

Webster Elementary

10621666006555

Principal's Name: Jennifer Stacy-Alcantara

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

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

Consolidated Program Assurances

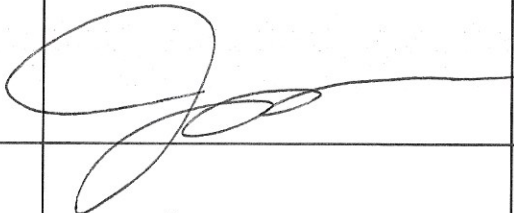

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Stacy-Alcantara	X				
2. Chairperson – Monica Hernandez			X		
3. Merlin Lorenti				X	
4. Rafaela Antonio Santiago				X	
5. Adriana Tenorio Hernandez				X	
6. Teodora Reyes Urieta				X	
7. Diocelina Huerta				X	
8. Seng Vue		X			
9. Rain Muhawi		X			
10. Ruth Mejia		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Stacy-Alcantara		4-29-20
SSC Chairperson	Monica Hernandez		4.29.20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$36,146 *
7090	LCFF Supplemental & Concentration	\$136,096
7091	LCFF for English Learners	\$27,432
3182	Comprehensive Support and Improvement	<u>\$121,396</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$321,070

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,023
Remaining Title I funds are at the discretion of the School Site Council	<u>\$35,123</u>
Total Title I Allocation	\$36,146

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Webster Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	54.525 %	37.089 %	2018-2019	47 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	50.564 %	38.318 %	2018-2019	50 %

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

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

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

Overall Implementation:

Tier 1 instruction:

- Creation of aligned instructional units
- 2-3 CFAs per quarter along with data analysis to make decisions and next steps with reteaching
- Universal screening of students using BAS (reading comprehension) DIBELS NEXT (Fluency, Phoneme Segmentation, Letter Sound Fluency, Nonsense Word Fluency) and iReady
- Weekly grade level PLC meetings occur to improve instruction within all classrooms building shared knowledge regarding standards, instructional practices and grade level expectations.

School wide RTI for grades 1-6

- 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, BAS, and/or iReady
- Quarterly BAS testing of students in grades 1
- BAS Testing 2 times a year in grades 2nd-6th
- Students consistently struggling are referred to TST for a further analysis and discussion for next steps

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

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

- Our African American, Hispanic, and EL populations showed a decline. These students need more opportunities to receive instruction with supports to engage in text, talk, and tasks at their appropriate grade level.
- Our Hispanic population went up 5% in Chronic Absenteeism which may have contributed to their academic performance.
- Our classrooms' teacher/student talk ratio is not balanced. Teachers do well over 50% of the talking during instruction.
- Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement.
- Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented.
- Our RTI model needs a focus around grade-level appropriate vocabulary (Target 3 for literary and Target 10 for informational) for our strategic and intensive students.
- Our RTI model needs a focus around general comprehension of grade level text (Targets 1 & 2 for literary and Targets 8 & 9 for Informational) for our strategic and intensive students.
- Each grade level had one staff member that was out for an extended period of time during the school year.
- We did not have a permanent RSP teacher from August - February.
- Professional Learning is needed for teachers around evidence-based teaching methods, strategic

Data:

ELA	CADashboard 18-19	CADashboard Change from current to prior	FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	29.7 pts below	-21.3	47.50%	37.10%	-10.40%
English Learners	29.3 pts below	-26.6	17.30%	8.70%	-8.60%
Hispanics	28.2 pts below	-21.3	49.10%	37.60%	-11.50%
African American			33.30%	27.30%	-6%
SWD	132 pts. Below	7	7.10%	6.70%	-0.40%

Effectiveness:

- Our focus on ensuring that we have rigorous assessments that aid in strengths and areas of need for our teachers to plan instruction.
- Deep dive with our Data analysis of our assessments and reteaching allowed our teachers to identify gaps in learning and address them while maintaining instructional pacing.
- All teachers have shifted to the use of Targets to ensure grade level rigor is in student learning.
- Our TST has grown stronger in identifying students at-risk academically and making decisions for next steps to better support Tier 2 and 3 students

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

Overall Implementation:

Tier 1 Instruction:

- Revision of aligned instructional units
- 2-3 CFAs per quarter along with data analysis and reteaching within classroom
- Summative Assessment in Quarters 1-3 with data analysis
- Weekly grade level PLC meetings occur to improve instruction within all classrooms building shared knowledge regarding standards, instructional practices and grade level expectations.

RTI:

- Data Analysis of summative assessment
- Teachers provide one week of reteaching to focus on Tier 2/3 interventions.
- After school tutoring was provided to students. 30 1st-3rd grade students and 10 Kindergarten students participated in intensive small group math tutoring that was specific to foundational skills in order to close learning gaps.

Data:

Math	CADashboard 18-19	CADashboard Change from current to prior	FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	30 pts below	-18	43.60%	38.30%	-5.30%
English Learners	21 pts below	-20.7	32.70%	21.30%	-11.40%
Hispanics	31.3 pts below	-21.9	45.50%	39.10%	-6.40%
African American					
SWD	29.5 pts below	-17.5	14.30%	6.70%	-7.60%

grouping based on assessment data to ensure that all students can learn to their maximum potential.

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

- Our Hispanic and EL populations showed a decline. These students needs more opportunities to learn grade level skills at the conceptual level to gain basic understanding.
- Our Hispanic population went up 5% in Chronic Absenteeism which may have contributed to their academic performance.
- Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented.
- Our classrooms' teacher/student talk ratio is not balanced. Teachers do well over 50% of the talking during instruction.
- Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement.
- Limited use of appropriate use of manipulatives for students who need to strengthen their conceptual understanding.
- Staff will utilize universal screener to identify gaps and target intervention instruction.
- Each grade level had one staff member that was out for an extended period of time during the school year.
- We did not have a permanent RSP teacher from August - February.
- Professional Learning is needed for teachers around evidence-based teaching methods, strategic grouping based on assessment data to ensure that all students can learn to their maximum potential.

Effectiveness:

- Our focus on ensuring that we have rigorous assessments that aid in strengths and areas of need for our teachers to plan instruction.
- Teachers and administrators utilized CFAs, IABs, and/or Summative assessments to analyze student results and make decision on next steps.
- Creating reteaching plans allowed our teachers to identify gaps in learning and address them while maintaining instructional pacing.
- All teachers have shifted to the use of Targets to ensure grade level rigor is in student learning. Also, the use of IABs in grade levels where they were available for use.
- Our TST has grown stronger in identifying students at-risk academically and making decisions for next steps to better support Tier 2 and 3 students
- Math After School tutoring was liked by parents and assisted in closing the achievement gap in foundation math skills for these grade levels.

