RSP Teacher
 Tier 2 Intervention Specialist

Timeline:

Monthly
 Bimonthly for Tier 3 students

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

Weekly ADA Report

Owner(s):

OA
 District CWAS
 Lead Teacher for Saturday Academy

Timeline:

Weekly

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

Chronic Absenteeism Report

Owner(s):

OA
 District CWAS
 Lead Teacher for Saturday Academy

Timeline:

Weekly
 Monthly

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

Saturday School ADA Recovery Report

Owner(s):

OA
 District CWAS
 Lead Teacher for Saturday Academy

Timeline:

Monthly

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
 CCT
 ILT/SPED AC
 AC

Timeline:

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
- Incentives for students (SOAR)
- Semester Award for Perfect Attendance
- pencils and trophies at the end of the year for perfect attendance
- Office Assistant contact for non-cleared absences
- automated daily School Messenger for absence notification
- Teacher/Parent contact after 2 days of consistent absenteeism
- Materials and supplies
- Multi-tiered Support System (MTSS):
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

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
- Monthly newsletter
- Weekly School Messenger in English and Spanish
- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference

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

- Back to School Night to explain the importance of daily attendance
- Open House
- Parent Coffee Hour
- Parent University
- Monthly newsletter
- Weekly School Messenger (Sunday nights)
- Student/Parent Handbook
- Parent fliers
- SSC/ELAC
- Semester awards assemblies
- EduText
- Provide babysitting services for parent meetings as needed
- SST meetings
- COSST
- Shares quarterly data during parent coffee hour, SSC and ELAC

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

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
 - Review Student/Parent Handbook
 - Absence data review
 - Saturday Academy PL
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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:	<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

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.

Owner(s):

Culture and Climate Team
CF Pivot Team
Teachers
RCAs

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Principal
VP
RCAs
RSP Teacher
SLP

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Student Success Team 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.

Owner(s):

VP
RSP Teacher
Psychologist
Classroom Teacher
Parents/guardians

Timeline:

As needed, based on COSST referral or parent request.

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

Culture and Climate Team will analyze student culture and climate surveys responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management)

Owner(s):

Climate and Culture Team

Timeline:

Annually

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

Meaningful Work

Owner(s):

RCAs
Teachers

Timeline:

Weekly

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

Power BI to monitor missing behavioral and suspension data from Atlas (using Tableau)

Owner(s):

Climate and Culture Team
CF Pivot Team
Teachers

Timeline:

Monthly

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

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)
- 2 RCAs funded (.75 each) to work with Tier 2-3 students
- Students will receive instruction around positive classroom behavior expectations (CHAMPs)
- Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time on task, and reduce time out of classrooms through increasing effective Tier 1 behavior intervention strategies and best first practices
- Disaggregate misbehavior/suspension data to identify how subgroups (SPEL, EL, African American, foster youth) are progressing
- Students will receive instruction around School Wide Expectations (1. Keep your hands, feet and objects to yourself, 2. Use appropriate language, 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
- Recognition, incentives and rewards for students who demonstrate good behavior (SOAR, Rocket Launch Pad)
- Materials and supplies for incentives and recognition
- Multi-tiered Support System (MTSS):
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

Specify enhanced services for EL students:

Communication items may be offered in home language:

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour
- Monthly newsletter
- Dual Language Parent and Student Annual District Conference

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

- Open House
- Share quarterly data during parent Coffee Hour, SSC and ELAC
- Student/Parent Handbook
- Parent Teacher Conferences in October
- Parents will participate in Student Success Team meetings
- COSST case manager will contact parents, as needed
- EduText
- Semester Awards Assemblies
- 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 English and Spanish (Sunday nights)
- Provide babysitting and translating for parent meetings as needed
- Dual Language Parent and Student Annual District Conference

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

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)
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2019-2020 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	Instruction	Oth Cls-Supp			Supplemental contracts for Classified Staff (Fresno State mentors)	8,115.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports for Tier 2 & 3 students	46,699.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior supports for Tier 2 & 3 students	46,866.00

\$101,680.00

2019-2020 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	For Kinder Classrooms	11,708.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	For Kinder Classrooms	11,089.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom Technology	1,851.00
G1A1	Title 1 Basic	Parent Participation	Bks & Ref			: Resources for Educators "Reading Connection"	354.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) Materials & Supplies, paper, newsletters, stamps, *no food/incentives	1,896.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	34,715.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	35,757.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs (Peer observations, IEP, SST)	15,294.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			CT (McCreary) assessment coordinator contract	6,028.00
G1A1	Sup & Conc	Instruction	Travel			DI Conference (Oct. 2019) Standards Institute (Feb.2020) PLC (Summer 2020)	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	3,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics order for banners, parent/student handbook, posters, certificates	2,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	19,287.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor to Support Tier 3 Reading Intervention (Rocket Time)	19,864.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Time For Kids (\$1000)	1,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational Leadership Foundation FKA Inter-Act Fellows Program	31,510.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Scholastic Readers (\$3400)	3,400.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Conferences, SST's and IEP's. See all Goal 1	521.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,476.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Printer Ink (\$12,000)	12,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom Printers (10 @ \$126.40) Document Cameras (7 @ \$260) Projector Lamps (10 @ \$110) Radios (3 @ \$315)	8,174.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: Office Depot, Fresno City Parks & Rec (Hands on Science), Evo Bluestein (Folk Dancing), Save Mart PO	26,600.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contracts for Classified Staff (Fresno State mentors)	8,115.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports for Tier 2 & 3 students	46,699.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior supports for Tier 2 & 3 students	46,866.00

\$364,704.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,408.00
Sup & Conc	7090	\$264,148.00
LCFF: EL	7091	\$41,148.00
Grand Total		\$364,704.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$236,424.00
G2 - All students will engage in arts, activities, and athletics	\$26,600.00
G4 - All students will stay in school on target to graduate	\$101,680.00
Grand Total	\$364,704.00