

Webster Elementary

10621666006555

Principal's Name: Jennifer Stacy-Alcantara

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Jennifer Stacy-Alcantara', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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

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

Consolidated Program Assurances


<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 - Jennifer Stacy-Alcantara	X				
2. Chairperson - Zenaida Diaz				X	
3. Vice Chair - Lucy Lutrell				X	
4. Secretary - Merlin Dimas				X	
5. Tammy Shrouse				X	
6. Laurie Zimmerman		X			
7. Jenny Vang		X			
8. Yee Vang		X			
9. Rashell Tinoco			X		
10.					
11.					
12.					
13.					
14.					
15.					
<ul style="list-style-type: none"> • ELAC operated as a school advisory committee. 	<input type="checkbox"/> ELAC voted to fold into the SSC - Date_____.				

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and 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	Jennifer Stacy-Alcantara		3-29-17
SSC Chairperson	Zenaida Diaz	Zenaida Diaz	3-29-17

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$34,919 *
7090	LCFF Supplemental & Concentration	\$123,859
7091	LCFF for English Learners	\$54,864
TOTAL 2017/18 ON-SITE ALLOCATION		\$213,642

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$656
Remaining Title I funds are at the discretion of the School Site Council	\$34,263
Total Title I Allocation	\$34,919

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	19/68	N/A ³	28.30%	33.33%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	32/68	N/A ³	14.83%	20.77%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	62/66	N/A ³	23.88%	12.96%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	25/68	0.00% ⁴	52.99%	49.62%	43.13%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	17/63	N/A ⁶	43.40%	48.53%	15.79%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	30/63	N/A ⁶	49.06%	57.35%	28.07%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	16/67	N/A ⁷	N/A ⁷	27.04%	38.41%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	29/67	N/A ⁸	N/A ⁸	22.96%	34.38%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	37/68	10.98%	26.19%	15.86%	15.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	12/68*	20.92%	31.21%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	31/68	48.63%	45.16%	40.98%	44.07%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	44/68	95.58%	95.44%	94.66%	95.34%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	62/69	10.35%	13.53%	22.82%	14.69%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	35/68	N/A ¹⁰	N/A ¹⁰	36.31%	32.42%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	66/69	4.42%	0.00%	1.56%	0.23%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	33/68	4.42%	5.34%	6.44%	2.30%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	40/67	11.45%	25.28%	40.16%	0.43%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	40/68	N/A ¹³	N/A ¹³	70.36%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	14/69	N/A ¹³	N/A ¹³	71.19%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	33/68	N/A ¹³	N/A ¹³	58.61%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	8/68	N/A ¹³	N/A ¹³	76.21%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Webster Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	34	44	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	38	44	
3158 - Students with a D or F on their report card	44	30	
3169 - 3rd grade students reading at grade level	13	40	DIBELS, University of Oregon

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ELA Proficiency -

Webster students will be engaged in a rigorous ELA academic program aligned to state standards. Teachers will plan and deliver quarterly units around essentials standards by developing learning targets, creating and administering common formative assessments. Accountable communities will analyze data from assessments to develop a plan for corrective or extended instruction. Instruction will focus on the use of high quality text, complex talk, and lessons that integrate the standards to build student comprehension of the text and its meaning. Webster will continue to implement a school-wide (TK-6) reading intervention model that provides a multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year.

SMART Goals

By the end of the school year 2017- 2018, 44% of students in 3rd-6th Grade will meet or exceed standards on the ELA SBAC. The remaining students will increase at least one performance band.

During the 2017-2018 school year, 44% of students in grades 1st-6th will score proficient on the ELA Interim 1 and 2.

By the end of the 2017-2018 school year, the number of third graders reading on grade level will increase from 13% to 40%

The number of students receiving D's and F's in reading and writing will remain below 30% each quarter.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Data Driven Instruction

- Quarterly ELAKUD
- ELA Common Formative Assessments
- Common Formative Assessment/Data Analysis Calendar
- Grade Level SMART Goal
- Common Formative Assessment Data Analysis
- Classroom Observations/Feedback to AC Teams and Individual Teachers

Owner(s):

ACs
Lead Teacher
Principal/VP

Timeline:

Quarterly Planning

- AC will create ELA instructional units that include Learning Targets and CFAs. Lead Teacher will archive information in the quarterly binder and/or upload to OneDrive.
- AC will create a calendar that includes CFA administration, Data Analysis and corrective instruction dates.
- AC teams will create a SMART goal around essential standards for each unit.
- AC will analyze data after each CFA and will create an action plan for corrective instruction or extension that includes reassessment. Lead Teacher will upload data and action plan into One Drive.

