

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arlington Heights Elementary School	34-67447-6034367	June 2nd, 2022	June 28th 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Arlington Heights Elementary School SPSA was developed in collaboration with parents, teachers, and the Leadership Team. Our School Site Council is comprised of parents, teachers, and staff. We have met to determine needs and develop goals and actions to address them. Our school Site council meets on the 2nd Tuesday of the month. So far we have met a total of 3 times. Teachers have also provided direct input as well as Parents of English learners meeting as an ELAC committee discussing the SPSA. During our end of 2021-2022 school year data analysis, staff continues to support prioritization of supplemental site funds towards STEAM, Technology and Literacy overall. However, targeted programmatic increase in student "connectedness to the learning community" and Social-Emotional Learning (i.e., SEL) proves critical, as quarantine and consequent Distance Learning have impacted student connectedness per Parent Meeting/Empathy Gathering meetings in conjunction with Winter 2021 Survey Results. Additionally, as SBAC has been suspended for the 2019-2020 school year, 2018-2019 results provide guideposts for areas of the site academic program (i.e., Writing Domain) necessitating increased priority, as well. Beginning of

the year academic data showed many students are lacking in fundamental skills and the need for core academic instruction that integrates differentiation and engagement strategies seamlessly is of critical importance.

At the end of our first month of instruction when the staff collaborated in its data conversation, preliminary district in-class formative and summative measures echo the same consistent gains; therefore, staff again found both the approach and priorities for supplemental funding continue to prove beneficial. Site Leadership met and worked with historical data in March 2022 including iReady/text level and SBAC in preparation for beginning of the 2022-2023 year data analysis for the staff and learning community as a whole. School Site Council supports site prioritization of supplemental funds based on current iReady and text level data historical CA Dashboard and SBAC data for the last three years in its year-ending (May) and two beginning of the year meetings (i.e., August and September meetings) of the 2021-2022 school year. Additionally, our parent liaison brought back feedback gathered from other educational partners including our Parent Teacher Club.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Supplemental funding has been dedicated to the site's STEAM Initiative and school-wide literacy over the last 5 years correlating with overall student performance increases in ELA and Math (+17.6% and +13.4% respectively) over that same period. Since returning to a modified in-person instructional model and a full return to in-person instruction, there was a noticeable decrease in academic scores and attendance data. Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Low-Socioeconomically Disadvantaged, English Learners and Homeless students continue to lack the resources and skills that create a gap in data in comparison to "All" students. These subgroups have maintained steady growth that is equivalent to that of the "All" data point, which shows that continued focus on differentiation and use of resources like intervention supports the growth of these students.
2. Additional supplemental resources in Math are necessary to further align the site's Math, ELA and STEAM programs to better prepare our students and families for an ever changing world towards technology. Professional development and collaboration around Math are necessary to address the low success rate of "All" students in Math.
3. Writing overall is an area of relative weakness that requires programmatic adjustment and support. Additional time and resources given in the 21-22 school year yielded growth in writing, so a continued focus can help maintain that growth.
4. Balancing Social-Emotional Learning and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support student need ever more.
5. The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connecting to School Community

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady data - each trimester
Text levels - each trimester
Qualitative data through classroom observations, meetings with teachers and staff, and checking in with families
District School Climate Survey

What worked and didn't work? Why? (monitoring)

Whole group, "one size fits all" teaching didn't work for students who came in with many needs in both academics and social emotional learning. Students and families felt disconnected returning from distance and hybrid learning. COVID protocols also required events to be modified. Feedback from families and observation of attendance and interaction shows that the families prefer in-person events, paper copies of surveys and flyers, and multiple means for engagement. Prioritizing time and funds to bring

activities and events on campus and made available to families is absolutely necessary when trying to increase school connectedness. Attendance programs and communications also helped encourage families to have students at school and on-time. This will be additionally important as the start time for next year is moving up.

