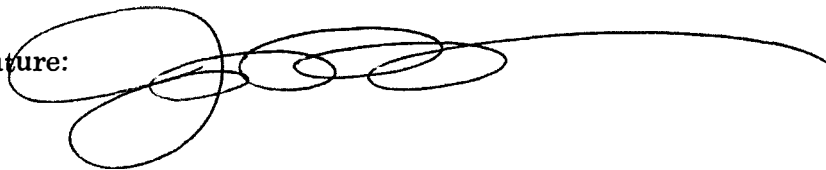


**Webster Elementary**

**106216660065551**

**Principal's Name: Jennifer Stacy-Alcantara**

**Principal's Signature:**

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**The Fresno Unified School District Board of Education approved this plan on: May 23, 2018**

**Title I SWP**

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

<b>District Goals</b>	
<p>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.</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**


<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Jennifer Stacy-Alcantara</b>	X				
2. <b>Chairperson – Merlin Dimas</b>				X	
3. <b>Tammy Shouse</b>				X	
4. <b>Lucy Lutrell</b>				X	
5. <b>Zenaida Diaz</b>				X	
6. <b>Diocelina Huerta</b>				X	
7. <b>Yee Vang</b>		X			
8. <b>Laurie Zimmerman</b>		X			
9. <b>Jenny Vang</b>		X			
10. <b>Vang Thao</b>			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 _____.

Fresno Unified School District – Single Plan for Student Achievement

2018-2019

**Required Signatures**

<b>School Name:</b> <i>Webster</i>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Jennifer Stacy-Alcantara		3/21/2018
<b>SSC Chairperson</b>	Merlin Dimas	<i>Merlin Dimas</i>	3/21/2018

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

Webster Elementary

Title I SWP

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Webster - 0480

**ON-SITE ALLOCATION**

3010	Title I	\$31,110 *
7090	LCFF Supplemental & Concentration	\$139,098
7091	LCFF for English Learners	\$43,434
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$213,642</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$732
Remaining Title I funds are at the discretion of the School Site Council	\$30,378
Total Title I Allocation	\$31,110

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

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.935	24
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.869	47
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.293	44

#### Needs Assessment

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

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

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

Tier 1 Instruction:

- Creation of aligned instructional units.
- 2-3 CFA's per quarter along with data analysis and reteaching.

School wide RTI for grades 1-6

- Universal screening of students using BAS (reading comprehension) and DIBELS (fluency)
- Instruction provided 4 days per week/50 minutes per day for strategic/intensive/core students with support from TSA, CT and BIA
- 4-6 week data chat cycles using DIBELS and/or BAS
- Quarterly BAS testing of students in grades 1-6.

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

Tier 1 Instruction:

- Creation of aligned instructional units.
- 2-3 CFA's per quarter along with data analysis and reteaching within classroom
- Summative Assessment in quarters 1-3 with data analysis

RTI

- Data analysis of summative assessment

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

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

- 7% of SWD (1 of 14 students) met/exceeded on SBAC compared to 36% overall. Our students SWD are not reading on grade level and need more opportunities to receive scaffolded instruction to engage with complex text, talk and task. RSP teacher did not utilize the adopted program with students.
- 5% of EL's (2 of 44) met/exceeded on SBAC compared to 36% overall. Our EL students need more support with reading comprehension and vocabulary in order to access their grade level complex text.

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

- 21% of AA (3 of 14 students)
- 14% of SWD (2 of 14 students). The SWD group needs more targeted instruction in math. RSP teacher is gaining a better understanding of the focus, coherence and rigor of the math standards.
- 5% of EL's (2 of 44 students). The EL subgroup has difficulty with the language used on the SBAC math assessment.

#### EL Reclassification Rate (All grade levels)

- Asian 5% (1 of 19 students)
- Hispanic 18% (19 of 102 students).
- SWD (1 of 8 students)

The majority of student in the EL subgroups perform lower on the reading and writing sections of the CELDT

- Teachers provide one week of reteaching to focus on tier 2/3 interventions. Instruction provided by TSA depending on student needs.

**EL Reclassification Rate (All grade levels)**

- September data chats to identify English Learners
- Intervention targets students' areas for redesignation
- January data chats to monitor student progress toward redesignation

and this prevents them from being redesignated.

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

**1** SSC:

SSC were presented with data from Interim 1 and 2 and SBAC data. Through Needs Assessments, SSC members felt Certificated Tutor, Bilingual Instructional Aide, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. Team supported continuing to fund these positions and materials.