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

Reading Comprehension and Fluency

- KAIG data (Letters, Sounds, Phonemic Awareness)
- Focus Lesson Data in Kinder
- BAS and fluency for students in K-4th (BOY, December, March, EOY).
- DRP for students in grades 2nd-6th
- Fluency/BAS/DIBELS/Interim for Intervention

Owner(s):

TSA
CTs
Teachers
Principal/VP

Timeline:

August

- Teachers/Certificated Tutors and TSA will assess students on BAS during Summer Bridge to collect base line data
- Teachers will create a data wall to measure student progress toward BAS benchmarks.

September Data Chats:

- 1st-4th: Teachers will analyze BAS data for current class.
- Teachers will create end of year and mid year class and grade level SMART goals for BAS.
- Teacher will have goal setting chats with individual students.

January Data Chats:

- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.
- 1st-4th: Teachers will analyze 2nd Quarter BAS data to monitor progress toward benchmarks and to target students for intervention.

April Data Chats:

- K-2nd: Teachers will analyze 3rd Quarter BAS

data to monitor progress toward benchmarks and to target students for intervention.

DRP (2nd-6th Grade Teachers)

- Teachers will administer and analyze DRP data for grade level trends and to identify target students.

Intervention (1st-6th Grade Teachers)

- Data Chat/Intervention Planning calendar will be developed at the beginning of the school year.
- AC teams will plan for intervention after each cycle of Intervention Data Chats.
- Teachers in grades 1st-6th assess intervention groups using DIBELS fluency and QOR.
- Teachers will participate in Data Chats to align instruction, analyze data and make group changes every 5-6 weeks.

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

ELA Grade Level Proficiency

- SBAC data analysis and target setting
- District Interim Assessment

Owner(s):

Teachers
ACs
Principal/VP

Timeline:

August

- 3rd-6th: Teachers will reflect on 2016-2017 SBAC classroom data.

September Data Chats

- 3rd-6th: Teachers will analyze current classroom SBAC data for grade level and classroom trends, to identify target students and to set classroom, grade level and school wide SMART goals.

October Data Analysis:

- 1st-6th: Teachers will analyze Interim #1 data for classroom/grade level trends, and to monitor progress on essential standards and target students.

February Data Chats (1st-6th)

- 1st -6th grade teachers will participate in Data Chats where they will analyze interim 2 data for grade level and classroom trends, reflect on target students and develop action plan.

March Data Chats

- 3rd-6th: Teachers will use multiple measures to analyze classroom data for grade level and classroom trends, to reflect on progress of target students.

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

- COST (Coordination of Services Team) monitoring log

Owner(s):

School Psychologist
RSP Teacher
Speech Pathologist
Resource Counseling Assistant
Principal/VP

Timeline:

August

- COST team will meet to analyze multiple academic measures in reading. (KAIG, BAS, Fluency, DIBELS)

Monthly

- COST meetings will be held to discuss reading comprehension and fluency of identified students.

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

- IPG Data around Tenet 2A, 2B, 2C,

Owner(s):

VP/Principal

ILT

Timeline:

Weekly

- Admin will collect and enter data into district system. Admin will provide feedback to teachers/teams.

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

- Percentage of students in grades 2nd-6th with a D or F in reading or writing.

Owner(s):

Teachers
ACs
Principal/VP

Timeline:

September

- ILT will meet to analyze Quarter 1 D's and F's deficiency data..
- ACs will create an action plan to decrease the percentage of Ds and Fs prior to the end of the quarter.

October

- ILT will analyze Quarter 1 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 1 D's and F's percentage data in order to create an intervention action plan for 2nd quarter.

November

- AC will analyze Quarter 2 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

January

- ILT will analyze Quarter 2 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 2 D's and F's percentage data in order to create an intervention action plan for 3rd quarter.

February

- AC will analyze Quarter 3 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

March

- ILT will analyze Quarter 3 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 3 D's and F's percentage data in order to create an intervention action plan for 4th quarter..

May

- AC will analyze Quarter 4 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

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

Describe Related Professional Learning:

Parent University opportunities will continue to be provided.

Coffee hour chats and SSC/ELAC meetings will be held to share school-wide data with parents, as well as information on how to read data.

Teachers will meet with parents to review each child's data, at minimum, during fall parent conferences.

Teachers will send home Student Goal Setting forms following teacher-student goal setting chats.

Monthly newsletter will include assessment data.

Translation services will be provided to the parents of English Learners for conferences, SST's and IEP's.

Substitutes will be provided each quarter for teachers to plan ELA units.