What modification(s) did you make based on the data? (evaluation)

Attention to the families needs made for more meaningful interactions. Sending home supplies for Zoom events, increasing the level of social media engagement, and utilizing paper copies were all things that families wanted. Making those adjustments proved beneficial in engaging families and increasing interactions. Utilizing the parent liaison to contact families was also a valuable way to communicate and gather feedback for families. Additional time with the attendance clerk let us work with district staff to support families through attendance meetings and programs to increase accountability in attendance.

2021-22

Identified Need

Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. Goal 2 Academic Engagement for our "Low SES" subgroup and Goal 1 are interwoven with continued need for that subgroup within Goal 2. Some of the budgetary expenditure for technology will be shifted towards incentives, awards and hands-on learning. Furthermore, more programmatic adjustment proves necessary not just for our LowSES population, but our Chronically Absent students and their families, as the two groups overlap. As a whole, more programmatic supports centered on creating connectedness and social emotional learning through high engagement learning, achievement and improving attendance. Furthermore, the site will emphasize a greater level of recognition at the classroom and individual student level for high attendance through expanded utilization of supplemental funding via LCFF & Title 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	94.9% of parents surveyed strongly agree	95%+ of parents surveyed will strongly agree
Winter 2021-22 School Survey - Overall rating of questions in the students feel that they are part of the community. Percent strongly agree/agree.	66.7% of students surveyed agree	75%+ of students surveyed will agree

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - Overall rating of questions in the parents feel that school is a safe place for students. Percent strongly agree/agree	91.9% of parents surveyed strongly agree	93%+ of parents surveyed will strongly agree
Winter 2021-22 School Survey - Overall rating of questions in the teachers are responsive to parents when they call or want to meet. Percent strongly agree/agree.	89.9% of parents surveyed strongly agree	91%+ of parents surveyed will strongly agree
2019-20 CA Dashboard - In the area of Student Engagement	15.6% of "All" students were chronically absent, which indicates "Yellow" on the CA State Dashboard	Decrease to 12.6% of "All" students chronically absent
2019-20 CA Dashboard - In the area of Student Engagement	19.1% of "LowSES" subgroup were chronically absent	Decrease to 16.1% overall attendance percentage for "LowSES" students
2021-2022 End of Year Attendance	93% overall attendance percentage for "All" students	Increase to 94% overall attendance percentage for "All" students
2019-20 CA Dashboard - In the area of Student Engagement	93.9% of "LowSES" subgroup attended	Increase to 94.9% overall attendance percentage for "LowSES" students
2019-20 CA Dashboard - In the area of Conditions & Climate	2.4% of "All" student population was suspended at least once, which indicates "Green."	Decrease to 1.4% of the student population suspended at least once
2019-20 CA Dashboard - In the area of Conditions & Climate (*to 3/13/2020 due to COVID-19)	2.9% of "LowSES" student population was suspended at least once, which indicates "Orange"	Decrease to 1.9% of "LowSES" student population suspended at least once

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	<p>Parent Involvement</p> <p>Develop a parent involvement policy to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Committee (ELAC) and approved by their members. Utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, School Site Council & District FACE Department</p>	<p>Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries</p>	3690	School year 2022-23
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	<p>develop the parent involvement policy.</p> <p>Parent Liaison position created and funded at District level to further support and increase parent involvement.</p>					
1.2	<p>Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via Family Events, Family STEAM Challenges, and Outreach</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, School Site Council & Parent Liaison</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>2759.58</p>	<p>School year 2022-23</p>
1.3	<p>Expand Attendance Campaign at site level including increasing connectedness for families</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Site Leadership Team</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>1250</p>	<p>School year 2022-23</p>

	through additional opportunities to recognize student and family achievements.					
1.4	Expand Attendance Campaign at site level with direct communication and support for families, including additional hours for Attendance Clerk to support EL, Low SES and Chronically Absent students	All Students X English Learners X Low-Income Students Foster Youth X Other Chronically Absent Students	Principal & Grade Levels	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	7452	School year 2022-23
1.5	Increased Engagement of Students and Families via STEAM events, challenges, and additional programs before and after school and during the Summer.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Grade Levels	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	2042.17 1000	School year 2022-23