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

In 18-19, full implementation of actions were caused by absences in teaching personnel, which accounted for 41% (7 out of 17) of our classrooms having substitutes (or a stream of substitutes) throughout the year. We had the following:

- 1st grade teacher out on medical leave all 3rd quarter
- 2nd grade teacher out on medical leave all of second semester
- 4th grade teacher out on medical leave throughout the year
- 5th grade teacher out on medical leave all of 3rd quarter
- 3rd grade teacher out on maternity leave part of 3rd and all of 4th quarter
- 6th grade teacher out on paternity leave all of 1st quarter
- 75% of the year we didn't have an RSP teacher
- Tier II specialist/HSL out on maternity leave all of 3rd quarter

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

- With the use of CSI funds, Professional Learning, from Corwin Associates (Doug Fisher), around evidence-based teaching methods, and strategic grouping based on assessment data to ensure that all students can learn to their maximum potential. This will include 1 full day of professional learning and 3 days throughout the year with classroom support with Corwin's team. (Found in Action 1)
- With the use of CSI funds, the purchase of professional learning materials for teachers to utilize during their professional learning and as a resource for instructional planning in. (Found in Action 1 and 2)
- Purchase of supplemental materials, using CSI funds, for math instruction. (Found in Action 2)
- A focus on vocabulary and general comprehension for intervention (Tier 2/3 students) and our English Learners. (Found in Action 1 and 3)
- A goal will be made to increase student engagement and will be monitored through tracking teacher/student talk and equity of voice during instruction. (Found in Action 1)
- With the use of CSI funds, we will provide Professional learning in math for teachers to attend Standards institute (Unbound Ed). This expense will pay for conference registration, travel, and lodging expenses. (Found in Action 2)
- ILT will meet more frequently to discuss professional learning and create plans for full and effective implementation within their PLC. Supplemental contracts will be generated with the use of CSI funds. (Found in Action 1 and 2)
- Purchase of Technology subscriptions and Scholastic Magazine with the use of CSI funds to deepen and extend the learning in literacy. (Found in Action 1)

- Purchase of laptops with CSI funds to deepen and extend the learning in literacy and math skills.
- With the use of CSI funds, classroom substitutes will be provided to support the following: 3 days of a roving sub to allow teams to meet for data analysis in the area of Math, 5 days of subs for teachers to attend Standards Institute (Unbound Ed) Conference in January 2021, 2 days of a roving sub for teachers to meet individually with admin to analyze literacy and math data, set goals, and identify target students, and 3 days for each teacher to support CSI goals in ELA and Math with lesson planning, and release time for teachers to observe other classrooms.
- With the use of CSI funds, to provide admin with subs to facilitate the continue learning from Corwin associates during lesson planning, data analysis, and undivided attention to classroom observations when Corwin's team is visiting for the 3 days throughout the year.
- With the use of CSI funds, we will generate supplemental contracts for certificated/classified employees to provide additional students support with tutoring in math, ELA, and English language acquisition for students in Grades 1-6. (Found in Actions 1, 2 and 3)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC were presented with data from iReady and SBAC. Through needs assessment, SSC members felt that CT, BIA, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. The team supported continuing to fund these positions and materials.</p>	<p>2 ELAC:</p> <p>ELAC were presented with data from iReady and SBAC. Through needs assessment, ELAC members felt that CT, BIA, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. The team supported continuing to fund these positions and materials with additional focused support to English Learners.</p>	<p>3 Staff:</p> <p>Staff identified that CT, BIA, Subs, Technology, and Class Supplies were highly effective in increasing student achievement and conferences were moderately effective if attendance could be during our scheduled breaks and implemented with fidelity upon returning.</p>
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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 and SBAC Targets. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets, common formative assessments and a common summative assessment aligned to SBAC targets. 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 tasks, and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (K-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
- iReady Results

Owner(s):

Teachers
Administrators

Timeline:

August/September

- Teachers will analyze SBAC results from previous year to identify high leverage teaching

- ELPAC Results
- IAB 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)
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams
- Instructional Practice Walks

ILT

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 iReady data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB Data Analysis

December

- CSA/IAB Data Analysis

January/February

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

February

- 3rd-6th will administer IAB's in Literary, Informational, Listening, and Research.

March/April

- 3rd-6th will predict student performance on SBAC and will report on target student progress.
- CSA/IAB Data Analysis
- PLC will create an SBAC review Action Plan for Literary, Informational, Listening and Research based on IAB data analysis.

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 ELA 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.
- Teachers will provide reteaching according to student data from their CFA

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

School Wide RTI in Reading Comprehension and Fluency

- DIBELS (Letter, Sound, Phoneme Segmentation, Nonsense Word Fluency)
- Fluency/DIBELS/iReady for Intervention

Owner(s):

TSA

Teachers

ILT

Timeline:

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

- K-DIBELS (First Sound Fluency)
- 1st - DIBELS (Phoneme Segmentation, Nonsense Word), iReady.
- 2nd - DIBELS (Nonsense Word Fluency, DORF), BAS.
- 3rd-6th - DIBELS (DORF), iReady.

Intervention will begin the second week of school.

End of September Data Chats - monitor progress and adjust groups.

- 1st-6 - iReady
- 1st - DIBELS
- 2nd-6th - DORF

Beginning of November Data Chats - monitor progress and adjust groups.

- 1st - DIBELS
- 2nd-6th - DORF/DIBELS

Mid December Data Chats-monitor progress and adjust groups.

- K-6th - iReady
- 1st - BAS/DIBELS
- 2nd-6th - BAS/DIBELS

Mid February Data Chats - monitor progress and adjust groups.

- K-6th - iReady
- 1st-DIBELS/DORF
- 2nd-6th - DORF/DIBELS

End of March Data Chats - monitor progress and adjust groups.

- 1st - DIBELS/DORF
- 2nd-6th - DORF/DIBELS

End of April Data Chats - monitor progress and adjust groups.

- 1st - DIBELS/DORF
- 2nd-6th - DORF/DIBELS

Mid May - End of Intervention

Classroom teachers will assess students using the

following assessments:

- All students will be assessed using iReady

Intervention Team will assess students using the following assessments:

- K students will be assessed using DIBELS (First Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency)
- 1st grade students will be assessed using DIBELS (Nonsense Word Fluency, DORF)
- 2nd-6th grade students will be assessed using DORF.

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

TST (Targeted Support Team)

- Student profile page

Owner(s):

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze multiple measures in ELA (iReady, CSA results, fluency, DIBELS).

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

CSI Meeting with support and collaboration from district level.

Power BI Data Analysis - admin will monitor the following groups for progress in ELA:

- Hispanic
- English Learners
- Socioeconomically Disadvantaged

Admin will utilize district pivot teams to support with metrics.

Owner(s):

Principal/VP

ILT

Timeline:

Monthly

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 using iReady and SBAC results.
- Teachers in 3rd and 4th grade will utilize Reciprocal Teaching strategies for the first read.
- All students will utilize iReady for 40 minutes weekly.

Tier 2

- Students will receive 50 minutes of reading intervention/extension 4 times per week. Instruction will be provided by classroom teacher.
- Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and iReady results.

- Teacher and/or Admin will conduct data chats with students in the following subgroups - EL, Hispanic, Socioeconomically Disadvantaged.
- Corrective Instruction will take place each quarter to address educational gaps identified from Common Formative Assessments.
- TST will identify students to monitor in Tier 2 from Universal Screener.

Tier 3

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- One certificated tutor (.436 FTE), a BIA (.75 FTE), and a TSA will provide intensive reading instruction to students in grades 1st-6th using Corrective Reading.
- RSP Intervention (non and RSP IEP students).
- After school tutoring for EL's in reading will be provided.
- TST will identify students to monitor in Tier 3 from Universal Screener.
- Student Study Team meeting to develop plans for student success for identified students.