**2** ELAC:

ELAC were presented with data from Interim 1 and 2 and SBAC data. Through Needs Assessments, ELAC members felt Certificated Tutor, Bilingual Instructional Aide, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. Team supported continuing to fund these positions and materials.

**3** Staff:

Staff requested training on technology software that is purchased to support instruction.

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

BIA provided reading comprehension support for all students. Results showed an increase in Interim 1 to Interim 2. For the 2018-2019 school year, Title I funds will be used to fund a Home School Liaison to support with school attendance and for the Standards Institute to build teacher capacity in math instruction.

**Action 1**

**Title:** ELA Proficiency

**Action Details:**

Webster students will be engaged in a rigorous English Language Arts program using the GVC, Wonders, aligned to state standards. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets and common formative assessments. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction. Tier 1 instruction will focus on the use of high quality text, complex talk, and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (1st-6th) reading intervention model that provides 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.

**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**

Data Driven Instruction

- SBAC results
- District Interim Results
- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments
- Common Formative Assessment Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Common Summative Assessment data (K-6th)

**Owner(s):**

**Timeline:**

August/September

- Teachers will analyze SBAC results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze SBAC data for their classroom to identify target students and create a SMART goal.

October

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

February

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

April

- 3rd-6th will predict student performance on SBAC and will report on target student progress.

Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

Quarterly-

- PLC's will create Math instructional units that include Learning Targets, CFA's and an instructional calendar with CFA administration, Data Analysis and reteaching dates. Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- PLC's will analyze math summative assessment data to identify areas for reteaching.
- Teachers will provide reteaching for one week.

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

School Wide RTI in Reading Comprehension and Fluency

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

**Owner(s):**

TSA

Teachers

**Timeline:**

**August** - Intervention Team (TSA/CT/BIA) will assess new students using the following assessments.

- 1st - DIBELS NEXT Letter names, Phoneme segmentation, nonsense word), fluency, BAS.
- 2nd - DIBELS NEXT (nonsense word fluency), fluency, BAS.
- 3rd-6th - DIBELS NEXT fluency passage, BAS.

Intervention will begin 8/20/2018.

September Data Chats - monitor progress and adjust groups.

- 1st - DIBELS
- 2nd-6th - DRP #1

October Data Chats - monitor progress and adjust groups.

- 1st/2nd - DIBELS, BAS, Interim #1
- 3rd-6th - DIBELS, Interim #1

December Data Chats - monitor progress and adjust groups.

- 1st-6th - DIBELS

January Data Chats - monitor progress and adjust groups.

- 1st-6th - DIBELS/BAS

March Data Chats - monitor progress and adjust groups.

- 1st/2nd - DIBELS/BAS
- 3rd-6th - DIBELS

April Data Chats - monitor progress and adjust groups.

- 1st-6th - DIBELS

May 16th - Last day of Intervention

May/June -

Classroom teachers will administer the BAS assessment to all students.

Intervention Team will assess students using the following assessments:

- K tested as 1st Grade on DIBELS NEXT - Letter name fluency, phoneme segmentation,

- nonsense word fluency, fluency passage.
- 1st tested as 2nd on DIBELS NEXT - nonsense word fluency, Fluency passage.
- 2nd tested as 3rd grade on DIBELS NEXT fluency passage.
- 3rd-5th will be tested on following grade level DIBELS NEXT fluency passage.

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

COST(Coordination of Services Team)

- Student profile page

**Owner(s):**

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

**Timeline:**

August

- Team will review students from previous year.
- Bi-Monthly -
- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
  - 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in reading (KAIG, BAS, Fluency, Interim, Reading and Writing Grades).

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

Instruction

Tier 1

- All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task.
- Teachers will conduct data chats with students.

Tier 2 and Tier 3

- Students will receive 50 minutes of reading intervention/extension 4 times per week.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- One certificated tutor, a BIA and a TSA will provide intensive reading instruction to students in grades 1st-6th.
- Differentiated instruction in reading and writing will be provided in all classrooms.
- Admin will conduct data chats with students in the following subgroups - SWD, EL, AA.

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.
- Student incentives will be provided to students who meet reading benchmarks in Kinder and 1st grade
- Supplemental materials from graphics to support reading instruction.

**Specify enhanced services for EL students:**

- EL's will receive small group instruction in reading comprehension, vocabulary and writing from the BIA.
- BIA will provide instruction to EL's to target areas of growth based on ELPAC results.
- Teachers will create an Action Plan in September to detail how they will provide designated/integrated ELD instruction.
- ELPAC Assessors will be provided to administer the assessment
- Supplemental materials to support reading for English Learners

- Direct maintenance for repairs to technology that supports instruction.