				5000-5999: Services And Other Operating Expenditur es		
1.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady data - each trimester
Text levels - each trimester
Qualitative data through classroom observations, meetings with teachers and staff, and checking in with families
District School Climate Survey

What worked and didn't work? Why? (monitoring)

District school climate survey showed overall that parent and teachers had favorable experiences in all areas during the 21-22 school year with higher data points than previous years. The noticeable decline in data was in student responses. Although not many of the students responded, their scores were lower than previous years. Conversations and meetings with the students illuminated that students felt like although they were back at school, they were missing some of the things that were present before the pandemic.

The focus on instruction showed considerable growth in all grades, but it is the school environment that needs continued work to make adjustments that engaged and connect with students in a meaningful and responsive way.

What modification(s) did you make based on the data? (evaluation).

Continued focus on school environment that reaches the whole child. Differentiated instruction focused on the fundamentals helped achieved a lot of academic growth school wide. With a focus still needed on students' experience and connectedness with all educational partners, things like STEAM challenges, family events, newsletters and communications, student assemblies, and more will all improve the environment that students and families need in their elementary experience.

2021-22

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning within the learning community. Additionally, the hands-on aspects to 21st Century Learning Skills:

- Critical thinking
- Creativity
- Collaboration
- Communication

in conjunction with social skills, operate as goals within Arlington Heights learning program. All Arlington Heights teachers are trained in Responsive Classrooms as the primary approach to students' developmental and social emotional needs. With the current struggles that our students have faced with COVID-19 pandemic shutdown, then Distance Learning then Modified In-person Hybrid learning for 3 months, our students need our 21st Century Learning skills S.T.E.A.M. and developmental based social emotional approach more than ever. Ensuring all students reconnect with their learning community, with education proves to be of utmost need. Upon return to the classroom, the students demonstrated many academic and social emotional needs. In order to meet those needs, engagement is a primary focus to connect students in the classroom and on campus.

We will return to our rich campus life approach to keep our students connected to the Arlington community through recognition drawings and assemblies, family events, robotics throughout the grades and STEAM/STEM school-wide.

Annual Measurable Outcomes

Metric/Indicator

Winter 2021-22 District Survey - School Culture Staff. Percent strongly agree/agree overall.

Baseline 2021-22

87.5% overall rating of all questions in the section.

Expected Outcome 2022-23

88%+ overall rating

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 District Survey - School Culture Parent. Percent strongly agree/agree overall.	92.3% overall rating of all questions in the section.	93%+ overall rating
Winter 2021-22 District Survey - School Culture Student. Percent strongly agree/agree overall.	66.7% overall rating of all questions in the section.	75%+ overall rating
End of Year 21-22 School Chronic Absenteeism.	40.8% of "All" students chronically absent.	Decrease to 20% of "All Students chronically absent in 2022-2023 School Year
Winter 2021-22 District Survey - Safety Staff. Percent strongly agree/agree overall.	87.5% overall rating of all questions in the section.	89%+ overall rating
Winter 2021-22 District Survey - Safety Parent. Percent strongly agree/agree overall.	91.1% overall rating of all questions in the section.	92%+ overall rating
Winter 2021-22 District Survey - Safety Student. Percent strongly agree/agree overall.	73.3% overall rating of all questions in the section.	75%+ overall rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

