

# The School Plan for Student Achievement 2020-2021

**School:** ARROWHEAD ELEMENTARY SCHOOL  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766036768  
**Principal:** Tina Murray  
**SSC Approval/Adopted Date:** 9/11/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the Principal:

**Principal:** Tina Murray  
**Telephone Number:** (909) 881-8100  
**Address:** 3825 Mountain View Ave.  
San Bernardino, CA 92405  
**E-mail Address:** tina.murray@sbcusd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

## **District Mission Statement**

The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

### **Board of Education**

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- Ernestine Hopwood, Director, Charter Schools
- Terry Comnick, Director, Categorical Programs
- Cheryl Togashi, Coordinator, Categorical Program

## Section 5: Board Executive Summary

### Board Executive Summary of Title I and LCAP Programs

#### School Site Demographics

**Administrators/positions:**

- Principal: Tina Murray
- Vice Principal(s)/ACII: NA

**Free and Reduced Lunch Percentage:** 95.96%

Data is collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

#### Student Demographics

<b>Total Number of Students</b>	297
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#### Program/Student Group

<b>English Learners</b>	57	<b>African American</b>	62
<b>Foster Youth</b>	11	<b>Asian</b>	2
<b>Homeless</b>	24	<b>Hispanic/Latino</b>	206
<b>Low Income</b>	285	<b>Pacific Islanders</b>	3
<b>Special Education</b>	28	<b>White</b>	15
<b>GATE</b>	15	<b>Other</b>	
<b>Reclassified</b>	22		

\*Based on October 2019 CBEDS data

**Stakeholder Involvement:** Describe the planning process for this SPSA annual review and update.

(Include who was involved, as well as when and how it took place.)

The SPSA/CSI development process included fliers sent out school wide to invite parents to meetings to develop and discuss the SPSA. Staff members were also invited to the SPSA development meeting. After the SPSA development meeting, information was then brought to a staff meeting and we discussed and further analyzed data. Staff provided input at this time. All information was put together and presented to the School Site Council. School Site Council was able to add any additional input.

**Programs: (i.e. AVID, Dual Immersion, GATE magnet, College Career Pathway, Contracted Services, etc.)**

Arrowhead is working to become an AVID identified school.

Arrowhead has been identified by the California Department of Education as a Comprehensive Support and Improvement (CSI) school.

**Comprehensive Needs Assessment:**

What are the school-wide and student group observations in the CAASPP, ELPAC, Mathematics Standards Aligned Assessments, ELA Standards Aligned Assessments and “Other” Data? Include trends and patterns, root cause, and next steps.

**CAASPP, ELA and Mathematics**  
(School-wide, EL, African American, groups in red)

**ELA GOAL:**

Arrowhead's goal was to have a 15 point growth in English Language Arts according to school wide CAASPP data.

Arrowhead's goal is to have a 15 point growth in math according to school wide CAASPP data.

**SCHOOL-WIDE:**

The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline of 16.6 points in ELA. The school's Distance from Standard (DFS) is 57.9 points below standard in ELA. We currently have 0 student groups in the red level, 3 student groups in orange, 0 student group in yellow, and 0 student groups in green or blue.

The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline of 6.8 points in Math. The school's Distance from Standard (DFS) is 73.6 points below standard in Math. We currently have 0 student groups in the red level, 3 student groups in orange, 0 student group in yellow, and 0 student groups in green or blue.

**ENGLISH LEARNERS:**

Our school had 45 EL students in grades 3-6. The current EL students are 49.1 points below standard in ELA after a 4.3 point increase on the DFS. The Reclassified EL students (30 in grades 3-6) are 13.4 points above standard, after a 3.6 point increase on the DFS.

**AFRICAN AMERICAN:**

African American students in grades 3-6 decreases 12.8 in ELA according to CAASPP. The Distance from Standard (DFS) is 67.4 points below standard in ELA.

African American students in grades 3-6 decreases 14.5 in Math according to CAASPP. The Distance from Standard (DFS) is 102.3 points below standard in Math.

**ANALYSIS AND ROOT CAUSE:**

Based on our analysis of ELA CAASPP and formative assessments, we found that our students in grades k-2 are struggling with the basic phonemic awareness concepts. High mobility of student movement is also impacting students at this age. As students enter in grades 3 - 6 it is apparent that basic skills and lack of vocabulary development is limiting student progress.