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

- Monthly newsletter will communicate to parents progress on SBAC and Interim.
- SBAC and Interim data will be shared with parents during School Site Council Meetings, Coffee Chats and ELAC meetings.
- Parents will receive their child's assessment data (SBAC, BAS/Fluency) at Parent Conferences.
- School will provide translation for parents during school meetings.
- Parents will be able to access reading and writing grades on a daily basis via Edutext.
- School staff will share information on how to support students in reading comprehension during Parent Coffee Hours.

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

- Subs will be provided for peer observations and data chats.
- Teachers will continue to receive ongoing professional development in the creation of common formative assessments.
- Teachers will continue to reference the books, "Learning by Doing", Design in Five" and the "Common Core Companion" when creating Assessment Plans.
- ILT will meet monthly to analyze schoolwide data provide input on PL.
- PL will be targeted to address needs based on IPG data.
- PL time will be dedicated after each reading intervention data chat for teams to coordinate intervention/extension lessons.

**Action 2**

**Title:** Math Proficiency

**Action Details:**

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 through the use of the GVC, GoMath. Teachers will plan and deliver quarterly units around the focus standards by developing assessment plans that include learning targets, creating and administering common formative assessments and creating and administering a summative assessment for quarters 1-3. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction..

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

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

Data Driven Instruction

- SBAC results
- District Interim Results
- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments and Common Summative Assessment
- Common Formative Assessment Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations

**Owner(s):**

Teachers  
Principal/VP  
Lead Teacher

**Timeline:**

August/September

- Teachers will analyze SBAC results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze SBAC data for their classroom to identify target students and create a SMART goal.
- Goal Setting (1st- 3rd) - Teachers will analyze BAS data for current class and create a SMART goal. Teacher will have goal setting chats with individual students.

October

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

#### January

- Data Chats: Focus on EL students and K-3rd reading by third grade.

#### February

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

#### April

- Data Chats - Focus on Reading by Third grade and SBAC.
- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.
- 1st-3rd grade teachers will analyze 3rd Quarter BAS data to monitor progress toward benchmarks and to target students for intervention.
- 3rd-6th will predict student performance on SBAC and will report on target student progress.

#### Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

#### Quarterly-

- PLC's will create Math instructional units that include Learning Targets, CFAs and an instructional calendar with CFA administration, Data Analysis and reteaching dates. Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- PLC's will analyze writing summative assessment to identify areas for reteaching.
- PLC's will create a reteaching Action Plan that includes Tier 2 and Tier 3 instruction from classroom teachers, TSA and BIA.

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

Math Basic Skills Assessment

Owner(s):

Kinder Team  
1st Grade Team  
2nd-6th Grade Teams  
BIA/TSA

Timeline:

August/September

- 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers and quantities. Identified students will receive intervention from BIA.
- 2nd-6th Teachers will administer a universal math screener at the beginning of the year.
- Math Intervention will begin in September. Instruction will target gaps in basic skills.

October

- 1st grade students will be assessed on their levels of methods for single digit addition and subtraction.

January

- 2nd - 6th grade students will be assessed on universal math screener.
- KAIG data will be used to target students for intervention.

May

- 2nd - 6th grade students will be assessed on universal math screener.

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

COST(Coordination of Services Team)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in math (Interim, CSA results, fluency, math screener).

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

Instruction  
Tier 1

- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards.

Specify enhanced services for EL students:

- BIA will provide small group instruction in math with a focus on understanding the vocabulary used in math.

- Teachers will conduct data chats with students

Tier 2 and Tier 3

- Students will 1 week of reteaching three times per year based on summative results.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- BIA and TSA will provide 30 minutes of intervention to students in math.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Admin will conduct data chats with students in the following subgroups - SWD, EL, AA.

Materials/Supplies

- Supplemental equipment, materials and technology subscriptions will be purchased to support conceptual understanding, fluency and application in math.
- Student incentives will be provided to students who meet math benchmarks.
- Supplemental materials from graphics may be purchased to support instruction.
- Direct maintenance for repairs to technology that supports instruction.

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

- Monthly newsletter will communicate to parents progress on SBAC and Interim.
- SBAC and Interim data will be shared with parents during School Site Council Meetings, Coffee Chats and ELAC meetings.
- Parents will receive their child's assessment data (SBAC) at Parent Conferences.
- Parents will receive daily reports on their child's math grade via EduText.
- School will provide translation for parents during school meetings.