2.7	Increase funding for additional Staff time to directly support students through the learning day.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Leadership, Secretary	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	12,935.83 3412	School Year 2022-23
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				Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		
2.8	<p>Attendance Improvement Program</p> <p>Develop attendance improvement strategies, improve parent communication , student incentives and assemblies to increase school attendance.</p> <p>Lanyard and Charm recognition system.</p>	<p>All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	<p>Principal,</p> <p>Attendance Clerk,</p> <p>District Attendance Specialist</p>	<p>LCFF Supplemental Site Allocation</p> <p>4000-4999: Books And Supplies</p>	1000	School Year 2022-23
2.9	<p>Improve and diversify classroom libraries by selecting a book of the</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	<p>Principal,</p> <p>PTC & Council Student</p>	<p>LCFF Supplemental Site Allocation</p>	1300	School year 2022-23

	month that supports common themes and lessons for the school.			4000-4999: Books And Supplies		
2.10	Increase collaboration and professional development amongst staff around whole child practices that support culturally responsive and engaging instruction through texts and resources.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, PTC, LST & Council Student	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700	School year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement in Math and English Language Arts.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady data - each trimester
Text levels - each trimester
Qualitative data through classroom observations, meetings with teachers and staff, and checking in with families
District School Climate Survey

What worked and didn't work? Why? (monitoring)

Returning from distance and hybrid learning has been difficult and it was evident very quickly that many students were missing some key foundational skills. Some of the programs and practices that were brought about to address the goal area were successful, but we still noticed a need for basic structures and instruction. District survey data shows that parents want improved communication between school and home and that students want continued differentiated support in the classroom.

Using technology based programs, small group instruction, manipulative and multiple learning modalities, were all successful in working with students in all academic areas. Academic data showed significant growth in both reading and math in each trimester.

What modification(s) did you make based on the data? (evaluation)

Continue to focus on STEAM as school returns to "normal." Increase focus on materials and professional development on small group and hands-on instruction. Collaboration around writing instruction based on data from previous years. This collaboration model was found to be successful and will be used in other instructional areas.

2021-22

Identified Need

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes and actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide will continue through the 2020-2021 school year and into the 2021-2022 year, as originally planned. Though COVID-19 and consequent Distance Learning impacted our academic programs, Arlington Heights Elementary balanced Distance Learning & Hybrid instructional models. With the return to full in-person learning, Arlington Heights will support students in their return, giving them a rich instructional experience that heavily includes 21st Century Learning skills, S.T.E.A.M. initiative and ongoing development of techno-literacy to better prepare our students for an ever changing world.

Throughout Goals 3 & 4, the need for rigor, differentiation and engagement in mitigating any potential learning loss due to COVID-19 and consequent Distance Learning, continuance of our S.T.E.A.M. initiative with 21st Century Learning Skills is evidenced in instructional supports, supplemental programs, allocated time for staff to focus on student learning needs core subjects along with an ongoing emphasis on technology throughout all areas of the site and instructional program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC ELA Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 39.7% are meeting or exceeding CA State grade level standards	44% of "All" students meet or exceed CA State Grade Level Standards
SBAC ELA Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 31.3% are meeting or exceeding CA State grade level standards	36% of "Low SES" students meet or exceed CA State Grade Level Standards

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC Math Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 31.9% are meeting or exceeding CA State grade level standards	37% of "All" students meet or exceed CA State Grade Level Standards
SBAC Math Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 26% are meeting or exceeding CA State grade level standards	31% of "Low SES" students meet or exceed CA State Grade Level Standards
iReady Reading Scores Overall (i.e., "All" students) 2021-2022 Fall to Winter Growth	"All" students showed 13% growth in Reading	2-4% of "All" students make growth towards grade level per trimester
iReady Reading Scores "Low SES" student subgroup 2021-2022 Fall to Winter Growth	"All" students showed 13.3% growth in Reading	2-4% of "Low SES" student subgroup make growth towards grade level per trimester
iReady Math Scores Overall (i.e., "All" students) 2021-2022 Fall to Winter Growth	"All" students showed 6.8% growth in Math	3-5% of "All" students make growth towards grade level per trimester
iReady Math Scores "Low SES" student subgroup 2021-2022 Fall to Winter Growth	"All" students showed 6.3% growth in Math	3-5% of "Low SES" student subgroup make growth towards grade level per trimester
Winter School Survey 2021-22 High Expectations Parent Percent strongly agree/agree overall.	94.9% of Parents Strongly Agree/Agree	95% of Parents Strongly Agree/Agree
Winter School Survey 2021-22 High Expectations Student Percent strongly agree/agree overall.	86.7% of Students Strongly Agree/Agree	88% of Students Strongly Agree/Agree