Professional learning plan will allocate time for topics related to the integration of reading, writing, speaking and listening and/or language standards to support students in their comprehension of complex text and tasks.

Professional readings may include:

- Core Six
- Notice and Note
- Content-Area Conversations
- Rigorous Reading
- Visible Learning for Literacy

Professional learning plan will allocate time for topics related to data driven instruction. Resources may include:

- Learning By Doing
- Design in Five
- Simplifying Response to Intervention
- FOCUS
- Common Core Companion

AC teams meet weekly to deconstruct standards, identify learning targets, create common formative assessments and analyze data. Admin will differentiate PL support based on AC needs.

The Cycle of Continuous Review will be used **prior to the beginning** of each quarter to provide feedback on the ELAKUD. Feedback will ensure that:

- All parts of the standards are reflected in the progression of the learning targets.
- Targets are in order from simple to complex
- Targets are written in kid-friendly language
- Targets address any pre-requisite skills
- CFAs and Learning Targets are aligned and address the rigor of the standard

The Cycle of Continuous Review will be used at the **end of each quarter** to monitor grade level progress toward SMART goals and alignment to SBAC and Interim results. Feedback will ensure that:

- CFAs are aligned to the learning targets
- CFAs address the rigor of the standard
- There is lesson progression and rigor across grade levels
- High leverage strategies implemented will impact student achievement
- Grade levels monitor student achievement progress and determine where instructional adjustments are needed,
- Grade levels vertically collaborate on successful instructional strategies,
- Admin identifies "expert teachers",
- Admin and ILT will identify opportunities for professional learning

Instructional Leadership Team

- ILT will meet a minimum of once a month to ensure school-wide targets and actions are driving accountable community work through the lens of student work/data analysis.
- ILT will continue to be leaders of professional learning, school-wide observations, and guardians of the Webster mission and vision.
- Lead Teachers will have opportunities to build upon professional learning through conferences, school visitations, planning days, will be provided as funds allow.
- ILT will use the two books, Learning By Doing and Design in Five to continue to lead PL with a specific

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Instruction

- Students in all tiers will receive 50 minutes of reading intervention/extension 4 times per week
- Two certificated tutors and a TSA will provide intensive reading instruction to Tier 2 and 3 students in grades 1st-6th.
- Differentiated instruction in reading and writing will be provided in all classrooms.

Materials/Supplies

- Supplemental reading materials and technology will be purchased to support reading comprehension.
- Student incentives will be provided to students who meet reading benchmarks in Kinder and 1st grade.

Summer Bridge

- All students in grades Tk-6th grade will receive an additional 17.5 hours of instruction from their classroom teacher prior to the official school year.

focus on clarity, assessment, analysis and student investment.

- ILT will meet a minimum of 3 times during the year to analyze data around D's and F's and discuss grading practices. Professional reading may include On Your Mark by Thomas Guskey.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL

- One Certificated Tutor will provide reading intervention to EL students.
- Supplemental supplies/materials/technology will be purchased to support EL students proficiency in vocabulary, oral expression and reading comprehension.
- EL students may be provided additional intervention time, as needed:
 - EL students will be strategically placed in intervention groups that will provide instruction that will target student gaps identified in previous CELDT and/or DRP data.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- Differentiated instruction will be provided in all classrooms.
- Home School Liaison to support EL's and their parents.

Other

- School-wide intervention for 1st-6th. 50 minutes daily, 4 days per week.
- DIBELS license will be purchased to house data in order to monitor student progress in reading fluency and comprehension.
- One Certificated Tutor will provide reading intervention and support to economically disadvantaged and/or foster students.
- Home School Liaison and School Psychologist to provide resources to economically disadvantaged and/or foster students.

Webster Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.4360		Certificated Tutor for School Wide Reading Intervention TK-6th Domain 1 Action 1 ELA Proficiency	\$	32,925.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for Planning, SSTs, Data Chats, Coaching Cycles	\$	7,844.00
1	1	LCFF: EL	Instruction	Instr Aide-Supplemental				Instructional Aide Supplemental translation for IEP/SSTs/Conferences	\$	964.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental Materials, Supplies, Software and Equipment to support reading comprehension.	\$	13,581.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance for repairs to technology that supports instruction	\$	500.00
1	1	LCFF: EL	Instruction	Travel				Conferences to Support EL Learners in Grades 3-6 in reading comprehension.	\$	10,000.00
Total									\$	65,814.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	21	31	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	34	44	
3158 - Students with a D or F on their report card	44	30	
3752 - Students scoring maximum on the KAIG in Math	57	75	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Math Proficiency-

Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics (focus, coherence, and rigor) and conceptual understanding by providing opportunities for students to engage in grade level problems and/or tasks.. Teachers will plan and deliver quarterly units around essentials standards by developing learning targets, creating and administering common formative assessments. Accountable communities will analyzing data from assessments to develop a plan for corrective or extended instruction..