Describe Professional Learning related to this action:

- Subs for peer observations, data chats, data analysis and for teachers to attend conferences will be provided.
- Registration and travel fees for teachers to attend Standards Institute Conference in math will be provided.
- PL will focus on the mathematical shifts: focus, coherence and rigor.
- ILT will meet monthly to design PL around IPG data and trends from common formative and common summative data analysis.
- CCI will take place after summative data analysis and action planning.

### Action 3

**Title:** EL Redesignation

Action Details:

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 redesignation rate.

**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

ELPAC data

BAS/DRP

Interim Assessment Data

Re-designation Data

EL Goal Setting Reports

Owner(s):

Principal/VP

Teacher

PLC

BIA

Timeline:

August/September

- Data chat with individual EL students on ELPAC scores.

January

- Data chat with EL students and set goals in preparation for ELPAC assessments. Review Re-designation criteria with students.

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

COST(Coordination of Services Team)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in reading (KAIG, BAS, Fluency, Interim, Reading and Writing Grades).

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

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.

Tier 2/3

- Differentiated instruction will be provided in all classrooms.
- Certificated Tutor and BIA will provide intervention to English Learners in math, reading comprehension, and fluency.

Materials and Supplies

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

Specify enhanced services for EL students:

- BIA will provide small group instruction in ELD.
- PL will be provide on reading ELPAC scores and how to use it to maximize student performance.
- PL time will be allocated for topics related to English Learners including Academic Vocabulary, and the ELA/ELD framework.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- ELPAC Assessors will be provided to administer the Speaking and Listening portion of the exam.

Explain the 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 ELPAC reports.
- Parents will receive information during coffee hours on how to support to read their child's ELPAC report and how to help their child in targeted areas.
- School will provide translation for parents during parent/conference week and parent events.

Describe Professional Learning related to this action:

- Action Plans will include designated and integrated ELD times
- Teachers will use ELPAC other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.



- Teachers will send home goal setting reports.
- Home School Liaison will support the parents of English Learners and work with parents to attend ELAC meetings.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster 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	Mat & Supp			Supplemental materials, supplies to support reading comprehension. (No incentives or food)	1,066.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics - supplemental materials for reading instruction.	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No incentives or food)	100.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,205.00
G1A2	Title 1 Basic	Instruction	Travel			: UnBoundEd Standards Institute Conference registration, travel expenses.	16,537.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for peer observations, data chats, data analysis, coaching cycle.	10,871.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental materials, supplies, and software to support math instruction.	7,634.00
G1A2	Sup & Conc	Instruction	Travel			: UnBoundEd Standards Institute Conference registration and travel expenses.	3,463.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment to support instruction.	500.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translation for meetings with parents.	312.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4360		41,468.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Supplementary materials and supplies to support EL redesignation.	366.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assesors	1,600.00

**\$129,622.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	73.913	80.913

Needs Assessment

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

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

**Goal 2 Participation Rate**

Tier 1

- Creation of lunch and after school clubs for students in K-6th grade based on student survey. 146/402 students participated in round 1 of clubs during lunch and after school.
- RCA coordinated and supervised club enrollment.
- RCA provided support to teachers and aides who taught the clubs by providing necessary materials and getting students from the cafeteria to the classroom.
- Students were able to participate in the following sports: football, volleyball, basketball, cross country (3rd-6th), softball.

Tier 2 and Tier 3

- COST referred students to clubs based on interests.
- After school tutoring was provided to students. 51 students participated in intensive small group math tutoring targeting specific foundational skills to close gaps.
- Teachers identified students for participation in clubs they felt students would enjoy and would be committed to staying for the whole quarter.

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

**Goal 2 Participation Rate**

- AA participation rate is 44% (10 of 23 students) and the overall student participation rate is 73%. Less students in this subgroup may have participated because the clubs that were offered were not interesting.
- EL Participation rate is 34% and the overall rate is 73%. We need to improve communication to EL parents regarding the clubs that are offered and identify individual students.

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

**1** SSC:

SSC members were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. SSC indicated and agreed that having a Resource Counseling Assistant is an effective way to continue to support all students engagement in arts, activities, and athletics.

**2** ELAC:

ELAC members were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. SSC indicated and agreed that having a Resource Counseling Assistant is an effective way to continue to support all students engagement in arts, activities, and athletics.

**3** Staff:

Through an SPSA Needs Assessments, 90% of staff members agreed that having a Resource Counseling Assistant is needed in order to keep students engaged in GOAL 2 activities.

Parents expressed an interest in providing more sports opportunities for students in younger grades. ELAC parents expressed satisfaction that cross country was open to 3rd and 4th grade and was a non-cut sport.