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 or show progress on reading benchmarks.
- Supplemental materials from graphics will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.
- Additional Corrective Reading materials will be purchased to support reading instruction.

Specify enhanced services for EL students:

- Teachers will create an Action Plan in September to detail how they will provide designated/integrated ELD instruction.
- Targeted 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.
- Supplemental materials to support reading for English Learners will be provided.
- Data Chats will include specifics on how to support English Learners.
- Staff will identify LTEL's and create an action plan to meet their needs.
- Supplemental contracts will be provided to classified staff to provide after school tutoring.
- EL students will be first in line for after school tutoring.
- PLC's will dis-aggregate data to monitor and track EL student progress on Common Formative Assessments and SBAC IAB's.
- Students needing additional support will receive Tier 2 intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.
- Extended Learning Summer Program (ELSP) Summer Program Opportunities will be provided and promoted to English Learners.

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

- Monthly newsletter will communicate to parents progress on SBAC and iReady.
- SBAC and iReady 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 and iReady) at Parent Conferences.

Specify enhanced services for low-performing student groups:

English Learners

- Additional instructional support from the TSA and BIA in ELA to address areas of need based on reading assessments.
- Priority for after school tutoring

Socioeconomically Disadvantaged

- Additional instructional support from the TSA in ELA to address areas of need based on reading assessments.
- Priority for after school tutoring
- Will be referred to TST for progress monitoring.
- Kinder teachers will assess students prior to the beginning of the school year to identify their instructional needs. Supplemental contracts will be provided.

Hispanic

- Priority for after school tutoring
- Will be referred to TST for progress monitoring.

Describe Professional Learning related to this action:

- Corwin Associates will provide PL on reading comprehension. PL will include a one-day kickoff with Doug Fisher and 3 follow up coaching days with a member of his team.
- The book "This is Balanced Literacy" will be purchased to support PL provided by Corwin Associates.
- Subs will be provided for teachers to attend conferences, conduct peer observations and participate in data

- 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.
- Kinder parents will receive quarterly workshops on how to support their students in literacy.

- chats.
- Admin subs will be provided for administrators to participate in PL from Corwin and to facilitate data analysis meetings around ELA summative data.
- Supplemental contracts will be provided to kindergarten teachers to assess students prior to the beginning of the school year. Teachers will continue to receive ongoing professional development in the creation of common formative assessments and instructional units in ELA.
- Teachers will receive PL in designated/integrated ELD instruction.
- Teachers will continue to reference the books, "Learning by Doing", Design in Five" and the "Common Core Companion" when creating Assessment Plans.
- Admin will reference the following books when designing PL: FOCUS, Checking for Understanding, Visible Literacy.
- ILT will meet monthly to analyze school-wide data and provide input on PL.
- PL will be targeted to address needs based on the results from Common Formative Assessments, iReady, SBAC and IPG data.
- PL time will be provided after each reading intervention data chat for teams to coordinate intervention/extension lessons.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge in the area of reading.
- Third and Fourth grade teachers will be provided feedback on Reciprocal Teaching.
- Administrators and Site Team will work with FUSD Cross Functional (CF) Pivot Team, which include department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.)

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..

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

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

Data Driven Instruction

- SBAC results
- iReady Results
- IPG Data Reports
- Assessment Plan aligned to SBAC Targets, Common Formative Assessments and Common Summative Assessment/IAB's
- Common Formative Assessment Data Analysis by Classroom
- Common Summative Data Analysis by Classroom

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.

- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams
- Instructional Practice Walks

October

- Teachers and PLC's will analyze iReady data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB Data Analysis
- Teachers will provide Corrective Instruction based on Summative Data Analysis

December

- CSA/IAB Data Analysis
- Teachers and PLC's will analyze iReady and Summative data to identify areas for reteaching.

January/February

- Teachers will conduct data chats with students.
- Teachers will provide Corrective Instruction based on Summative Data Analysis

March/April

- CSA/IAB Data Analysis
- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.
- SBAC Data Chat 3rd-6th Teachers will predict student performance on SBAC and will report on target student progress.
- PLC's will create an SBAC review Action Plan

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 make revisions to 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.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Math Basic Skills Assessment

Owner(s):

Kinder Team

1st Grade Team

TSA

- PLC's will analyze summative assessment data to identify areas for reteaching.
- PLC's will create a reteaching Action Plan that includes Tier 2 and Tier 3 instruction from classroom teachers and 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 TSA
- Math Intervention will begin in September. Instruction will target gaps in basic skills.

October

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

December

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

March

- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

May

- 1st and 2nd grade students will be assessed on their levels of problem solving for solving single digit addition and subtraction problems.

Monthly

- CFA/Interim/summative data will be utilized to adjust math intervention groups

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

Targeted Support Group (TST)

- Student profile page

Owner(s):

Targeted Support Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze multiple measures in math (iReady, CSA results, fluency, math screener).

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

CSI Meeting with support and collaboration from district level.

Power BI Data Analysis - admin will monitor the following groups for progress in Math:

- Hispanic
- English Learners
- Socioeconomically Disadvantaged

Admin will utilize district pivot teams to support with metrics.

Owner(s):

Principal/VP

ILT

Timeline:

Monthly

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 and SBAC targets.
- Teachers will conduct data chats with students around iReady, SBAC and IAB's.

Tier 2 and Tier 3

- Students will receive 1 week of corrective instruction three times per year based on summative results.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- TSA and BIA will provide 30 minutes of intervention/enrichment 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 - Hispanic, English Learners, Socioeconomically Disadvantaged.
- After school tutoring in math will be provided to students in grades K-6th.

Materials/Supplies

- Supplemental equipment, materials, and technology subscriptions will be purchased to support conceptual understanding, fluency, and application in math.
- Supplemental materials from graphics may be purchased to support instruction.
- Purchase of technology to support instruction.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

English Learners

- After school tutoring
- Small group instruction from BIA and/or TSA to address gaps.

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

- Monthly newsletter will communicate to parents progress on SBAC and iReady.
- SBAC and iReady 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.

Hispanic

- After school tutoring
- Small group instruction from BIA and/or TSA to address gaps.

Socioeconomically Disadvantaged

- After school tutoring
- Small group instruction from BIA and/or TSA to address gaps.

Describe Professional Learning related to this action:

- Teachers in grades K-6 and Admin will have the opportunity to attend the Unbound Ed Standards Institute in January.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge in math.
- Subs for peer observations, data chats, and data analysis, and for teachers to attend conferences will be provided.
- Admin will be provided subs in order to attend conferences, participate in data analysis, and facilitate peer observations and grade level planning.
- PL will focus on the mathematical shifts: focus, coherence and rigor and SBAC priority targets for 3rd-6th.
- ILT will meet monthly to design PL around IPG data and trends from common formative and common summative data analysis.
- Administrators and Site Team will work with FUSD Cross Functional (CF) Pivot Team, which include department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.)

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:	<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

- ELPAC data
- iReady
- SBAC Data
- Re-designation Data
- EL Goal Setting Reports

Owner(s):

Principal/VP
Teacher
PLC
BIA

Timeline:

August/September

- Teacher will have data chat with individual EL students on ELPAC scores.