SMART Goals

By the end of the 2017-2018 school year, 31% of students in 3rd-6th grade will meet or exceed standards on the Math SBAC. Students not meeting standards will increase a minimum of one band.

During the 2017-2018 school year, 44% of students will score proficient on the Math Interim 1 and 2.

The number of students receiving D's and F's in math will remain below 30% each quarter.

By June 2018, 75% of kindergarten students will be proficient on the math section of the KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Data Driven Instruction

- Quarterly MATH KUD
- Math Common Formative Assessments
- Common Formative Assessment/Data Analysis Calendar
- Grade Level SMART Goal
- Common Formative Assessment Data Analysis
- Classroom Observations/Feedback to AC Teams and Individual Teachers

Owner(s):

ACs
Lead Teacher
Principal/VP

Timeline:

Quarterly Planning

- AC will create MATH instructional units that include Learning Targets and CFAs. Lead Teacher will archive information in the quarterly binder and/or upload to OneDrive.
- AC will create a calendar that includes CFA administration, Data Analysis and corrective instruction dates.
- AC teams will create a SMART goal around essential standards for each unit.
- AC will analyze data after each CFA and will create an action plan for corrective instruction or extension that includes reassessment. Lead Teacher will upload data and action plan into One Drive.

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

MATH Grade Level Proficiency

- SBAC data analysis and target setting
- District Interim Assessment
- BBF

Owner(s):

Teachers
ACs
Principal/VP

Timeline:

August

- 3rd-6th: Teachers will reflect on 2016-2017 SBAC classroom data.

September Data Chats

- 3rd-6th: Teachers will analyze current classroom SBAC data for grade level and classroom trends, to identify target students and to set classroom, grade level and school wide SMART goals.

October Data Analysis:

- 1st-6th: Teachers will analyze Interim #1 data for classroom/grade level trends, and to monitor progress on essential standards and target students.

February Data Chats (1st-6th)

- 1st -6th grade teachers will participate in Data Chats where they will analyze interim 2 data for grade level and classroom trends, reflect on target students and develop action plan.
- TSA will provide intervention for Fact Fluency.

March Data Chats

- 3rd-6th: Teachers will use multiple measures to analyze classroom data for grade level and classroom trends, to reflect on progress of target students.

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

IPG data around Tenet 2A and 2B.

Owner(s):

Principal/VP

Timeline:

Weekly

Admin will collect and enter data into district system.
Admin will provide feedback to teachers and teams.

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

Percentage of students in grades 2nd-6th with a D or F in Math.

Owner(s):

ILT

Teachers

Principal/VP

Timeline:

September

- ILT will meet to analyze Quarter 1 D's and F's deficiency data..
- ACs will create an action plan to decrease the percentage of Ds and Fs prior to the end of the quarter.

October

- ILT will analyze Quarter 1 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 1 D's and F's percentage data in order to create an intervention action plan for 2nd quarter.

November

- AC will analyze Quarter 2 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

January

- ILT will analyze Quarter 2 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 2 D's and F's percentage data in order to create an intervention action plan for 3rd quarter.

February

- AC will analyze Quarter 3 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

March

- ILT will analyze Quarter 3 D's and F's percentage data.
- AC teams will analyze and reflect on Quarter 3 D's and F's percentage data in order to create an intervention action plan for 4th quarter..

May

- AC will analyze Quarter 4 D's and F's deficiency data in order to create an intervention action plan prior to the end of the quarter.

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

KAIG Math

Owner(s):

Kindergarten Teachers

TSA

Principal/VP

Timeline:

January Data Chats:

- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.

April Data Chats:

- Kinder Teachers will analyze 3rd Quarter KAIG data to monitor progress toward benchmarks and to target students for intervention.

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

Teachers will meet with parents to review each child's data, at minimum during fall parent conferences.

Teachers will send home Student Goal Setting forms following teacher-student goal setting chats.

Parents will receive information during coffee hours on how to support their children in the area of math.

Parent University opportunities will continue to be provided.

Coffee hour chats and SSC/ELAC meetings will be held to share school-wide data with parents, as well as information on how to read data.

Monthly newsletter will include assessment data.

Describe Related Professional Learning:

Substitutes will be provided each quarter for teachers to plan units.