## Action 1

**Title:** Student Engagement

### Action Details:

Webster will continue to provide a variety of lunchtime/after school clubs, intramural sports, music and leadership opportunities for students. The Coordination of Service Team will monitor identified students' participation.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

- Student Participation in GOAL 2 clubs
- Student Survey Data

Owner(s):

Safe and Civil Team

VP

RCA

Teachers

Timeline:

August/September

- Back to School Night will promote clubs and opportunities for students to get involved.
- The staff will survey students regarding their interests.
- Safe and Civil will create the list of clubs that will be offered.
- VP will coordinate staff to supervise clubs.
- RCA will create Leadership Team and Regional Spelling Bee Team.
- Admin will coordinate Chess Club.
- Boy's Flag Football and Girl's Volleyball will begin.
- RCA will enter students in the ATLAS engagement tool.
- Promote clubs during Back to School Night

October

- Lunchtime Clubs (6wk session #1) will begin.
- Cross Country will begin.
- RCA will enter students in the ATLAS engagement tool.

January

- Staff will survey students regarding their interests.
- VP will coordinate staff to supervise clubs.
- Boys and Girl's Basketball will begin.
- RCA will enter students in the ATLAS engagement tool.

February

- Lunchtime Clubs (6wk session #2) will begin.

March

- Boys and Girl's Softball will begin.
- RCA will enter students in the ATLAS engagement tool.

Quarterly:

- Intramural sports after school run by teachers

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

COST(Coordination of Services Team)

- Student profile page

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

Tier 1

- All students will be provided opportunities to participate in lunchtime and after school clubs.
- Resource Counseling Assistant will coordinate clubs, recruit students and support staff.

Tier 2 and Tier 3

- Students will be referred through COST to participate in clubs and the RCA will monitor their attendance and participation.
- RCA will survey African American students to find clubs of interests.
- Teachers will identify EL students to participate in GOAL 2 clubs.

Materials and Supplies

- Site will purchase materials and supplies for lunchtime and after school clubs.
- Extra pay contracts for staff to run after school clubs will be provided.

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

- The site will provide information to parents at Back to School Night regarding what clubs and sports will be offered.
- Monthly Parent Newsletter will communicate information regarding clubs and opportunities for students to become involved.
- Parents will be encouraged to attend sporting events, performances and/or activities.

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

Specify enhanced services for EL students:

- RCA will monitor participation of English Learners
- RCA will survey EL students to see what their interests are.

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with social emotional concerns. Team will analyze participation in GOAL 2 clubs for identified students.

Describe Professional Learning related to this action:

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	91.489	98.489
Exposure to Careers - 4th Grade	92.157	99.157
Exposure to Careers - 6th Grade	100	100

**Needs Assessment**

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

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

**Exposure to Careers - 3rd Grade**

All students were expected to attend field trip and teachers communicated with students and parents regarding participation in the activity. 43/47 students attended field trip. Students were encouraged to return permission slips and teachers followed up with parents when students did not bring it.

**Exposure to Careers - 4th Grade**

All students were expected to attend field trip and teachers communicated with students and parents regarding participation in the activity. Students were encouraged to return permission slips and teachers followed up with parents when students did not bring it.

**Exposure to Careers - 6th Grade**

All students were expected to attend field trip and teachers communicated with students and parents regarding participation in the activity. Students were encouraged to return permission slips and teachers followed up with parents when students did not bring it. Teacher held information meeting on 6th grade camp to inform parents of safety and expectations for camp.

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

**Exposure to Careers - 3rd Grade**

There is no significant dis-proportionality for any significant subgroup.

**Exposure to Careers - 4th Grade**

There is no significant dis-proportionality for any significant subgroup.

**Exposure to Careers - 6th Grade**

There is no significant dis-proportionality for any significant subgroup.

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

**1** SSC:

SSC was informed of FUSD sponsored field trips and data of school psychologist supporting students in character building and growth mindset. SSC members agreed continuing to fund school

**2** ELAC:

ELAC was informed of FUSD sponsored field trips and data of school psychologist supporting students in character building and growth mindset. ELAC members agreed continuing to fund school

**3** Staff:

Staff members were informed of significance of school study trips. Staff members were also informed of support school psychologist have been giving by pulling small groups and working with specific

psychologist will support students to build character and competencies to be successful in the workplace.

psychologist will support students to build character and competencies to be successful in the workplace.

students on building their character and growth mindset. Teachers indicated having a school psychologist to pull groups and continue to build student character is highly effective.

## Action 1

**Title:** Exposure to Careers

### Action Details:

The Safe and Civil Team will develop lessons to teach students about career opportunities. The school will continue to partner with Pelco and CTEC to provide field trips for students. The school will provide a career day for students in 4th-6th grade. School staff and teachers will promote field trips, research opportunities and speakers that expose students to careers.