January

- BIA will have data chat with EL students and set goals in preparation for ELPAC assessments. Review Re-designation criteria with students.
- ELPAC PL will be provided by TSA to teachers in grades K-6.

April

- BIA and TSA will support students with ELPAC practice to familiarize them with the format of the assessment.

Quarterly

- Teacher will progress monitor RFEP students every quarter.

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

Targeted Support Team (TST)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze identified EL students' needs using multiple measures in ELA and/or Math.

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

- CSI Meeting with support and collaboration from district level. Power BI Data Analysis
- Admin will utilize district pivot teams to support with metrics.

Owner(s):

Admin
District PIVOT Team

Timeline:

Monthly

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.
- Academic vocabulary will be explicitly taught.

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.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.

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.
- Teachers will send home goal setting reports.

Specify enhanced services for low-performing student groups:

- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- BIA will provide small group instruction in ELD.

Describe Professional Learning related to this action:

- PL will be provided 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.
- PL will be provided to all teachers on the ELPAC assessment.

2020-2021 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		23,646.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of materials and supplies to support the use of technology for instruction.	6,643.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics to support ELA instruction.	500.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts will be provided to ILT and CCT members to support lesson development in ELA and positive behavior support.	8,415.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Purchase books for professional learning to support PL in literacy from Corwin.	1,471.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Scholastic magazine subscription for all students in K-6th grade. (No Food/Incentives)	5,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Technology subscriptions to support instruction in literacy.	1,000.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Purchase of laptops to be used in the classroom to support instruction in literacy. (No Food/Incentives)	22,000.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin Associates : PL around reading comprehension will be provided by Corwin Associates. One day kick off with Doug Fisher and three days of coaching support throughout the year from his team.	30,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4360		42,996.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of classroom technology (projectors/smartboards/TV) to support instruction in ELA.	7,575.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and/or installation of technology to support instruction.	7,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		23,646.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Purchase of materials to support instruction in math. (No Food/Incentives)	4,002.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Subs will be provided to support in the following areas: 3 days of roving subs to allow teams to meet for data analysis in the area of math. 5 days of subs for teachers to attend Standards Institute Conference in January 2 days of subs for each teacher to meet individually with students 2 days of a roving sub for teachers to meet individually with admin to analyze data, set goals and identify target students. 3 days for each teacher to support CSI goals	24,956.00

2020-2021 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
G1A2		Instruction	Teacher-Subs			in ELA and Math with lesson planning Release time for teachers to observe other classrooms	24,956.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			: Purchase of supplemental materials to support instruction in math. (No food/Incentives/Blanket Purchase Orders)	4,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Unbound Ed Standards Institute conference registration and travel expenses.	15,000.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			5 day sub for admin to attend Unbound Standards Institute and to attend grade level data chats and analysis.	4,040.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Provide translation for parent-teacher conferences, Back to School Night and other meetings.	332.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No Food/Incentives)	1,023.00
G1A3	ESSA-CSI	Instruction	Ins Aide-Sup			To provide tutoring to English Learners in ELA and Math	4,297.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support EL Redesignation	2,213.00
G1A3	LCFF: EL	Instruction	Direct-Other			: CELDT Assesors	1,573.00

\$241,328.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	93.544 %	91.99 %	2018-2019	98.99 %

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

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

Goal 2 Participation Rate

Overall Implementation:

Tier 1:

- Creation of lunch and after school clubs for students in K-6th grade based on student survey
- RCA coordinated and supervised club enrollment.
- RCA provided support to teachers and aides who taught the clubs by planning and organizing the logistics and materials.
- Students were able to participate in the following sports: football, volleyball, basketball, cross country (3rd-6th), and softball.

Tier 2 and Tier 3:

- Targeted Support Team referred students to clubs based on interests.
- Teachers and TST identified students for participation in clubs they felt students would enjoy and stay committed to for an entire quarter.

Effectiveness:

We met our goal of 93% participation rate. Our clubs were most impactful because we gathered student input and interests to create clubs. Because of their input, clubs were popular and full in attendance. In addition, teachers and TST identified students who were not in clubs and needed a connection to school. Our RCA spoke to those students and got them connected to a club. Teachers and RCA encouraged students to try out for sports.

All subgroups showed increases in participation, with our African American population had the biggest growth of 25%. 70% in 17-18 to 95% in 18-19.

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

Goal 2 Participation Rate

- Data collection was not done consistently and to fidelity in 19-20, so our data doesn't reflect our true participation rate as a school site.
- Our SWD declined slightly by 3%. Less students may have participated because they did not find it interesting.
- Many clubs offered filled to capacity, which kept students who were interested not able to participate.
- There's not many opportunities for our students in grades 1-3 to participate in arts, activities, and/or athletics.

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

Information at Back to School night about clubs and sports was not done. RCA did not monitor participation of EL, African American, and low performing students.

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

- Propose the option to teachers about having interest clubs available before or after school to include more participants and get more teachers to participate (Found in Action 1)
- Create a timeline (and due dates throughout the year) to ensure that our data accurately is presented in our site's data (Found in Action 1)
- Create an intramural program for students in grades 1-3 to increase their participation rate in Goal 2 activities (Found in Action 1)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

2 ELAC:

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

3 Staff:

Through an SPSA needs assessment survey, 94% of staff members agreed that having a Resource Counseling Assistant is needed in order to keep students engaged in GOAL 2 activities.

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 Targeted Support Team (TST) 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
- Power BI data to identify groups to target
- 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.
- Culture and Climate Team will create the list of clubs that will be offered.
- VP/RCA will coordinate staff to supervise clubs.
- Boys Flag Football and Girl's Volleyball will begin.
- Admin will enter students in the ATLAS engagement tool.

October

- Lunchtime Clubs (6wk session #1) will begin.
- Cross Country will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

January

- Staff will survey students regarding their interests.
- RCA/VP will coordinate staff to supervise clubs.
- Boys and Girl's Basketball will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

February

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

March

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

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

Targeted Support Team (TST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.

Owner(s):

Targeted Support Team (TST)

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- Bilingual Aide
- Tier II Specialist

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- One time per month TST will meet to monitor students with academic concerns and discuss new referrals.
- One time per month, TST will meet to monitor students with behavioral and/or social emotional concerns. Team will analyze participation in GOAL 2 clubs for identified students.

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 TST 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 and students not connected to school 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 certificated and classified staff to run lunch and after school clubs will be provided.
- Materials and Supplies for Read Across America, Peach Blossom, Choir, Band, Leadership and other goal 2 clubs.
- Transportation for field trips.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Students will be referred to participate in clubs of interests through the TST process and monitor during TST meetings.
- RCA will monitor participation of low performing students.
- RCA will survey low performing students to see what their interests are and create clubs of interests.

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.
- School Messenger and Website will communicate information regarding clubs and activities.
- Parents will be encouraged to attend sporting events, performances and/or activities.

Describe Professional Learning related to this action:

- Admin will reach out to Goal 2 specialists for additional support related to Goal 2.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge in school connectedness.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.305 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	98.361 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2018-2019	100 %

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

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

Exposure to Careers - 3rd Grade

All students were expected to attend a field trip and teachers communicated with students and parents regarding participation in the activity.