Based on our analysis of Math CAASPP and math formative assessments, we found that students are lacking the basic math foundational skills.

In discussing this data with K-6 teachers, the following points were raised regarding the root cause of students not progressing:

Lack of daily spiral review to constantly review concepts. Assessments are given at the end of each topic and it is recommended that mini assessments are given throughout the topic to guide the instruction.

**NEXT STEPS:**

1. Teachers discussed needing additional professional development on small group instruction, independent practice, and the iReady reading support program. To be able to provide teachers with this training, guest teachers will be provided to cover classes while teachers attend the professional development. PD will also be provided during MOU PD days.
2. Increase small-group instruction time needs to be spent on reading skills, including phonics and decoding with English learners, African American students, and students not progressing. Students need additional support in vocabulary development and reading comprehension to support understanding. The Program Facilitator will organize, analyze data, develop lessons, and facilitate the learning center program for students in need of additional support during the RTI program.
3. Spiral review and continually revisit planning calendar for adjustments.
4. Teachers will plan, create, and give Common formative assessments to guide instruction.
5. In addition to the classroom teacher, learning center staff (EAIII and Instructional Aide) are needed to support small group instruction for grades 3 - 6, African American students, English Learners, and students not progressing in reading.

6. Administration will support the implementation of the professional development by conducting walkthroughs and instructional rounds to provide feedback to teachers and adjust the professional learning of teachers, as needed.

### ELPAC and English Learner Program

(ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis)

#### ACHIEVEMENT OF GOAL:

Our goal was to increase our reclassification rate by 5%, as measured by the SBCUSD Site Data Dashboard. Based on the 2019 reclassification rates, we surpassed our goal by 9% (15% 9/62 students).

#### ELPAC:

The 2019 English Learner Progress Indicator on the 2019 CA Dashboard reports the 37% of the 51 English learners are making progress toward English Language Proficiency as measured by the ELPAC. This is considered low on the very low to very high rating scale. In reviewing the listening, speaking, reading and writing overall performance, it was noted that teachers will utilize writing to build on students strength in language and understanding content. Teachers will guide their instruction based on the gaps of content understanding and vocabulary needs.

#### ELD IMPLEMENTATION:

Our site will provide professional development to all teachers on integrated ELD instruction. Consistent use of ELD strategies will need to be present in all classrooms.

#### TELL:

As of December 2019, English Learner progress monitoring demonstrates the following

- 1: (4 students tested) Limited=0, Basic=2, Intermediate=2, High=0 and Advanced=0.
- 2: (10) students tested) Limited=0, Basic=4, Intermediate=1, High=5 and Advanced=0.
- 3: (7 students tested) Limited=0, Basic=0, Intermediate=4, High=3 and Advanced=0.
- 4: (7 students tested) Limited=1, Basic=1, Intermediate=3, High=2 and Advanced=0.
- 5: (7 students tested) Limited=0, Basic=0, Intermediate=2, High=5 and Advanced=0.
- 6: (9 students tested) Limited=0, Basic=0, Intermediate=6, High=3 and Advanced=0.

This data indicates our English Learners are making appropriate progress.

#### RECLASSIFICATION:

Increase the reclassification by 5% of EL students met the criteria to be reclassified to English proficient in the 2018-19 school year.

#### ANALYSIS AND ROOT CAUSE:

Based on the data, instructional rounds, and ELD implementation data, we found that a majority of our teachers were not consistently implementing the ELD strategies in core instruction, indicating that our EL students need more support and scaffolding during whole class and small group instruction. The limited Professional Development in ELD Strategies has had an impact on the site's reclassification rate. We have also seen a correlation between the high mobility rate with our EL population and low reclassification rates.

#### NEXT STEPS: (Include 20-21 Expenditures in this sections)

Our staff will work to increase the amount of students being reclassified prior to leaving elementary school by doing the following:

1. Classroom teachers will consistently implement the ELD strategies during designated ELD/imbedded.

2. Provide individual/small group scaffolding instruction to all EL students, with the EAIII's supporting the small group instruction.
3. Professional Development, coaching and modeling will be provided for teachers, as needed.