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter School Survey 2021-22 Academic Progress Student Percent strongly agree/agree overall.	92.9% of Students Strongly Agree/Agree	93% of Students Strongly Agree/Agree
iReady Reading Scores Overall (i.e., "All" students) 2021-2022 Winter	33.6% "All" students scored at grade level	35+% of "All" students score at grade level
Winter School Survey 2021-22 College & Career Parent Percent strongly agree/agree about being informed regarding pathways and programs available in MS & HS.	54.3% of Parents Strongly Agree/Agree	59% of Parents Strongly Agree/Agree
Winter School Survey 2021-22 College & Career Parent Percent strongly agree/agree "Staff help make students feel that their schoolwork is important."	88.8% of Parents Strongly Agree/Agree	+90% of Parents Strongly Agree/Agree
iReady Reading Scores "Low SES" student subgroup 2021-2022 Winter	30% "Low SES" student subgroup at grade level	32+% of "Low SES" student subgroup at grade level
iReady Math Scores Overall (i.e., "All" students) 2021-2022 Winter	12.9% "All" students scored at grade level	15+% of "All" students score at grade level
iReady Math Scores "Low SES" student subgroup 2021-2022 Winter	11.1% "Low SES" student subgroup at grade level	13+% of "Low SES" student subgroup at grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	<p>Universal Access</p> <p>Implement Tier 1 interventions in core curriculum for Language Arts utilizing the universal access model for small group instruction.</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Principal			School year 2022-23
3.2		<p>All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>				
3.3	<p>Math instruction and engagement initiative based on historical math data on CAASPP and district assessments (i.e., state and local measures)</p>	<p>X All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Principal, Site Leadership Team	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	11095.73	School year 2022-23

	Staff development and support					
3.4	Utilizing academic program to support student skills in Mathematical thinking and numeracy through differentiated programs like Happy Numbers	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal, School Secretary, Site Leadership Team	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditur es	2900	School year 2022-23
3.5	Enhance book room and classroom libraries that include level texts that are fiction and non-fiction to improve reading fluency, comprehension , and overall literacy.	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	18900	School year 2022-23
3.6	Supplement classroom libraries with	X All Students X English Learners X Low-Income Students	Principal & School Secretary	LCFF Supplemen	4000	School year 2022-23

	<p>leveled student readers at each grade level to promote small group instruction (requires paper, toner, master roll, print shop budgetary increase, etc.)</p>	<p>Foster Youth Other</p>		<p>tal Site Allocation 4000-4999: Books And Supplies</p>		
3.7	<p>Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades.</p> <p>Define and implement an assessment for Universal Screening at each grade level.</p> <p>Define and implement the process for providing academic assistance/intervention for</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Leadership & Grade Level Teams</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	25689	<p>School year 2022-23</p>

students performing below proficient.

Grade level teachers define the intervention plan and complete the first level of the Student Intervention Review process. Additionally, make data informed decisions grounded in research based instructional practices

Identify core group of At Risk students in 1st and 2nd grade for additional support during school, supported by an intervention teacher and align/acquire supplemental resources

3.8	Increase high interest, leveled books in the school library	X All Students English Learners Low-Income Students Foster Youth Other	Leadership, Principal, ICT	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23
3.9	Improve critical thinking and engagement in math through professional development for staff. Training and release time to allow teachers to focus on instructional strategies based on need seen in school-wide assessments.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,191.46 3000	School year 2022-23
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		All Students				

English Learners
Low-Income Students
Foster Youth
Other

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement in Math and English Language Arts.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady data - each trimester
Text levels - each trimester
Qualitative data through classroom observations, meetings with teachers and staff, and checking in with families
District School Climate Survey

What worked and didn't work? Why? (monitoring)

Continued focus on adopted STEAM curriculum proved challenging to utilize in conjunction with district adopted science curriculum. Staff required additional time and collaboration around integrating the two together to provide engaging and standard based instruction for students. Despite the increase of manipulative and a focus on small group instruction, math data did not see the same

growth as reading data did. Text level data showed significant gains along with iReady data and classroom writing data based on a school-wide push in reading and writing instruction over several years.