Effectiveness: Effective planning and communication on the teacher's part positively impacted the high attendance rate of 3rd graders attending the field trip

Exposure to Careers - 4th Grade

All students were expected to attend a field trip and teachers communicated with students and parents regarding participation in the activity.

Effectiveness: Effective planning and communication on the teacher's part positively impacted the high attendance rate of 3rd graders attending the field trip

Exposure to Careers - 6th Grade

All students were expected to attend a field trip and teachers communicated with students and parents regarding participation in the activity.

Effectiveness:

Effective planning and communication on the teacher's part positively impacted the high attendance rate of 3rd graders attending the field trip

Developing Essential Skills in the Classroom and Beyond

Tier 1:

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

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.

Developing Essential Skills in the Classroom and Beyond

- Chronic absenteeism for Tier 2/3 students affected the consistent support in improving and/or maintaining student growth and progress.
- Not having a Tier II specialist to support more student groups for Tier 2/3 interventions, effectively maintaining school to home contact, participation on our TST, and providing classroom support to teachers and students as needed.
- Lack of monitoring of class meetings to ensure social-emotional learning strategies are being implemented and consistent may have affected full implementation of these actions.
- Little to no evidence of Early Stage intervention strategies were evident in many classrooms.

- All students will participate in Kindness Week and other school-wide activities promoting character and workplace success.
- RCA will plan and promote Red Ribbon Week for all students
- Teachers will teach Growth mindset lessons and resources
- Teachers will utilize resources and embed social-emotional learning strategies into instruction
- CCT will analyze student survey data and develop next steps.
- Professional Learning around Early Stage interventions

Tier 2/3

- TST 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.

Effectiveness:

- There was a high participation in Kindness Week and Red Ribbon Week.
- Students were selected as Tiger of the Month and had their picture displayed in the cafeteria for recognition of a job well done.
- Social groups conducted by the RCA school psychologist had a big impact on the students who were in these groups. Improved behavior, self confidence, self-regulation, etc. from these students were recognized by multiple adults throughout the campus and in different environments (classroom, playground, cafeteria, etc.)
- TST procedures and actions were refined and became more effective and efficient in meeting students' various needs individually both academically and social-emotionally.
- CCT was effective in analyzing student survey data and making positive changes around essential classroom skills. Powerpoint presentations were created by CCT that all teachers utilized the first two weeks of the school year to ensure all students on campus received the same message.

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

- We did not provide a Career day for students in 4th-6th grade.
- The CCT did not have additional time to research and find resources to create more lessons to use throughout the year or to embed into academics.
- We did not have a Tier II specialist all school year

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

- A planning day per semester for the CCT would assist in implementing a career day (Found in Action 2)
- A planning day per semester for the CCT to research and find additional resources that focus on self-efficacy, grit, emotion regulation, growth mindset (Found in Action 2)
- Building a connection between our character traits to our ROAR Guidelines for Success (Found in Action 2)
- Ensuring the hire of a Tier II Specialist.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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 funding for school psychologist in order to support students to build character and competencies to be successful in the workplace.

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 funding for school psychologist in order to support students to build character and competencies to be successful in the workplace.

3 Staff:

Staff members were informed of the importance to school study trips and the support provided by the school psychologist which includes pulling small groups and working with specific students on building their character and growth mindset. A high majority of 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 Culture and Climate Team will develop and plan activities and provide resources to teachers to assist students in developing character and competencies for the workplace. 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](#)

College and Career Readiness Participation rate

[Owner\(s\):](#)

VP
OM
Teachers
RCA

[Timeline:](#)

August

- VP and OM will ensure that all teams have scheduled district field trips for the year.

Monthly

- VP/OM follow up with grades 3rd-6th to ensure each grade level have signed up for College and Career Readiness experiences and experiences from the VAPA office.

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

Career Day participation rate

Feedback from students

Owner(s):

VP

Teachers

RCA

Timeline:

May/June

- RCA will coordinate Career Day. Students in grades 4-6th will learn about different careers from a variety of professionals.

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.

Specify enhanced services for EL students:

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

RCA will reach out to the parents of students who do not return permission slips to ensure that all students participate.

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

Culture and Climate Team along with RCA will plan and develop Career Day.

Action 2

Title: Developing Essential Skills for the Classroom and Beyond

Action Details:

The Culture and Climate Team will continue to support school-wide activities and promote classroom lessons that teach about self-efficacy, growth mindset, and self-management.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

- District student survey focusing specifically on growth mindset, self-efficacy, self-management ratings.

Owner(s):

VP

Culture and Climate Team

Teachers

Timeline:

Monthly

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

June/July

- Culture and Climate Team will develop monthly lessons that are tied to the Guidelines for Success.
- CCT will research and pull together resources to teach growth mindset, self-efficacy, self-management, and embedding social-emotional learning into academics.

August/September

- Teachers will present lessons around the first guideline for success -Responsibility.
- CCT provide teachers with resources to continue developing student growth mindset, self-efficacy, and self-management throughout the year.
- Teachers will screen all students using DESSA
- School Psychologist will provide PL on ratings.
- Small groups instruction will begin.

October/November

- Teachers will present lessons around the second guideline for success -Outstanding.

January/February

- Teachers will present lessons around the third guideline for success -Accepting.

March/April

- Teachers will present lessons around the fourth guideline for success - Respectful.

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

DESSA ratings

Owner(s):

Teachers

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

September

- Teachers will use mini-DESSA to universally screen students.
- TST will analyze data to identify areas for Tier 1 instruction.
- TST will analyze data to identify students that will be rated using the full DESSA.

October

- Teachers will utilize full DESSA on targeted students.
- TST will analyze data to create groupings.
- Small group instruction will begin.
- Classified staff may be identified to support individual students.
- PL will be provided to staff on DESSA data and strategies that can be used to support.

May

- Teachers will complete mini-DESSA on all students.

Bi-Monthly

- TST will meet and analyze DESSA data to monitor progress of small group instruction.
- TST will meet to monitor screening of new students using the mini-DESSA.

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

Tier 1

- All students will be screened using the DESSA.
- Teachers will present lessons around the Guidelines for Success throughout the year. All students will participate in Kindness Week and other school-wide activities promoting character and workplace success.
- Teachers will utilize resources and embed social-emotional learning strategies into instruction.

Tier 2/3

- Students identified from DESSA as needing additional support will receive small group instruction or extra support from classroom teacher.
- TST will monitor identified students and will collect student interest data.
- RCA, Tier II Specialist and School psychologist will pull small groups to target specific SEL skills.
- Small groups may be formed based on significant subgroups.

Materials and Supplies

Professional learning books may be purchased: All Learning is Social Emotional.

Materials and supplies will be purchased to support school wide activities.

Children's books may be purchased to support lesson in social emotional learning.

Specify enhanced services for EL students:

- DESSA data will be disaggregated by EL students and they will receive small group instruction.
- Teachers will provide individualized support in the classroom.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- BIA will provide support to EL students.

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

- Data from Panorama Ed survey will be shared with parents in newsletter, shared during SSC and ELAC meetings.
- DESSA parent support materials will be sent to parents.
- Parents workshops will be provided to support areas of need from DESSA.