### Standards Aligned Assessments

(ELA and Mathematics)

#### ACHIEVEMENT OF ENGLISH LANGUAGE ARTS, STANDARDS ALIGNED ASSESSMENT (GRADES 3-6)

##### SCHOOL-WIDE (ELA)

3rd Grade (39 students assessed): 12/39 Exceeded, 8/39 Met, 10/39 Nearly Met and 9/39 Not Met (#of student / grade total)

4th Grade (41 students assessed): 16.3% Exceeded, 19.8% Met, 27.1% Nearly Met and 36.8% Not Met

5th Grade (40 students assessed): 9.5% Exceeded, 27.1% Met, 21.1% Nearly Met and 42.3% Not Met

6th Grade (42 students assessed): 4.8% Exceeded, 21.4% Met, 21.4% Nearly Met and 52.4% Not Met

##### SCHOOL-WIDE (Math)

3rd Grade (39 students assessed): 8 Exceeded, 13 Met, 11 Nearly Met and 7 Not Met

4th Grade (41 students assessed): 1 Exceeded, 4 Met, 4 Nearly Met and 32 Not Met

5th Grade (39 students assessed): 0 Exceeded, 0 Met, 10 Nearly Met and 29 Not Met

6th Grade (42 students assessed): 1 Exceeded, 0 Met, 6 Nearly Met and 35 Not Met

##### ENGLISH LEARNERS (ELA)

3rd Grade (6 students assessed): 0% Exceeded, 33.3% Met, 33.3% Nearly Met and 33.3% Not Met

4th Grade (5 students assessed): 0% Exceeded, 0% Met, 20% Nearly Met and 80% Not Met

5th Grade (6 students assessed): 0% Exceeded, 0% Met, 33.3% Nearly Met and 66.7% Not Met

6th Grade (9 students assessed): 0% Exceeded, 0% Met, 11.1% Nearly Met and 88.9% Not Met

##### ENGLISH LEARNERS (Math)

3rd Grade (6 students assessed): 0% Exceeded, 16.7% Met, 50% Nearly Met and 33.3% Not Met

4th Grade (5 students assessed): 0% Exceeded, 0% Met, 20% Nearly Met and 80% Not Met

5th Grade (6 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met and 100% Not Met

6th Grade (9 students assessed): 0% Exceeded, 0% Met, 22.2% Nearly Met and 77.8% Not Met

##### AFRICAN-AMERICAN (ELA)

3rd Grade (7 students assessed): 28.6% Exceeded, 0% Met, 42.9% Nearly Met and 28.6% Not Met

4th Grade (6 students assessed): 16.7% Exceeded, 16.7% Met, 0% Nearly Met and 66.7% Not Met

5th Grade (7 students assessed): 0% Exceeded, 0% Met, 28.6% Nearly Met and 71.4% Not Met

6th Grade (9 students assessed): 11.1% Exceeded, 22.2% Met, 22.2% Nearly Met and 44.4% Not Met

##### AFRICAN-AMERICAN (Math)

3rd Grade (7 students assessed): 28.6% Exceeded, 0% Met, 42.9% Nearly Met and 28.6% Not Met

4th Grade (6 students assessed): 0% Exceeded, 16.7% Met, 0% Nearly Met and 83.3% Not Met

5th Grade (7 students assessed): 0% Exceeded, 0% Met, 28.6% Nearly Met and 71.4% Not Met

6th Grade (9 students assessed): 11.1% Exceeded, 0% Met, 0% Nearly Met and 88.9% Not Met

**ANALYSIS AND ROOT CAUSE:**

This is the baseline year for the ELA Standards Aligned Assessments. School-wide results show students in grades 3 and 6 lack foundational phonemic awareness skills and reading comprehension skills. The Students with Disabilities student group has continued to be exposed to core curriculum, but due to their learning needs and instructional levels, are unable to access curriculum at their grade level because their learning level is 2 to 3 years below grade level. The African American student group has gradually shown growth and teachers continue to work on refining Learning Intentions, Learning Progressions, and Success Criteria to continue moving students forward in their learning. The English Learners student group is decreasing in achievement due to inconsistencies with the implementation of Designated ELD instruction in both grades.