What modification(s) did you make based on the data? (evaluation)

Bringing in additional time and supports for math and science to support staff and students. Project-based learning to increase cross-curricular integration to make curriculum and learning connect between subjects and to students' lives. Increased time spent by staff around collaboration based on data cycles to improve instruction school-wide.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

We will regularly monitor student progress, using data to identify student needs and implement effective and innovative strategies to increase student achievement in Math and English Language Arts. As evidenced through COVID-19's impact on our society and consequent Distance Learning, the need to explicit instructional moves directed to maintaining student engagement throughout ELA, Math and Science proves critical. Our S.T.E.A.M. initiative, 21st Century Learning Skills, development of techno-literacy are all by design, as our students are presented a challenging, ever changing world while our learning program ensures their pathway is to a bright future where they aren't mere participants, but have the skills and experience to be leaders.

Additionally, we will increase connections between our current 3 main academic areas (i.e., ELA, Math & S.T.E.A.M/Science) with Middle School, High School pathways and programs towards more development of College and Career Readiness within our overall learning community.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Reading Scores Overall (i.e., "All" students) Winter Scores - January 2022	"All" students shows 34.1% are meeting or exceeding grade level standards	40% of "All" students meet or exceed Grade Level Standards
SBAC ELA Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 31.3% are meeting or exceeding CA State grade level standards	36% of "Low SES" students meet or exceed CA State Grade Level Standards

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Math Scores Overall (i.e., "All" students) Winter Scores - January 2022	"All" students shows 13.9% are meeting or exceeding grade level standards	20% of "All" students meet or exceed Grade Level Standards
SBAC Math Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 26% are meeting or exceeding CA State grade level standards	31% of "Low SES" students meet or exceed CA State Grade Level Standards
iReady Reading Scores Overall (i.e., "All" students) 2021-2022 Winter	33.6% "All" students scored at grade level	35+% of "All" students score at grade level
iReady Reading Scores "Low SES" student subgroup 2021-2022 Winter	30% "Low SES" student subgroup at grade level	32+% of "Low SES" student subgroup at grade level
iReady Math Scores Overall (i.e., "All" students) 2021-2022 Winter	12.9% "All" students scored at grade level	15+% of "All" students score at grade level
iReady Math Scores "Low SES" student subgroup 2021-2022 Winter	11.1% "Low SES" student subgroup at grade level	13+% of "Low SES" student subgroup at grade level
Winter School Survey 2021-22 High Expectations Parent Percent strongly agree/agree overall.	94.4% of Parents Strongly Agree/Agree	95+% of Parents Strongly Agree/Agree
Winter School Survey 2021-22 High Expectations	86.7% of Students Strongly Agree/Agree	87+% of Students Strongly Agree/Agree

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student Percent strongly agree/agree overall.		
Winter School Survey 2021-22 Academic Progress Student Percent strongly agree/agree overall.	92.9% of Students Strongly Agree/Agree	93+% of Students Strongly Agree/Agree
Winter School Survey 2021-22 Academic Progress Parent Percent strongly agree/agree overall.	89.9% of Students Strongly Agree/Agree	91+% of students Strongly Agree/Agree
Winter School Survey 2021-22 College & Career Parent Percent strongly agree/agree about being informed regarding pathways and programs available in MS & HS.	57.5% of Parents Strongly Agree/Agree	59+% of Parents Strongly Agree/Agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Create strong foundational skills for all students to promote	X All Students English Learners Low-Income Students Foster Youth	Principal, Primary Grade Level Leads	Title I Part A Site Allocation 5000- 5999:	3800	School year 2022-23

