

**Heaton Elementary**

10621666006068

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

**Consolidated Program Assurances**

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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 Engagement Policy and the Parent-School Compact.
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.
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.





School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Laura Gemetti	X				
2. Chairperson/Parent – Nathen Guerrero				X	
3. Teacher/Note-taker – Makenna Christiansen		X			
4. Teacher – Aundrea Sandoval		X			
5. Teacher – Sara Gonzalez		X			
6. Teacher – Meuy Nguyen (alternate)		X			
7. Teacher – Jared Crossman (alternate)		X			
8. Parent – Sandra Wheatly				X	
9. Parent – Calvin Gatison				X	
10. Parent – Angie Lee				X	
11. Parent – unfilled				X	
12. Classified Staff – Karina Ramirez			X		
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: Heaton Elementary			
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	Laura Gemetti		4/4/24
SSC Chairperson	Nathen Guerrero		4/4/24

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Heaton - 0210

**ON-SITE ALLOCATION**

3010	Title I	\$66,960 *
7090	LCFF Supplemental & Concentration	\$207,824
7091	LCFF for English Learners	\$29,376

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$304,160**

\* 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	\$1,984
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Remaining Title I funds are at the discretion of the School Site Council	\$64,976
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Total Title I Allocation	\$66,960
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Heaton Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-89 pts	-108 pts	2023-2024	-93 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-114.3 pts	2023-2024	-99.3 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-110.7 pts	2023-2024	-95.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	18.18 %	11.7 %	2023-2024	16.7 %
SBAC Math - Average distance from standard	✓	-111 pts	-105.8 pts	2023-2024	-90.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	13.2 %	9.7 %	2023-2024	14.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: Challenging Content in ELA

- PLC Grade-level Teams in 2nd-6th extended their Wonders Units from one-week to two-week units to embed more time for response writing to the the prompts and stories, but found the additional time did not positively impact student learning or iReady data.
- K-6th Teachers and Site Leaders participated in Professional Learning with CIPL Coach and follow-up Classroom Walks with with Site Leaders, and opportunities for support to PLC Teams, and coaching cycles occurred in Spring 2024.
- All K-6th PLC's are utilizing the Wonders Unit Assessments an no longer the Selection Tests, to provide students with rigorous, standards-aligned ELA assessments.
- Some PLC Teams are implementing the use of Rubrics and Criteria for Success with successful outcomes in writing.

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

School level PowerBI Data, student groups on iReady Reading Diagnostic#2 (2023-2024 D2)

Percentage of Students On or Above Grade Level: iReady Reading D2 2023-2024

- White 50.0% (18 students)
- Foster Youth 42.9% (7 students)
- Asian 19.0% (21 students)
- **All Students 16.4%(446 students)**
- Socioeconomically Disadvantaged 16.2% (438 students)
- Black/African American 16.1% (56 students)
- Hispanic 14.9% (336 students)
- Multiple Races 7.7% (13 students)
- English Learners 5.4% (56 students)

- Use of iReady adaptive lessons and teacher-assigned lessons is an expectation for 45-minutes per week in ELA; with the exception of K-3rd utilizing Scholastic FIRST in place of iReady.
- Use of the Common Core Companion is inconsistent across all grade level teams during planning.
- Use of the Instructional Practice Guide for PLC planning is inconsistent across grade level teams.
- Majority of PLC Teams administered an FIAB/IAB to progress monitor student growth.
- Coaching Cycles varied across PLC Teams and Teachers with Site-based Academic Coach.
- PLI Lead Teachers received three full days of Blended Learning PL with follow-up classroom walks with immediate feedback from PLI Team and Site Leaders to impact instructional moves, student ownership and best practices.