Professional learning plan will allocate time for topics related to data driven instruction and the teaching of mathematical concepts and reasoning. Resources may include:

- The 5 E's
- Mathematical Practices
- Fact Fluency
- Number Talks
- Common Core Companion
- Progression Documents
- Quarterly Planners
- Sensible Mathematics by Leinwand

AC teams meet weekly to deconstruct standards, identify learning targets, create common formative assessments and analyze data. Admin will differentiate PL support based on AC needs.

The Cycle of Continuous Review will be used **prior to the beginning** of each quarter to provide feedback on the MATH KUD. Feedback will ensure that:

- All parts of the standards are reflected in the progression of the learning targets.
- Targets are in order from simple to complex
- Targets are written in kid-friendly language
- Targets address any pre-requisite skills
- CFAs and Learning Targets are aligned and address the rigor of the standard

The Cycle of Continuous Review will be used at the **end of each quarter** to monitor grade level progress toward SMART goals and alignment to SBAC and Interim results. Feedback will ensure that:

- CFAs are aligned to the learning targets
- CFAs address the rigor of the standard
- There is lesson progression and rigor across grade levels
- High leverage strategies implemented will impact student achievement
- Grade levels monitor student achievement progress and determine where instructional adjustments are needed,
- Grade levels vertically collaborate on successful instructional strategies,
- Admin identifies "expert teachers",

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Instruction

- Fluency of math facts will continue to be a focus in all grade levels, utilizing Beyond the Basic Facts, as the foundation for instruction and practice. K - 6th grade students in Tier 2 and 3 will receive intervention from TSA
- Students in all tiers in 3rd-6th will receive targeted instruction for 30 minutes via a deployment model, with an emphasis on fact fluency and essential math skills.
- Consensus and presentation strategies will continue to be incorporated in order to provide cooperative learning opportunities, as well as speaking and listening.
- Students will receive a minimum 90 minutes of math instruction daily.
- Differentiation will be provided in all classrooms

Materials and Supplies

- Student incentives will be awarded in order to encourage basic fact mastery (i.e. Individual student rewards, School-wide competitions, student to student challenges).
- Supplemental math materials and technology will be purchased to support conceptual understanding in math and basic fact fluency.
- Student incentives will be provided to students who meet Fact Fluency benchmarks in grades 1st through 6th.

Summer Bridge

- All students in grades TK-6th grade will receive an additional 17.5 hours of instruction from their classroom teacher prior to the official school year.

- Admin and ILT will identify opportunities for professional learning

Instructional Leadership Team

- ILT will meet a minimum of once a month to ensure school-wide targets and actions are driving accountable community work through the lens of student work/data analysis.
- ILT will continue to be leaders of professional learning, school-wide observations, and guardians of the Webster mission and vision.
- Lead Teachers will have opportunities to build upon professional learning through conferences, school visitations, planning days, will be provided as funds allow.
- ILT will use the two books, Learning By Doing and Design in Five to continue to lead PL with a specific focus on clarity, assessment, analysis and student investment.
- ILT will meet a minimum of 3 times during the year to analyze data around D's and F's and discuss grading practices. Professional reading may include On Your Mark by Thomas Guskey

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL

- Supplemental supplies/materials/technology will be purchased to support EL students conceptual understanding and language proficiency in math.
- Teachers will use SDAI strategies in math to support EL students.
- Home School Liaison to support EL's and their parents.

Other

- Home School Liaison and School Psychologist to provide resources to economically disadvantaged and/or foster students.
- Intervention in fact fluency will be provided to economically disadvantaged and/or foster students in grades 3-6.

Webster Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplemental materials, supplies, software and equipment to support instruction in mathematics.	\$	1,338.00	
									Total	\$	1,338.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15	20	
2358 - EL's not advancing at least one proficiency level in Re-designation	44	34	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

EL Redesignation-

Teachers will create and implement a designated and integrated EL Action Plan for their classroom in order to increase the number of English Learner students who show proficiency growth and to increase the overall school re-designation rate.

SMART Goals

By June 2018, 20% of English Learners will be re designated.

By June 2018, 76% of English Learners will have advanced at least one level in proficiency.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

CELDT data
BAS/DRP
Interim Assessment Data
Re-designation Data

Owner(s):

Teachers
TSA
Certificated Tutor

Timeline:

August-September

- Teachers will identify At-Risk and Long Term EL's and will create an EL Action Plan.
- Teachers will analyze CELDT results to create an action plan that addresses students' gaps on the CELDT in order to provide CELDT test prep
- Teaches will goal set with all EL students.

January

- Teachers will use CELDT, Interim and BAS/DRP data to analyze student progress toward re-designation criteria.
- Teachers will revise EL Action Plan.

May

- Teachers will reflect on EL Action Plan and re-designation data.