**NEXT STEPS:**

1. Teachers will backwards map to ensure standards are taught. Teachers will continue to work on developing Common Formative Assessments in grade level teams. Data analysis will occur after the Common Formative Assessment to determine what standards need to be re-taught, either whole group or during the Intervention Blocks in order for students to be able to meet or exceed the standards in the Language Arts and Math
2. Grade level teams will continue to work on refining Learning Intentions and Learning Progressions to promote teacher and student clarity, specifically focusing on English Learners, Students with Disabilities, and African-American students.
3. In addition to Classroom Teachers, a Resident Substitute is needed to support small group instruction in grades K-6. The Resident Sub would work with the Admin and Program Facilitator to organize, develop lessons, and facilitate the small group instruction during the Intervention Block.
4. Administration will support the implementation of Common Formative Assessments through observations, data analysis/chats, and walkthroughs.

<b>Other Data</b>
(Suspensions, Chronic Absenteeism, Graduation Rate [HS], College Career [HS], Site-based program data)
<p><b>SUSPENSIONS</b>  <b>ACHIEVEMENT OF GOAL:</b>            Decrease suspensions by 3% as measured by the CA Dashboard. Based on the CA Dashboard, Suspensions increased 2.6%.</p> <p><b>ANALYSIS AND ROOT CAUSE:</b>            Based on the data from the CA Dashboard, School PBIS data information and referral data, we found that a majority of the suspensions and referrals were due to threat of physical violence/fighting. Arrowhead experienced a high volume of substitute teachers. Lack of classroom routine and structure lead to an increase in student discipline.</p> <p><b>NEXT STEPS:</b></p> <ol style="list-style-type: none"> <li>1. Provide PBIS training to teachers to intervene and assist with solving issues that arise.</li> <li>2. Continually revisit classroom routines and procedures, PBIS skills and expectation by location to reinforce positive student behavior.</li> <li>3. Incentives</li> </ol> <p><b>CHRONIC ABSENTEEISM</b>  <b>ACHIEVEMENT OF GOAL:</b>            Decrease chronic absenteeism by 3% as measured by the CA Dashboard. Based on the CA Dashboard, chronic absenteeism increased 1% school-wide. Arrowhead has 15.5% of students chronically absent.</p> <p><b>ANALYSIS AND ROOT CAUSE:</b>            Based on the data from the CA Dashboard, Arrowhead found that many of the students that are identified as chronically absent also had a high suspension rate.</p> <p><b>NEXT STEPS:</b></p>

1. Provide PBIS training to teachers to intervene and assist with solving issues that arise.
2. Continually revisit classroom routines and procedures, PBIS skills and expectation by location to reinforce positive student behavior.
3. Incentives

1. Attendance team will do regular follow up calls/meetings with families that have students that are chronically absent.
2. Increase school wide celebrations for students with good attendance and/or improved attendance.
3. Incentives

#### PARENT ENGAGEMENT

##### ACHIEVEMENT OF GOAL:

The goal was to increase the amount of parents attending the workshops by 10% as measured by sign-in sheets. Due to school closure (COVID-19), site was unable to host scheduled parent workshops.

##### ANALYSIS AND ROOT CAUSE:

Parents spoke about the need to have workshops during the day for non-working parents/families, and in the evening for working parents/families to make the information accessible to all.

##### NEXT STEPS

To support the parent workshops the following will be needed:

1. Additional Duty for teachers to host workshops after school for working parents/families
2. Materials for the workshops such as chart paper, index cards, printer paper and ink, markers, etc.
3. Refreshments

#### PROFESSIONAL DEVELOPMENT

##### ACHIEVEMENT OF GOAL:

Writing: School wide focus of writing across content to increase student achievement. Students will have a full understanding of the writing process. Professional development will be provided using Core SIX book to implement provisional, readable, and polished writing. Teachers will embed mini lessons in the areas of grammar and vocabulary to improve writing skills. Full understanding and implementation of the RACE strategy will be used to ensure student success in responding to literature. Arrowhead continues to seek other programs and options assist in the implementation of writing. Goal is to have 100% teacher participation monitored through walk throughs, observations, and instructional rounds. The goal was met, with 100% of our teachers participation to meet the expectations under the writing goal.