Specify enhanced services for low-performing student groups:

- DESSA data will be disaggregated by groups in order to identify supports for students.
- Teachers will provide individualized support in the classroom.
- Students from identified groups will be provided small group instruction.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- Subs will be provided for teachers to conference with individual students.

Describe Professional Learning related to this action:

- Supplemental Contracts will be provided for Culture Climate Team to meet in the summer.
- PL on DESSA ratings and support materials will be provided to teachers and classified staff.
- PL will be provided around how to support EL students.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	95.712 %	95.24 %	2018-2019	96.24 %
Chronic Absenteeism	14.106 %	17.191 %	2018-2019	14.191 %
Suspensions Per 100	4.298 %	9.348 %	2018-2019	4.348 %
Student Survey - Included	75.235 %	72.269 %	2018-2019	80.269 %
Student Survey - Caring adult	86.31 %	70.339 %	2018-2019	85.339 %

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

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

Chronic Absenteeism

Overall Implementation:

Tier 1

- Provide and Promote ROAR, Teachers, RCA, CWAS, and Admin explain and remind students of ROAR and the expectations for attending ROAR. CWAS and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- 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.
- Semester perfect attendance awards are given to students who have perfect attendance. The importance of attendance is emphasized during assembly with students and parents.

Tier 2/Tier 3

- Contracts with individual students as determined through TST. RCA sets goals with students and consistently checks in with them.
- TST monitoring on a monthly basis. TST monitor attendance and develops next steps.
- HSL contacts parents, conducts home visits, and connects families to resources in the community
- Use SARB for students who are at risk.

Data:

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

Chronic Absenteeism

- Students in our primary grades account for the highest number of chronic absenteeism.

•

Chronic Absenteeism by Grade Level	% of Students
TK	20%
Kindergarten	22%
1st Grade	15%
2nd Grade	15%
3rd Grade	10%
4th Grade	18%
5th Grade	10%
6th Grade	6%

- SWD at 15.6% (7 of 45 students) increased 10%
- Socioeconomically Disadvantaged students increased 2%, which is a high portion of our population.
- Site was unable to hire a new HSL until November.
- Lack of promoting Saturday Academy affected our students' abilities in making up absences.
- Our climate and culture team lacked time to effectively plan time to focus attention on our absenteeism.

Suspensions Per 100

- We had not yet fully developed our social skills groups with RCA and School Psychologist.

Chronic Absenteeism	CA Dashboard 18-19	Actual # of Students	CA Dash. % Change	FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	18.60%	82	1.60%	94.90%	95.30%	0.40%
Socioeconomically Disadvantaged	18.50%	79	2%			
Hispanics	18.30%	62	2.10%	95.10%	95.30%	0.20%
African American	35.10%	13	-3.1%	92.60%	93.20%	0.60%
English Learners	8.30%	12	1.30%	95.90%	97.00%	1.10%
SWD	15.60%	7	10.00%	94.70%	95.40%	0.70%

Effectiveness:

- ROAR has a positive impact on our students attendance in the upper grades.
- After TST meetings, additional meetings with Admin, Office Assistant, and HSL assisted in effectively communicating with parents about absences and monitoring of student attendance

Suspensions Per 100

Overall Implementation

Tier 1:

- School wide expectations and guidelines for success. Teachers review expectations with students during class. Staff members review expectations with students in cafeteria and behavior assembly bi-annually.
- Weekly classroom meetings on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher selects 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 Positive Behavior Expectation Assemblies. Attendance, student achievement, and behavior emphasized.

Tier 2 and Tier 3:

- RCA monitors behavior contracts of identified students through check in/check out. Admin communicates 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 TST team.
- TST 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 support coordinator who follow up with parents and teachers on their progress.

Data:

Suspensions	CA Dashboard 18-19	Actual # of Students	of CA Dash. Change	% FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	6.30%	29	3.0%	5.5%	9.5%	4.0%
Socioeconomically Disadvantaged	6.10%	27	2.7%			

- Tier II specialist was not here a majority of the school year.
- Our climate and culture team lacked time to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social-emotional well being and ensuring that their basic needs are being met.

Student Survey - Caring adult

- Meaningful work was effective when the student was motivated and the work had a relative purpose. Students after a short time lost interest in the work and didn't want to do it anymore.
- Alternative Recess with RCA wasn't effectively monitored and maintained. Students in this group also didn't want to continue alternative recess because they weren't interested in the game/activity that the group or RCA decided on.
- Our CCT lacked time to effectively plan activities for students to feel connected and cared for.

Student Survey - Included

- We didn't have an RSP teacher a majority of the year for students to feel included/connected with an adult both academically and socially.
- Meaningful work was effective when the student was motivated and the work had a relative purpose. Students after a short time lost interest in the work and didn't want to do it anymore.
- Alternative Recess with RCA wasn't effectively monitored and maintained. Students in this group also didn't want to continue alternative recess after a short time because they weren't interested in the game/activity that the group or RCA decided on.

ADA Attendance

Hispanics	5.50%	19	2.6%	4.8%	7.2%	2.4%
African American	14.60%	6	9.2%	8.6%	25.0%	16.4%
English Learners	2.70%	4	1.2%	4.6%	1.1%	-3.3%
SWD	10.20%	5	2.1%	11.1%	25.0%	13.9%

Effectiveness:

- Bi-Annual positive behavior assembly was effective in having consistent messaging school wide
- ROAR was effective in helping students set goals in order to participate in ROAR

Student Survey - Caring adult

Overall Implementation:

- 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 Meeting on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.
- Alternative recess provided by RCA for students needing support in socialization. Determined through TST. RCA works with students on social skills.

Data:

Student Survey-Caring Adult	FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	80.0%	70.0%	-10.0%
Hispanics	81.0%	70.0%	-11.0%
African American	66.7%	100.0%	33.3%
English Learners	91.0%	72.0%	-19.0%
SWD	80.0%	75.0%	-5.0%

Effectiveness:

- CCT is working on better analyzing the data and creating actions for next steps.
- Classroom meetings seemed to be the most effective because it was relative to what was going on with students in the class and student led in class settings.

Student Survey - Included

Overall Implementation:

- Welcome Committe include Leadership students and RCA Leadership students show new students 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 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- Academics, Citizenship, Principal Award
- Clubs-Students are surveyed and clubs are created to meet their interests and to make connections with others at school.

Data:

Student Survey-Included	FUSD Power BI 17-18	FUSD Power BI 18-19	% Change
All Students	78.6%	72.3%	-6.3%
Hispanics	80.8%	73.7%	-7.1%
African American	50.0%	66.7%	16.7%
English Learners	81.8%	84.0%	2.2%
SWD	100.0%	75.0%	-25.0%

Effectiveness:

- Positive Incentives were effective, but only for a small population who may not struggle academically, or already feel a connectedness.
- Our African American population increased 16%.