**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

- Field Trip Participation

#### Owner(s):

Principal/VP  
Teachers  
RCA  
HSL

#### Timeline:

June/July

- Safe and Civil Team research and develop lessons to teach students about career opportunities.
- Monthly
- Teachers will utilize career lessons Safe and Civil Team have developed to introduce students to careers.

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

##### Tier 1

- All students will receive lessons that expose them to a variety of careers.
- Members of the community that represent significant subgroups will be invited to talk to students about their careers.
- Students will receive certificates for citizenship.

##### Tier 2 and Tier 3

- Teachers will choose one student each month for the Tiger of the Month and Character Trait of the month.

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

#### Specify enhanced services for EL students:

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



- Monthly newsletter will include Tiger of the Month Students.
- Teachers will personally invite the parents of students who receive awards.
- Home School Liaison will reach out to the parents of students who do not return permission slips to ensure that all students participate.

Safe and Civil Team will meet to plan career lessons for teachers to utilize in the classroom.

## Action 2

**Title:** Fostering a Growth Mindset

### Action Details:

The Safe and Civil Team will continue to support school-wide activities and promote classroom lessons that teach about self-efficacy and a growth mindset.

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

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

- District student survey focusing specifically on growth mindset and self-efficacy ratings
- Webster Growth Mindset Survey measuring growth mindset/self efficacy

#### Owner(s):

Principal/VP  
Safe and Civil Team  
Teachers

#### Timeline:

June/July

- Safe and Civil Team create Webster Growth Mind Survey
- Safe and Civil Team develop Growth Mindset Lessons

August/September

- Give Webster Growth Mindset Survey Pre-Assessment
- Teachers teach Growth Mindset Lessons

October

- Give Growth Mindset Survey Post Assessment
- Safe and Civil Team analyze Growth Mindset data and develop next steps.

Monthly

- Safe and Civil Team will meet once a month to review relevant data and address culture/climate issues.

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

Tier 1

Specify enhanced services for EL students:

- All students will participate in Kindness Week
- RCA and Leadership team will plan and promote Red Ribbon Week for all students
- Teachers will give pre/post Webster Growth-Mindset Assessment
- Teachers will teach Growth Mindset Lessons
- Safe and Civil team will analyze Growth Mindset data and develop next steps

Tier 2/3

- COST will monitor identified students and will collect student interest data.
- School psychologist will pull a small group to target specific SEL skill such as growth mindset, mindfulness, and focusing in the classroom.
- Small groups may be formed based on significant subgroups.

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

- Data from Webster Growth Mindset survey will be shared with parents in newsletter, shared during SSC and ELAC meetings.

Describe Professional Learning related to this action:

- Contract for Safe and Civil Team to meet in summer.

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.544	95.544
Chronic Absenteeism	14.165	12
Suspensions Per 100	3.95	2.95
Parent Survey - Respected and welcomed	96.203	100
Parent Survey - Safe and secure	95.342	100
Student Survey - Included	89.394	96.394
Student Survey - Caring adult	88.806	95.806

**Needs Assessment**

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <p>Tier 1</p> <ul style="list-style-type: none"> <li>• Provide and promote ROAR. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.</li> <li>• Classroom incentives for perfect attendance. School wide incentives for classroom with the best attendance. Primary and Upper grade classroom compete against each other for incentive.</li> <li>• Semester Perfect Attendance Awards. Awards given to students who have perfect attendance. Attendance emphasized during award assembly with parents and students.</li> </ul> <p>Tier 2 and Tier 3</p> <ul style="list-style-type: none"> <li>• Contracts with individual students as determined through COST. RCA set goals with students and consistently check in with students.</li> <li>• COST monitoring on a monthly basis. COST monitor attendance and develop next steps, determine who will follow up.</li> <li>• HSL contacts parents, conducts home visits and connects families to resources in the community</li> <li>• Work with CWAS and SARB for students who are at risk</li> </ul> <p><b>Suspensions Per 100</b></p> <p>Tier 1</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• AA 27% (8 of 29 students) compared to school-wide 11.9%</li> <li>• Homeless 26% (6 of 23 students).</li> <li>• School site was unable to hire a permanent HSL.</li> </ul> <p>Truant</p> <ul style="list-style-type: none"> <li>• AA 58% (18 of 31) compared to overall 33%.</li> <li>• Homeless 42% (10 of 24 students).</li> <li>• School site was unable to hire a permanent HSL.</li> </ul> <p><b>Suspensions Per 100</b></p> <p>There is no significant dis-proportionality for any significant subgroup.</p> <p><b>Parent Survey - Respected and welcomed</b></p> <p>There is no significant dis-proportionality for any significant subgroup.</p> <p><b>Parent Survey - Safe and secure</b></p> <p>There is no significant dis-proportionality for any significant subgroup.</p> <p><b>ADA Attendance</b></p>
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- School wide expectations and guidelines for success. Teacher sreview expectations with students during class. Staff member review expectations with students in cafeteria and behavior assembly bi-annually.
- Weekly Classroom meetings on topics that need to be address such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.
- Provide and promote ROAR. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- Semester Behavior Expectation Assemblies. Attendance and student achievement emphasized with parents and students during assemblies.