Reading Comprehension: Close reading strategy to implement and teach comprehension strategies that include but not limited to vocabulary development, main idea and details, and writing. Grade level appropriate passages will be selected each week.

writing. Goal is to have 100% teacher participation monitored through walk throughs, observations, and instructional rounds. Approximately 70% of teachers were able to participate to help meet the expectations in the Reading Comprehension goal.

PBIS: School wide focus to build positive behavior support. Teach students social skills and expectation by location. Support the success of all students by evidence based practices, improve their implementation of practices, and maximize academic and social behavior outcomes.

Goal: decrease in referrals for classroom location. Monitored through monthly referral data. The goal was met, as the site saw a decrease in referrals.

AVID (Advancement Via Individual Determination): Learn and implement strategies in the classroom that will assist in organizing and preparing students for college and career readiness.

Goal is to have 100% teacher participation monitored through walk throughs, observations, and instructional rounds. Approximately 50% of teachers were able to participate to help meet the expectation in the AVID goal.

##### ANALYSIS AND ROOT CAUSE:

Based on our formative data our results are as follows:



100% of teachers received professional development in basic math facts, writing, and closed reading.  
 80% of the teachers are implementing strategies learned.  
 20% of teachers have altered the strategies but does not follow the guideline of school wide expectation.  
 An increase in implementation occurred when there was an increase in walkthroughs and instructional rounds.

**NEXT STEPS:**

1. Based on the professional development evaluation and a drop in our test scores Professional Learning Plan in 2020-2021 will be adjusted.
2. Teachers will receive additional training and support to increase the implementation of skills learned.
3. We will begin with backwards mapping and then follow a series of trainings regarding teacher clarity.
4. Site will continue to offer professional growth opportunities to classroom teachers, through conferences such as AVID, etc.
5. Site will continue to utilize instruction materials that will support the school's foci.
6. Participate in instructional rounds and lesson studies.
7. Admin will increase time in classroom.

**LCAP and Title I Strategies/Activities**

Planned Expenditures needed in order to achieve the school-wide and student group goals.  
 (Consider the needs of the following: English Learner, AVID, Professional Development, Intervention/Learning Center, etc.)

Planned Expenditures	Strategies/Activities	Object Code	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
Technology Software	Purchase of software to assist in intervention for students. iReady computer program will be used in the computer lab. Students will take a diagnostic three times a year to monitor the academic growth in both reading and math. Program allows for students to receive intervention in areas that they are struggling with. It will challenge students that are proficient and advanced. Arrowhead will also explore other	5840 Computer Tech Fees, Software Licenses, Svcs	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 2,500	\$	\$ 15,000

	<p>programs to support intervention/challenges to promote student success. to include but not limited to IReady, Lets go learn, Ixcel, etc)</p> <p>Accelerated Reader will assist with student reading comprehension. Student reading comprehension abilities will be monitored monthly.</p> <p>By the end of the school year students should reflect a minimum of one year growth in both programs.</p> <p>Programs related to school focus: writing, Avid, math, teacher clarity, ect.</p>						
<p>Program Facilitator</p>	<p>Schoolwide: PBIS implementation: assist in providing resources to implement PBIS schoolwide to reduce suspension rate. Learning Academy: Oversee Learning academy and monitor student growth through data reflection of IReady and STAR/AR data of one year growth. Professional Development: Assist in providing professional development to build staff capacity. Testing Coordinator CAASPP, ELPAC, TELL,</p>	<p>1910/1190 Program Facilitator - Reg</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$ 38,916</p>	<p>\$ 58,374</p>	<p>\$</p>

	District Benchmarks, DRA, GATE, and other district/school supported testing.						
Bilingual Clerk 2HRS	Schoolwide: A minimum increase of 10% in attendance at parent activities. Monitored by sign in sheets. Translations, prepare parent communication letters, phone calls.	2410 Clerk/Bil Clerk - Reg	Goal 7 Parent-Family Engagement	English Learner Hispanic/Latino Reclassified Schoolwide	\$ 7,759	\$	\$
Micro Computer Specialist	Schoolwide: Increase usage of technology. Keep already existing technology current. Upgrade and repair devices. Monitor the programs (iReady, AR) computer program for academic growth for ELA and Math.  Ensure that devices are updated and run smoothly, as well as work with teachers and students in the computer lab to build engagement and capacity of understanding.	2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 25,480	\$	\$
Rec Aides 3HRS, 3 Positions	Schoolwide: Minimum of a 10% decrease in student referrals with the continual	2118 Rec Aide Regular	Goal 6 Suspension	Schoolwide	\$ 12,955	\$	\$