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

COST (Coordination of Services Team) monitoring log

Owner(s):

School Psychologist
RSP Teacher
Speech Pathologist
Resource Counseling Assistant
Principal/VP

Timeline:

Monthly

- A COST meeting will be held twice per month to identify and review Tier II English Learner students using multiple data measures (BAS, Fluency, DRP, SBAC, Interim, CELDT.) Tier II EL students not making academic progress will be referred to an SST.

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

Teachers will meet with parents to review each child's data, at minimum during fall parent conferences.
Teachers will send home CELDT reports.
Parents will receive information during coffee hours on how to support to read their child's CELDT report and how to help their child in targeted areas.
Translation Services will be provided to the parents of English Learners.
Teachers will send home goal setting reports.
Home School Liaison will support the parents of English Learners.

Describe Related Professional Learning:

PL will be provided at the beginning of the year on designated and integrated ELD, differentiated instruction and the ELD state standards.
Provide professional learning on the use of CELDT lessons created by EL services to maximize student performance.
PL time will be allocated for topics related to English Learners, Academic Vocabulary, ELA/ELD framework in order to build teacher capacity in the area of language acquisition.
Teachers will develop EL action plans in order to identify specific actions that will address student needs.
Teachers will be provided PL opportunities to support English Learners vocabulary, oral expression and reading comprehension development.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Materials and Supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Action Plans will include designated and integrated ELD times.

- Supplemental materials and technology will be purchased to support English Learners.

Instruction

- Differentiated instruction will be provided in all classrooms.
- One CT will provide support to English Learners in reading fluency and comprehension.
- TSA will provide intervention to English Learners.

Other

- CELDT Assessors will be provided to administer the Speaking and Listening portion of the exam.

Summer Bridge

- All EL students in grades Tk-6th grade will receive an additional 17.5 hours of instruction from their classroom teacher prior to the official school year.

- Teachers will use CELDT and other data for EL's to target instruction.
- Academic vocabulary will be explicitly taught
- Differentiation will be provided in all classrooms

Webster Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.4360		Certificated Tutor for School Wide Reading Intervention TK-6th Grade.	\$	38,491.00
3	2	LCFF: EL	Instruction	Materials & Supplies				Supplemental Materials & Supplies to Support EL Learners in Reading and Math	\$	3,809.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT Assessors	\$	1,600.00
								Total	\$	43,900.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95	96	
5942 - Chronic absenteeism rate	15	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Attendance-

School staff will monitor school-wide attendance data and will meet with chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. School Social Worker will work closely with school office clerk in order to support parent involvement, improve attendance, promote school-connectedness, and provide community resources.

SMART Goals

During the 2018-2018 school year, the attendance rate will remain at 96%.

By June 2018, the chronic absenteeism rate will decrease to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Daily Attendance

- Daily Attendance Rate
- Detention List from ROAR
- A2A Reports
- Daily Attendance Logs

Owner(s):

Home School Liaison
Office Assistant
Teachers

Timeline:

Weekly

- Home School Liaison will email an attendance update each Monday to the entire staff.

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

Chronic Absenteeism

- SARB Attendance Report
- COST (Coordination of Services Team) monitoring log

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

Parent Meetings

- At minimum, quarterly SSC/ELAC meetings will be held. Topics will include presentations on current attendance data.
- A2A meetings will be held for identified parents
- Parent Teacher conferences will be held as needed to address attendance concerns.
- Translation and babysitting services will be provided at parent meetings in order to support parent involvement.
- Home School Liaison will hold regular parent conferences following 3rd attendance letter. This may include home visits and/or parent conferences.
- Parent Meetings (Coffee Hour, SSC/ELAC meetings) will be used to inform parents of current attendance trends, to provide information on how to help increase school attendance, and train parents to monitor student attendance and grades through Atlas.

Parent Communication

- Parent Newsletter will include attendance updates.
- School Messenger & Edutext
- Classroom Teachers will make parent contact following 2nd consecutive day of student absence in order to develop positive and frequent parent teacher connections.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- ROAR
- Daily Classroom Monitoring Log
- Classroom Incentives
- Semester Awards
- Weekly Updates
- Daily Phone calls

Tier 2

- Targeted Incentives by grade level
- Home Visits
- SART
- T2 Meetings
- Webster Principal, VP, and Home School Liaison will be assigned "Focus Students" who are identified chronically/severe absent students, identified as having failing grades, or identified as unengaged in

Owner(s):

School Psychologist
RSP Teacher
Resource Counseling Assistant
Speech Pathologist

Timeline:

Monthly

- A COST meeting will be held twice per month to identify and review students who are at risk or are chronically absent.