#### Tier 2 and Tier 3

- RCA monitors behavior contracts of identified students - check in/check out. Administration communicate with teachers, RCA, and parents to get update on students on behavior contract.
- Small group support provided by School Psychologist based on focus, growth mindset, and executive functions. Groups are determined by COST Team.
- COST Team monitor and develop next steps to support students who are at risk in the areas of attendance, behavior, social-emotional, and academic. Each student is assigned a case manager who follow up with parents and teachers on their progress.

#### Parent Survey - Respected and welcomed

- Parent University Modules held on a bi-weely basis. Parents recruit and encourage each other to attend.
- Partnership with City of Fresno. Bi-weekly meetings with City of Fresno, parents, HSL, and other community members. Parents with the help of HSL take the main role in meetings discussing and problem solving issues around the community and at Webster.
- Volunteer Activities - crosswalk, help with student activities

#### Parent Survey - Safe and secure

- Monthly parent newsletter to keep parent inform current reality
- School messenger to communicate regarding emergencies

#### ADA Attendance

- Positive Attendance Incentives. School wide incentives for classroom with the best attendance. Primary and Upper grade classroom compete against each other for incentive.
- ROAR activity. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- Semester Award for Attendance. Attendance and student achievement emphasized with parents and students during assemblies.

#### Student Survey - Caring adult

- Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Weekly Classroom Meeetings on topics that need to be address such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.

There is no significant dis-proportionality for any significant subgroup.

#### Student Survey - Caring adult

There is no significant dis-proportionality for any significant subgroup.

#### Student Survey - Included

There is no significant dis-proportionality for any significant subgroup.

- Alternative Recess provided by RCA for students needing support in socialization. Determined through COST Team. RCA work with students on social skills.

**Student Survey - Included**

- Welcome Committee include Leadership students and RCA. Leadership students show new student the "Webster Way".
- Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Variety of Spirit Week Activities: Red Ribbon Week, Kindness Week, Read Across America, Spelling Bee. Activities to engage students in school connected to academics.
- Positive Incentives: Student of the Month, Character Counts to engage students connected to developing character.
- Semester Awards - Academic, Citizenship, Principal Award

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

**1** SSC:

2016-2017 Social Emotional data shared with SSC members and actions that contributed to the data. SSC members indicated having a Home School Liaison to support parents and attendance will support Goal 4.

**2** ELAC:

2016-2017 Social Emotional data shared with ELAC members and actions that contributed to the data. ELAC members indicated having a Home School Liaison to support parents and attendance will support Goal 4.

**3** Staff:

Staff supports funding a Home School Liaison to support with attendance.

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

**Action 1**

**Title:** Improved Student Attendance

**Action Details:**

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. Home School Liaison will work closely with school office clerk in order to support parent involvement, improve attendance, promote school-connectedness, and provide community resources.

**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

- Attendance-Tardy Rate
- Truancy Rate
- Weekly ATLAS report
- ROAR Non-participation list

Owner(s):

Principal/VP  
Home School Liaison  
Teachers  
Safe and Civil Team  
HSL

Timeline:

Monthly

- Safe and Civil Team will analyze attendance and tardy rates
- Safe and Civil Team will develop incentives to increase attendance rate and decrease tardy rate

Daily

- RCA will check in with students who are chronically absent and provide social-emotional support as necessary.
- Home School Liaison will work with parents to support student attendance.

On-going

- HSL will meet with students not participating in ROAR to create contracts and discuss attendance.

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

COST (Coordination Of Services Team)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals. Team will add referrals based on ATLAS report.

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

Tier 1

- All classes will participate in a school-wide incentive program developed by the Safe and Civil Team targeting improvement of attendance.