	reinforcement and implementation of PBIS strategies. Increase student supervision on the playground. Increase awareness of PBIS through expectation by location and social skills.						
Conference	to increase students academic growth with strategies learned through, including but not limited to, the AVID program. A minimum of 80% of classroom teachers will implement effective teaching strategies. Trainings, conferences, and programs related to school focus: writing, Avid, math, teacher clarity, ect.	5220 Inservice/Conference	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	English Learner African American Hispanic/Latino Students with Disabilities Homeless Reclassified Foster Youth Schoolwide	\$	\$ 6,556	\$ 8,000
Classified Employee Benefits	Benefits for all employees funded through 419 and/or 501	3000-3999 Employee Benefits	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 6,436	\$ 8,456	\$
Instructional materials and supplies	Supplemental materials to include but not limited IReady materials/resources, Project Based Learning materials, Scholastic News, Science Spin, Resources and materials to support our school wide focus of writing. Materials and resources to assist in implementing practices that will promote student growth.	4310 Instr Materials/Supplies	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide	\$ 5,945	\$	\$ 10,000

	Supplemental materials/ resources to increase student engagement/learning and achievement Also to include, but not limited to resources needed to support school focus in math, writing, Avid, teacher clarity, ect.						
Additional Duty for Teachers	School wide: Throughout the year teachers can use STAR data intervention data to monitor student growth. Goal is to have students reach a minimum of one year growth.  Additional teacher hours needed to support school focus in math, writing, Avid, teacher clarity, ect.	1130 Certificated Teaching - Addl Duty	Goal 7 Parent-Family Engagement	Schoolwide Low-Income	\$	\$ 1500	\$ 13,000
Resident Substitute	Schoolwide: Learning Academy: provide small group instruction for students. Instructional Rounds- Conduct instructional rounds to ensure best practices are used Data Chats: reflect on data to ensure student growth and interventions are in place. Monitor through Ready and STAR data. Minimum of one year growth.	1140 Certificated Teaching - Sub	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$	\$ 35,000	\$ 15,000

	Grade level collaboration focus on math, writing, Avid, teacher clarity, ect.						
Certificated Employee Benefits	To provide services to students to increase student academic achievement	3000-3999 Employee Benefits	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$ 35,479	\$ 26,874	\$
Technology	To purchase items such as, but not limited to, Ipads, desktops, laptops, Apple TV's, Elmos, projectors, and printers to assist student learning and teach 21st century technology common core standards; supplemental technology hardware including installation and security devices.  To increase usage of technology through a 1-1 model; upgrade and necessary repairs for devices	4440 Computer Non-Deprc Equip \$500-\$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	\$	\$	\$ 15,000

<p>Professional Development</p>	<p>Provide teachers with resources and materials that support the professional development related to but not limited to the school wide focus of math, writing, Avid, teacher clarity, ect.</p> <p>Provide opportunities to teachers to gain access of knowledge to increase student engagement and student performances. Opportunities may include but not limited to resources, programs, guest speakers, ect.</p>	<p>4310 Instr Materials/Supplies</p>	<p>Goal 1 English Language Arts                      Goal 2 Mathematics                      Goal 3 English Learners                      Goal 4 African American                      Goal 5 Chronic Absenteeism (K-8)                      Goal 6 Suspension                      Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$</p>	<p>\$ 5,000</p>
<p>licensing</p>	<p>Licensing needed for programs purchased to support the school wide focus of math, writing, Avid, teacher clarity, etc.</p> <p>iReady computer program. 25% growth to meets/ Exceeds increase overall in ELA and math.</p>	<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>Goal 1 English Language Arts                      Goal 2 Mathematics                      Goal 3 English Learners                      Goal 4 African American                      Goal 5 Chronic Absenteeism (K-8)</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$</p>	<p>\$ 1,400</p>
<b>Total Costs</b>					<p>\$ 135,470</p>	<p>\$ 136,760</p>	<p>\$ 82,400</p>