Describe Related Professional Learning:

Home School Liaison will provide weekly reports to staff in order to develop school-wide actions, structures around school attendance.

The Safe and Civil Team will meet monthly to look at attendance data.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will provide support to the parents of EL's and economically disadvantaged and/or foster students.
- Home School Liaison will support EL students and their families through outreach, home visits, and other related services.

school.

Tier 3

- SARB
- Attendance Contract
- Counseling with Home School Liaison

Materials/Supplies

- Positive incentives for perfect and improved attendance will be provided to classrooms and individual students.
- Monthly ROAR (positive behavior & attendance activity) will be used to support the increase of student attendance.

Webster Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$ 11,377.00
4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 500.00
Total									\$ 11,877.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.3	1.3	
2080 - Students engaged in a goal 2 activity	43	50	
7134 - Elementary students self-efficacy survey results for questions 14-17	59	75	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Positive Behavior Support and Student Engagement-

Webster will continue to build upon current school wide structures and routines that establishes a positive behavior support system and supports self-efficacy.. The Safe and Civil Team will engage in a quarterly cycle of review process to analyze classroom and school-wide behavior data in order to develop strategies that will deter school suspensions and to identify and provide interventions. The Coordination of Service Team will place students in all tiers in the Meaningful Work or Connections Program. Students will be provided opportunities to participate in GOAL 2 clubs.

SMART Goals

During the 2017-2018, school year suspensions will not exceed 1%.

During the 2017-2018 school year, 50% of students will be engaged in a GOAL 2 activity.

By June 2018, student responses on the Self Efficacy questions will increase to 75%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Positive Behavior Support

- Suspension Data
- Student Portfolio Behavior Reports
- ROAR Detention List

Owner(s):

Principal/VP
Safe & Civil Team
COST

Timeline:

Monthly

- Safe & Civil Team will meet monthly to analyze suspension and behavior data.
- Principal/VP will analyze ROAR data to track number of students not participating for behavior. (office referral and conduct referrals)
- RCA will conference with students who have less than 3 conduct referrals prior to ROAR.

June

- Safe & Civil Team will meet to analyze suspension and behavior data. Team will create an action plan to decrease the number of suspensions.

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

Student Engagement

- ATLAS Engagement Data
- Student Interest Survey Data

Owner(s):

Resource Counseling Assestant
Coaches

Timeline:

Bimonthly

- Resource Counseling Assistant will identify students who have not participated in a Goal 2 activity.
- VP/RCA will oversee Goal 2 Clubs

June

- Student Interest Survey for Goal 2 Clubs

August

- Safe & Civil Team will analyze student interest survey to create Goal 2 Clubs.

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

Self-Efficacy Survey Results

- **Self Efficacy Survey Date for questions 14-17**

Owner(s):

Teachers
Safe & Civil Team
Resource Counseling Assestant

Timeline:

Monthly

- Safe & Civil team will review self-efficacy data and create an action plan.

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

Parent Communication

- Character Counts recognition and Tiger of the Month names will be published in the parent monthly newsletter and on the Marquee.
- Monthly notice regarding participation or lack of participation in monthly behavior activity (ROAR)
- School Messenger
- School Marquee

Describe Related Professional Learning:

Professional Learning will be provided for teachers and support staff on strategies for deterring and redirecting student behavior, cultivating self-efficacy and developing positive student-adult relationships.

Webster PAWS Team (Safe & Civil Adult Team) will be the group that guides the school in monitoring (CCI) and implementing school-wide procedures/structures. This team will attend ongoing, district provided Safe & Civil training, as well as meeting quarterly or as needed, to monitor and report on efforts to maintain an effective, proactive, positive, and instructional school climate.

- Back to School Night, Open House
- SSC/ELAC

Parent University will continue to provide classes that support social emotional development.

School Psychologist will refer families to resources within the community.

Resource Counseling Assistant will communicate with the parents of students in the Meaningful Work and Connections Program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Summer Bridge:

- All students in grades Tk-6th grade will receive an additional 17.5 hours of instruction from their classroom teacher prior to the official school year.
- Instruction during Summer Bridge will focus on school-wide behavior expectations, Guidelines for Success, Classroom Expectations (CHAMPS), self-efficacy and building relationships with students.