	lifelong learning success, including but not limited to supplemental phonics and reading program like Heggerty & Reading A to Z	X Other Students with Disabilities		Services And Other Operating Expenditures		
4.2	Utilize and expand classroom technology to extend student techno-literacy in ELA, Math & Science in alignment with our S.T.E.A.M. initiative	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Grade Level Leads	Title I Part A Site Allocation 4000-4999: Books And Supplies	3868.50	School year 2022-23
4.3	Utilize manipulatives and materials to support student learning aligned to the site's S.T.E.A.M. initiative	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Grade Level Leads	Title I Part A Site Allocation 4000-4999: Books And Supplies	1500	School year 2022-23
4.4	Continue creating educational opportunities	X All Students X English Learners X Low-Income Students Foster Youth	Principal	Title I Part A Site Allocation	5000	School year 2022-23

for Low SES & English Learners, thereby benefiting everyone in strengthening Science, Mathematics, and Art education- including staff serving specific populations and site as a whole.

- Field Trips (away and in-school)
- Hands-on science based materials
- Conferences and Trainings for Staff and/or



Other

5000-5999: Services And Other Operating Expenditures

	costs related to trainings and release time					
4.5	<p>In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students.</p> <p>Staff Development around implementation of Project Lead the Way and 21st century learning</p>	<p>X All Students X English Learners X Low-Income Students Foster Youth Other</p>	Principal, Site Leadership Team	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	<p>11095.73 950</p>	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$116,440.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,532.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental Site Allocation	\$31,680.00
Title I Part A Parent Involvement	\$3,690.00
Title I Part A Site Allocation	\$112,750.00

Subtotal of state or local funds included for this school: \$151,532.00

Total of federal, state, and/or local funds for this school: \$151,532.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,680	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	112,750	0.00
Title I Part A Parent Involvement	3,690	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental Site Allocation	31,680.00
Title I Part A Parent Involvement	3,690.00
Title I Part A Site Allocation	112,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,880.46
2000-2999: Classified Personnel Salaries	27,489.83
4000-4999: Books And Supplies	39,320.25
5000-5999: Services And Other Operating Expenditures	33,841.46

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	20,387.83

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,292.17
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,690.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	50,880.46
4000-4999: Books And Supplies	Title I Part A Site Allocation	29,028.08
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	32,841.46

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,193.75
Goal 2	19,347.83
Goal 3	87,776.19
Goal 4	26,214.23

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 5 Parent or Community Members

Name of Members	Role
Darryl Eisley	Parent or Community Member
Kahla Baker	Parent or Community Member
Dominique Purcell	Parent or Community Member
Chelsea Cornilsen	Classroom Teacher
Jordan Hoppe	Classroom Teacher
Melissa Schupp	Principal
Katherine Shaffer	Classroom Teacher
Preston Murray	Parent or Community Member
Donna Lewis	Parent or Community Member
Lindsey Kellogg	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 2nd, 2022.

Attested:



Principal, Melissa Schupp on 6/2/2022



SSC Chairperson, Darryl Eisley on 6/2/2022

Budget By Expenditures

Arlington Heights Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$31,680.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Expand Attendance Campaign at site level including increasing connectedness for families through additional opportunities to recognize student and family achievements.	4000-4999: Books And Supplies	\$1,250.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
Expand Attendance Campaign at site level with direct communication and support for families, including additional hours for Attendance Clerk to support EL, Low SES and Chronically Absent students	2000-2999: Classified Personnel Salaries	\$7,452.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
Increased Engagement of Students and Families via STEAM events, challenges, and additional programs before and after school and during the Summer.	4000-4999: Books And Supplies	\$2,042.17	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.