Tier 2

- Home School Liaison will contact parents and provide support to ensure students are at school on time daily.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program

Tier 3

Specify enhanced services for EL students:

- CWAS will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. CWAS will meet with both parents and students to discuss attendance and an action plan to increase student attendance.
- HSL will monitor and check in with students who are chronically absent and RCA will provide social-emotional support as needed.

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

- Home School Liaison will support in organizing parent meetings and parent courses.
- Data related to attendance will be presented to parents at SSC, ELAC, and other parent meetings as needed.

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

- Teacher will receive PL on supports, strategies, and resources to support student attendance.
- Safe and Civil team will provide professional learning on SEL topics as determined by staff, student, and parent surveys.

## Action 2

**Title:** Positive Behavior Support

**Action Details:**

Webster will continue to build upon current school wide structures and routines that establishes a positive behavior support system. 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 support students by implementing behavior contracts and by placing students in all tiers in the Meaningful Work and Check-In program. The School Psychologist will provide additional support for Tier 2 and 3 students.

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

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

- Suspension Data
- Office Referrals
- Culture/Climate Surveys from parents, students, and teachers

**Owner(s):**

Principal  
VP  
RCA  
School Psychologist  
Teachers  
PLC  
Safe and Civil Team

**Timeline:**

July

- Safe and Civil Team will analyze Culture/Climate Surveys from parents, students, and teachers to plan and implement lessons, supports, and strategies based on areas of need as determined by surveys.

Quarterly

- Safe and Civil Team will analyze suspension and office referral data. Plan and implement lessons, supports, and strategies to decrease behaviors.

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

- COST (Coordination Of Services Team)

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- CWAS (provided by district)

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 4th Tuesday to monitor students with behavioral concerns and implement behavior intervention and supports.



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

- ROAR non-participation list
- Student of the Month list
- Character Counts Student of the Month

Owner(s):

RCA

Timeline:

September

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- All kinders will participate
- ROAR #1

November

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #2

December

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #3

February

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #4

March

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #5

May

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #6

June

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #7 - Carnival

Monthly

- Teachers will choose 1 student a month that demonstrates ROAR (Responsible, Outstanding, Accepting, Respect)
- Teachers will choose 1 student who demonstrate the character trait of the month.

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

Specify enhanced services for EL students:

Tier 1

- All teachers provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- All students will be a part of classroom meetings and the Olweus Anti-Bullying Program.
- All students will have the opportunity to earn school-wide incentive: ROAR

Tier 2/3

- Resource Counseling Assistant will implement behavior contracts and daily check ins with students who need extra social-emotional and behavior support.
- RCA will provide structured recess and time away to support students.
- School Psychologist Extra Support (1 day per week) to pull small groups targeting areas of need such as focusing, developing a growth mindset, and mindfulness.
- School Psychologist will implement behavior contracts with students needing tier 3 behavior support.

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

- Administration will present Suspension, expulsion, key social-emotional data result to parents during SSC, ELAC, and other parent meetings.
- HSL will provide referrals to community agencies.

Describe Professional Learning related to this action:

- Safe and Civil Team will provide a refresher on building and cultivating a growth mindset within students.
- Teachers will receive professional learning on strategies and resources on implementing student behavior intervention and supports and culturally sensitive teaching.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Home School Liaison extra time.	320.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,275.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Psychologist, School	0.2000	Ashley Trippel will provide an additional day of service to Webster. ID 1047733	28,812.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Support	42,613.00

**\$84,020.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0480 Webster Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials, supplies to support reading comprehension. (No incentives or food)	1,066.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics - supplemental materials for reading instruction.	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No incentives or food)	100.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,205.00
G1A2	Title 1 Basic	Instruction	Travel			: UnBoundEd Standards Institute Conference registration, travel expenses.	16,537.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for peer observations, data chats, data analysis, coaching cycle.	10,871.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental materials, supplies, and software to support math instruction.	7,634.00
G1A2	Sup & Conc	Instruction	Travel			: UnBoundEd Standards Institute Conference registration and travel expenses.	3,463.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment to support instruction.	500.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translation for meetings with parents.	312.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4360		41,468.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Supplementary materials and supplies to support EL redesignation.	366.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,600.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Home School Liaison extra time.	320.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,275.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Psychologist, School	0.2000	Ashley Trippel will provide an additional day of service to Webster. ID 1047733	28,812.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Support	42,613.00

**\$213,642.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$31,110.00
Sup & Conc	7090	\$139,098.00
LCFF: EL	7091	\$43,434.00
<b>Grand Total</b>		<b>\$213,642.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$129,622.00
G4 - All students will stay in school on target to graduate	\$84,020.00
<b>Grand Total</b>	<b>\$213,642.00</b>