ADA Attendance

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

<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Tier 1 supports around classroom and school wide incentives for attendance were not done. • Tier 2 and 3 supports were also not done to fidelity due to change in personnel for the HSL position. • Admin understanding of district tracking of unexcused absences versus state tracking of excused and unexcused absences. <p>Suspensions</p> <ul style="list-style-type: none"> • Suspension in 18-19 were very abnormal for our site. <p>Student Survey-Caring Adult and Included</p> <ul style="list-style-type: none"> • We had a high percentage of teachers out during the school year. 41% (7 out of 17) of our classrooms had substitutes (or a stream of substitutes) throughout the year. • We didn't have an RSP teacher a majority of the 18-19 school year.
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Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • With the use of CSI funds, we will provide the CCT with a classroom sub (1 day each semester), and a supplemental contract to effectively plan to meet CSI goals in regards to chronic absenteeism and suspension. This time will be used to: create classroom and school wide incentives for attendance, creation of attendance focused lessons/activities for teachers to use with their class of students, and plan Panorama Playbook activities to help students build self/social awareness, growth mindset, responsibility, acceptance, and respect. (Found in Action 1 and 2) • Communicate Attendance Rates to Families in Monthly newsletter (Found in Action 1) • With the use of CSI funds, we will provide supplemental contracts to classified staff to provide SEL support and make connections with students who are chronically absent in all subgroups (Found in Action 1) • Provide informational tables at school events (Back to School Night, Open House, Awards Assemblies, etc.) about the importance of school attendance and outside community resources for support to families (Found in Action 1) • Focused attention around grades TK-2nd grade. Building connections/supports with incoming parents (TK/Kindergarten) (Found in Action 1) • Making September "Attendance Awareness Month" to highlight and bring awareness to the importance of presence at school (Found in Action 1).
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- Build coherence between Student Attendance and School Connectedness through PL for teachers on strategies, and resources to support both attendance and connectedness (Found in Actions 1 and 2)
- Revisions to our Character education for alignment with our Guidelines of Success (ROAR) (Found in Action 2)
- Site will have a district funded full time Tier II specialist that will support with attendance. Site will no longer fund a CWAS.
- Provide 2 days of subs, with the use of CSI funds, for each teacher to meet individually with students to strengthen the relationship, build connectedness, and provide individualized support as needed for all of their students. (Found in Action 1 and 2)
- With the use of CSI funds, generate supplemental contracts for classified employees to provide emotional supports and connections with students. (Found in Action 1 and 2)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Attendance and social emotional data was shared with SSC members. SSC members truly appreciate what is already in place for students, however, agreed that additional resources and support are needed to improve student attendance and students feeling cared for and included at school.

2 ELAC:

Attendance and social emotional data was shared with SSC members. SSC members truly appreciate what is already in place for students, however, agreed that additional resources and support are needed to improve student attendance and students feeling cared for and included at school.

3 Staff:

Staff data reflected that only 43% felt as though a CWAS was highly effective. 71% of staff felt that Tier 2 additional support was highly effective. 82% of staff felt that assemblies, interactive science (Vendor from City of Fresno), ROAR, and field trips were highly effective.

Action 1

Title: Improved Student Attendance

Action Details:

School staff will monitor school-wide attendance data by meeting bi-monthly and will meet with at-risk and chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. Tier II Specialist will work closely with school office assistant in order to intervene with at-risk students, support parent involvement, 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 - At-Risk/Chronic Students (ATLAS and Power BI)
- ROAR Non-participation list
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams

Owner(s):

Principal
Tier II Specialist
Office Assistant
Teachers
Culture and Climate Team

Timeline:

Bi-Monthly

- Admin, Office Assistant and Tier II Specialist will meet to identify students with at risk or chronic attendance.

Monthly

- Culture and Climate Team will analyze attendance and tardy rates.
- Tier II Specialist will monitor incentive program. Students with 0-1 absences each month will receive an incentive.
- Tier II Specialist will work with Saturday Academy Coordinator to encourage participation in Saturday Academy.
- CCT will develop incentives and plan ways to educate parents and students to increase attendance rate and decrease tardy rate with the support of Tier II Specialist.

Daily

- Tier II Specialist will check in with students who are at-risk/chronically absent and provide social-emotional support as necessary.
- Tier II Specialist will work with parents to support student attendance.

On-going

- Tier II Specialist 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

- CSI Meeting with support and collaboration from district level.
- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

Admin
ILT
District Pivot Team

Timeline:

Monthly

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 Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and education parents and students on the importance to attendance.
- Kinder parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.

- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

Tier 2

- Tier II Specialist will contact parents and provide support to ensure students are at school on time daily. Home visits may be conducted if needed.
- 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.
- At-Risk students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- Tier II Specialist will monitor and check in with students who are at-risk and RCA/Tier II specialist will provide social-emotional support as needed.
- At-Risk students will be encouraged to attend the Saturday Academy session to remove an absence from their attendance record.

Tier 3

- Tier II Specialist will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. Tier II Specialist will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance. Home visits may be conducted if needed.
- Tier II Specialist will monitor and check in with students who are at-risk/chronically absent and RCA/Tier II specialist will provide social-emotional support as needed.
- Classified staff will support identified SPED students with check-ins, mentoring and incentives.
- BIA will provide support to Identified EL students with check-ins, mentoring and incentives.
- Tier II will refer chronic students to SARB.
- Chronic students will be required to attend the Saturday Academy session to remove an absence from their attendance record.

Materials and Supplies

Incentives will be purchased to promote positive attendance.

Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.

Purchase of books to support with attendance - School Leaders Guide to Tackling Attendance Challenges, Teachers Guide to Tackling Attendance Challenges and Foundations.

Specify enhanced services for EL students:

BIA will meet one-on-one with any EL students who need support with attendance. BIA will also reach out to families to support.

Specify enhanced services for low-performing student groups:

African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian:

- Students from these groups will have priority of Saturday Academy.
- Contract with City of Fresno will be used to provide field trips to Science Center to promote attendance in Saturday Academy.
- Tier II Specialist will work with targeted families to provide resources and support for positive school attendance.
- Classified staff will provide check-in services and mentoring to targeted students in these groups. Supplemental contracts will be provided.

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

- Tier II Specialist will support in meeting with parents and educating parents on attendance.
- 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:

- Teachers will receive PL on supports, strategies, and resources to support student attendance.
- Culture and Climate Team will provide professional learning on SEL topics as determined by staff, student, and parent surveys.
- School Psychologist will work with Administrators and Tier II Specialist on promoting positive school attendance at the Tier I level and strategies to support the at-risk and chronic students.
- Staff will refer to the following books to support with the building of processes and systems: School Leaders Guide to Tackling Attendance Challenges, Teachers Guide to Tackling Attendance Challenges and Foundations.

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 Culture and Climate 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 Targeted Support Team will support students by implementing behavior contracts and by placing students in all tiers in the Meaningful Work and Check-In/Check-Out program. The School Psychologist/Tier 2 specialist/RCA will provide additional support for Tier 2 and 3 students.

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

- Suspension Data
- Office Referrals
- Culture/Climate Surveys from parents, students, and teachers
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams

Owner(s):

Principal
VP
RCA
School Psychologist
Teachers
Culture and Climate Team
Tier II Specialist

Timeline:

May/June/July

- Culture and Climate 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.

August

- Staff will utilize the 2 x 10 strategy to connect with identified students at the beginning of the year.

Quarterly

- CCT will analyze suspension and office referral data. Plan and implement lessons, supports, and strategies to decrease behaviors.
- CCT create a survey to assess student connectedness and whether they feel there is an adult cares for them. CCT will then collect data and develop action plan to address data.