Arlington Heights Elementary School

Increase funding for additional Staff time to directly support students through the learning day.	2000-2999: Classified Personnel Salaries	\$12,935.83	Healthy Environments for Social-Emotional Growth
Attendance Improvement Program Develop attendance improvement strategies, improve parent communication, student incentives and assemblies to increase school attendance.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Lanyard and Charm recognition system. Improve and diversify classroom libraries by selecting a book of the month that supports common themes and lessons for the school.	4000-4999: Books And Supplies	\$1,300.00	Healthy Environments for Social-Emotional Growth
Increase collaboration and professional development amongst staff around whole child practices that support culturally responsive and engaging instruction through texts and resources.	4000-4999: Books And Supplies	\$700.00	Healthy Environments for Social-Emotional Growth
Supplement classroom libraries with leveled student readers at each grade level to promote small group instruction (requires paper, toner, master roll, print shop budgetary increase, etc.)	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$31,680.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,690.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Arlington Heights Elementary School

Parent Involvement	2000-2999: Classified Personnel Salaries	\$3,690.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
<p>Develop a parent involvement policy to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Committee (ELAC) and approved by their members. Utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to develop the parent involvement policy.</p> <p>Parent Liaison position created and funded at District level to further support and increase parent involvement.</p>				

Title I Part A Parent Involvement Total Expenditures: \$3,690.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$112,750.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via Family Events, Family STEAM Challenges, and Outreach	4000-4999: Books And Supplies	\$2,759.58	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
Math instruction and engagement initiative based on historical math data on CAASPP and district assessments (i.e., state and local measures)	1000-1999: Certificated Personnel Salaries	\$11,095.73	Engaging Academic Programs	
Staff development and support Utilizing academic program to support student skills in Mathematical thinking and numeracy through differentiated programs like Happy Numbers	5000-5999: Services And Other Operating Expenditures	\$2,900.00	Engaging Academic Programs	

Arlington Heights Elementary School

Enhance book room and classroom libraries that include level texts that are fiction and non-fiction to improve reading fluency, comprehension, and overall literacy.	4000-4999: Books And Supplies	\$18,900.00	Engaging Academic Programs
Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades.	1000-1999: Certificated Personnel Salaries	\$25,689.00	Engaging Academic Programs
Define and implement an assessment for Universal Screening at each grade level.			
Define and implement the process for providing academic assistance/intervention for students performing below proficient.			
Grade level teachers define the intervention plan and complete the first level of the Student Intervention Review process. Additionally, make data informed decisions grounded in research based instructional practices			
Identify core group of At Risk students in 1st and 2nd grade for additional support during school, supported by an intervention teacher and align/acquire supplemental resources			
Increase high interest, leveled books in the school library	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Improve critical thinking and engagement in math through professional development for staff. Training and release time to allow teachers to focus on instructional strategies based on need seen in school-wide assessments.	5000-5999: Services And Other Operating Expenditures	\$20,191.46	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs

Arlington Heights Elementary School

Create strong foundational skills for all students to promote lifelong learning success, including but not limited to supplemental phonics and reading program like Heggerty & Reading A to Z	5000-5999: Services And Other Operating Expenditures	\$3,800.00	Clear Pathways to Bright Futures
Utilize and expand classroom technology to extend student techno-literacy in ELA, Math & Science in alignment with our S.T.E.A.M. initiative	4000-4999: Books And Supplies	\$3,868.50	Clear Pathways to Bright Futures
Utilize manipulatives and materials to support student learning aligned to the site's S.T.E.A.M. initiative	4000-4999: Books And Supplies	\$1,500.00	Clear Pathways to Bright Futures
Continue creating educational opportunities for Low SES & English Learners, thereby benefiting everyone in strengthening Science, Mathematics, and Art education-including staff serving specific populations and site as a whole. -Field Trips (away and in-school) -Hands-on science based materials -Conferences and Trainings for Staff and/or costs related to trainings and release time	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Clear Pathways to Bright Futures
In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students.	1000-1999: Certificated Personnel Salaries	\$11,095.73	Clear Pathways to Bright Futures
Staff Development around implementation of Project Lead the Way and 21st century learning	5000-5999: Services And Other Operating Expenditures	\$950.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$112,750.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Arlington Heights Elementary School Total Expenditures: \$151,532.00