Instruction/School-wide Positive Behavior Support:

- Teachers will provide weekly Lessons/Classroom Meetings on Second Step, Character Counts, Guidelines for Success, self-efficacy and the OLWEUS Bullying Prevention Program
- Semester School-Wide positive behavior assemblies
- Tiger of the Month - one student per class will be chosen.
- A positive behavior activity (ROAR) is planned monthly to recognize students that have exhibited outstanding behavior and classroom effort during that month
- Resource Counseling Assistant and/or School Psychologist will provide individual or small group sessions in the following areas: social skills, peer relationships, conflict resolution, grief strategies, sibling groups, anger management, etc..
- Webster highlights a Character Counts pillar each month. Teachers provide instruction on character qualities, ongoing modeling and feedback. Staff and students are encouraged to wear Character Counts shirt or wear the color representing the pillar of the month.
- Following each month, teachers select 5 students per classroom that have exhibited characteristics of the pillar of the month and students will receive an incentive.
- A set of skills traits and attitudes that everyone in the school strives to demonstrate will be taught and reinforced as Guidelines for Success for a Webster Student ("The Webster Way") and ROAR (Responsible, Outstanding, Accepting and Respectful).

Tier II/III Intervention Support:

- The Resource Counseling Assistant and/or School Psychologist will work with identified students in small groups on conflict resolution strategies, strategies to improve school success, and /or peer relationships.
- The Resource Counseling Assistant will oversee programs that contribute to the overall school climate and culture.
- Students will be referred via COST to participate in the Meaningful Work program to increase school connectedness.
- Students will be referred via COST to participate in the Connections program to decrease disruptive behavior or increase time on task in class.
- School Psychologist will provide individual counseling to students and/or parents and will make mental health services referrals as needed.

Student Engagement in GOAL 2 Activities:

School Psychologist will provide PL on topics such as engagement strategies, CHAMPS, growth mindset, self management, social awareness and self efficacy.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Parent Newsletter recognition.
- Teachers will identify one EL student every 6 weeks to participate in GOAL 2 activities.
- Tier 2 students will receive individual or group support from the Resource Counseling Assistant.
- School Psychologist will support the Safe and Civil team with school-wide structures and routines.
- School Psychologist will support individual teachers with CHAMPS.

- Organized athletic teams & activities
- Intramural sports during lunch
- Lunch Clubs (Crafting Corner, Chess Club, Arts and Crafts and Coding Club)
- Student Leadership Team
- Student Traffic Patrol
- School Site Support: cafeteria helpers, snack helpers, etc.
- After School Program
- Field Trips, Assemblies

Webster Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500		Positive Behavior Support and Student Engagement	\$	39,160.00
5	2	Sup & Conc	Attendance & Social Work Services	Certificated Pupil Support-Regular	Psychologist, School	0.2000		Ashley Trippel, school psychologist will provide and additional day of service to Webster. ID 1047733	\$	28,059.00
5	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Summer Bridge (21 teachers @ 4 hours for 5 days)	\$	15,298.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				RCA Extra Time Support	\$	7,540.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials & Supplies for Parent Meetings	\$	656.00
								Total	\$	90,713.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0480 Webster Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.436	Certificated Tutor for School Wide Reading Intervention TK-6th Domain 1 Action 1 ELA Proficiency	32,925.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning, SSTs, Data Chats, Coaching Cycles	7,844.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials, Supplies, Software and Equipment to support reading comprehension.	13,581.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance for repairs to technology that supports instruction	500.00
1	1	LCFF: EL	Instruction	Ins Aide-Sup			Instructional Aide Supplemental translation for IEP/SSTs/Conferences	964.00
1	1	LCFF: EL	Instruction	Travel			: Conferences to Support EL Learners in Grades 3-6 in reading comprehension.	10,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental materials, supplies, software and equipment to support instruction in mathematics.	1,338.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.436	Certificated Tutor for School Wide Reading Intervention TK-6th Grade.	38,491.00
3	2	LCFF: EL	Instruction	Mat & Supp			Supplemental Materials & Supplies to Support EL Learners in Reading and Math	3,809.00
3	2	LCFF: EL	Instruction	Direct-Other			LPAC/CELDT Assessors	1,600.00
4	2	Sup & Conc	Instruction	Direct-Graph			: Graphics	500.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		11,377.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Meetings	656.00
5	2	Sup & Conc	Instruction	Teacher-Supp			Summer Bridge (21 teachers @ 4 hours for 5 days)	15,298.00
5	2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Psychologist, School	0.200	Ashley Trippel, school psychologist will provide and additional day of service to Webster. ID 1047733	28,059.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Positive Behavior Support and Student Engagement	39,160.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Extra Time Support	7,540.00

\$213,642.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,919.00
Sup & Conc	7090	\$123,859.00
LCFF: EL	7091	\$54,864.00
Grand Total		\$213,642.00

Domain Totals	Budget Totals
Academic	\$105,643.00
SEL / Culture & Climate	\$107,999.00
Grand Total	\$213,642.00