Monthly

- CCT will analyze data, discuss, and develop plans on Tier 1 practices that need restructuring. (e.g. lines, school-wide expectations).
- CCT will connect Tier 2 and Tier 3 students will an adult on campus who will regularly check in on them and to build a connection with student.

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

- DESSA
- ATLAS Behavior and Suspension Data

Owner(s):

Targeted Support Team (TST)

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA
- Tier II Specialist

Timeline:

August

- Team will review students from previous year.
- School Psychologist will present PL on STOIC and CHAMPS.

September

- Teachers will use DESSA to universally screen students.
- TST will analyze data to identify areas for Tier 1 instruction.
- TST will analyze data to identify students that will be rated using the full DESSA.

October

- Teachers will utilize full DESSA on targeted students.
- TST will analyze data to create groupings.
- Small group instruction will begin.
- Classified staff may be identified to support individual students.
- PL will be provided to staff on DESSA data and strategies that can be used to support.
- TST will present PL on Early Stage Interventions.

Bi-Monthly-

- 4th Tuesday to monitor students with behavioral concerns and implement behavior intervention and supports.
- Team will assign students to 1 case manager who will regularly check in with student and follow up on progress.

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

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

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)

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

- CSI Meeting with support and collaboration from district level.
- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

Admin
ILT
District Pivot Team

Timeline:

Monthly

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

Tier 1

- All students will be screened with the mini DESSA
- All teachers will provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.
- 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
- Teachers will enter one positive behavior in ATLAS each week.

Tier 2

- Resource Counseling Assistant (.75 FTE) and Tier II specialist (District Funded) will implement behavior contracts and daily check ins with students who need extra social-emotional and behavior support.
- RCA and Tier II specialist will provide structured recess and time away to support students.
- School Psychologist Extra Support (.2 FTE, 1 day per week) and Tier II specialist to pull small groups targeting areas of need such as focusing, developing a growth mindset, and mindfulness.
- Admin will cover class as needed for teachers to have restorative conversations with students.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- TST will refer students to after-school programs and organized activities.
- DESSA data will be used to target students for small group instruction

Tier 3

- School Psychologist will work with teacher and implement behavior contracts with students needing tier 3 behavior support.
- TST will identify additional supports
- SST meetings will be held and subs may be provided for teachers to attend.
- Referral to the Interagency Child Empowerment Team (ICET) for Tier III Intensive Intervention supports.
- Referral to Early Learning for Pre-K to K behavioral supports.
- DESSA data will be used to target students for individual support.

Materials and Supplies

- Books and reference materials will be purchased to support instruction in social emotional learning - Interventions Book, Early Interventions)
- Curriculum will be purchased for small group instruction - First Step Next, Superheroes Social Skills, The Tough Kid Book, The Tough Kid Social Skills Book, Meaningful Work, The Tough Kid Tool Box
- Sanford Harmony Curriculum will be used to support small group instruction
- DESSA materials will be used to support small group instruction
- Supplies will be purchased for positive behavior activities.
- Purchase of incentives, awards, certificates, T-shirts, and books to promote positive behavior
- Subs will be provided to release teachers to participate in Student Study Team meetings, IEP's, classroom observations, and Professional Learning.

Specify enhanced services for EL students:

- TST will identify EL students that may need support and provide resources to students and/or parents.
- EL students will receive support from BIA, RCA and School Psychologist as needed.

Specify enhanced services for low-performing student groups:

- TST will identify low performing students in the following groups - African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Asian that may need support and

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.
- Administration and Tier II specialist will provide referrals to community agencies.
- Parent workshops on positive behavior support will be provided - may use DESSA materials to support.
- Monthly newsletter will highlight Tiger of the Month students
- Semester Awards Assemblies

provide resources to students and/or parents.

- Low performing students will receive support from the Tier II Specialist, BIA, RCA and School Psychologist as needed.
- Classified staff will be provided supplemental contracts to support identified students.

Describe Professional Learning related to this action:

- Culture and Climate 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.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge in the area of positive behavior support.
- Staff will use the following resources to build capacity: Engaging Students with Poverty in Mind, All Learning is Social and Emotional, Early Stage Interventions.
- TST members will use the book Interventions to support work around MTSS.

2020-2021 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
G4A2	ESSA-CSI	Instruction	Bks & Ref			: Purchase of books to support classroom lessons (k-6) around social emotional learning.	1,217.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		30,289.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		48,236.00

\$79,742.00

2020-2021 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		23,646.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of materials and supplies to support the use of technology for instruction.	6,643.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics to support ELA instruction.	500.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts will be provided to ILT and CCT members to support lesson development in ELA and positive behavior support.	8,415.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Purchase books for professional learning to support PL in literacy from Corwin.	1,471.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Scholastic magazine subscription for all students in K-6th grade. (No Food/Incentives)	5,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Technology subscriptions to support instruction in literacy.	1,000.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Purchase of laptops to be used in the classroom to support instruction in literacy. (No Food/Incentives)	22,000.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin Associates : PL around reading comprehension will be provided by Corwin Associates. One day kick off with Doug Fisher and three days of coaching support throughout the year from his team.	30,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4360		42,996.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of classroom technology (projectors/smartboards/TV) to support instruction in ELA.	7,575.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and/or installation of technology to support instruction.	7,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		23,646.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Purchase of materials to support instruction in math. (No Food/Incentives)	4,002.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Subs will be provided to support in the following areas: 3 days of roving subs to allow teams to meet for data analysis in the area of math. 5 days of subs for teachers to attend Standards Institute Conference in January 2 days of subs for each teacher to meet individually with students 2 days of a roving sub for teachers to meet individually with admin to analyze data, set goals and identify target students. 3 days for each teacher to support CSI goals in ELA and Math with lesson planning Release time for teachers to observe other classrooms	24,956.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			: Purchase of supplemental materials to support instruction in math. (No food/Incentives/Blanket Purchase Orders)	4,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Unbound Ed Standards Institute conference	15,000.00

G1A2		Instruction	Travel		registration and travel expenses.	15,000.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub		5 day sub for admin to attend Unbound Standards Institute and to attend grade level data chats and analysis.	4,040.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext		Provide translation for parent-teacher conferences, Back to School Night and other meetings.	332.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp		Materials and supplies for parent meetings. (No Food/Incentives)	1,023.00
G1A3	ESSA-CSI	Instruction	Ins Aide-Sup		To provide tutoring to English Learners in ELA and Math	4,297.00
G1A3	LCFF: EL	Instruction	Mat & Supp		: Materials and Supplies to support EL Redesignation	2,213.00
G1A3	LCFF: EL	Instruction	Direct-Other		: CELDT Assesors	1,573.00
G4A2	ESSA-CSI	Instruction	Bks & Ref		: Purchase of books to support classroom lessons (k-6) around social emotional learning.	1,217.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	30,289.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	48,236.00

\$321,070.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,146.00
ESSA-CSI	3182	\$121,396.00
Sup & Conc	7090	\$136,096.00
LCFF: EL	7091	\$27,432.00
Grand Total		\$321,070.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$241,328.00
G4 - All students will stay in school on target to graduate	\$79,742.00
Grand Total	\$321,070.00