**Outcomes of Action 1**

- Progress to Annual Typical Growth in ELA for School-wide Data in Kinder-6th graders was 52% compared to 47% last year for +5% growth.
- iReady ELA Progress to Typical Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 45% (45%) +0
  - 1st Grade: 39% (44%) -5%
  - 2nd Grade: 50% (55%) -5%
  - 3rd Grade: 62% (58%) +4%
  - 4th Grade: 73% (23%) +50%
  - 5th Grade: 35% (25%) +10%
  - 6th Grade: 81% (71%) +10%
- iReady ELA Progress to Stretch Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 33% (32%) +1%
  - 1st Grade: 25% (31%) -6%
  - 2nd Grade: 30% (31%) -1%
  - 3rd Grade: 33% (32%) +1%
  - 4th Grade: 35% (12%) +13%
  - 5th Grade: 15% (11%) +4%
  - 6th Grade: 31% (26%) +5%
- For Reading Diagnostic#1 to Diagnostic#2 school-wide growth of students moving into Proficiency (green band) of 8% to 16% (+8), One Grade Level Below (yellow band) remained at 38%, and 53% to 45% (+8%) in reduction of students performing at Two to Three Grade Levels Below (red bands), and mirrors last year's data.
- iReady ELA Proficiency Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 7% to 26% (7% to 35%) -9%
  - 1st Grade: 6% to 14% (2% to 15%) -4%
  - 2nd Grade: 8% to 21% (7% to 15%) +5%
  - 3rd Grade: 20% to 31% (10% to 24%) -3%
  - 4th Grade: 3% to 6% (9% to 13%) -4%
  - 5th Grade: 6% to 4% (8% to 13%) -7%
  - 6th Grade: 2% to 10% (11% to 17%) +1%
- All 2nd-6th grade PLC's moved back to the one-week model after determining the two-week model did not positively impact student learning; however, there was substantial learning by teachers in understanding how to plan for the Wonders components and appropriately implement the Readers-Writers Workshop, Close Reading Companion, and Writing to two sources.
- All K-6th PLC's adopted the one-week model with PowerPoint lessons to ensure all stories are read and standards are taught with the understanding that mastery will occur over the spiraling of standards throughout the school year.

- Students with Disabilities 5.1% (39 students)
- American Indian 0% (0 students)
- Homeless Youth 0% (2 students)

**Percentage of Students Meeting Typical Growth: iReady Reading D2 2023-2024**

- White 77.8%
- Foster Youth 71.4%
- Multiple Races 69.2%
- Black/African American 57.1%
- **All Students 56.5%**
- Socioeconomically Disadvantaged 56.2%
- Hispanic 55.4%
- Asian 52.4%
- English Learner 51.8%
- Homeless Youth 50.5%
- Students with Disabilities 46.2%
- American Indian 0%

**Percentage of Students Meeting Stretch Growth: iReady Reading D2 2023-2024**

- Foster Youth 71.4%
- White 55.6%
- Multiple Races 53.8%
- Homeless Youth 50.0%
- Asian 42.9%
- Black/African American 42.9%
- Socioeconomically Disadvantaged 39.7%
- **All Students 39.5%**
- English Learner 37.5%
- Hispanic 37.5%
- Students with Disabilities 35.9%
- American Indian

**School level PowerBI Data, student groups on iReady Math Diagnostic#2 (2023-2024 D2)**

**Percentage of Students On or Above Grade Level: iReady Math D2 2023-2024**

- Multiple Races 15.4% (13 students)
- Foster Youth 14.3% (7 students)
- White 11.8% (17 students)
- Asian 9.5% (21 students)
- **All Students 8.6% (444 students)**
- Hispanic 8.4% (335 students)
- Socioeconomically Disadvantaged 8.3% (436 students)
- Students with Disabilities 7.7% (39 students)
- Black/African American 7.1% (56 students)
- English Learner 1.8% (57 students)
- American Indian 0% (2 students)
- Homeless Youth 0% (2 students)

**Percentage of Students Meeting Typical Growth: iReady Math D2 2023-2024**



- Next step in the use of the Wonders Unit Assessments is analysis of the assessment for strategic reteaching and acceleration.
- School-wide use of Rubrics and Criteria for Success to be the Instructional Leadership Team's focus for the upcoming school year.
- Use of iReady is inconsistent across the grade-levels and with individual teachers, as was revealed after administering the first Growth Monitoring Assessment; therefore, Growth Monitoring Assessments will become a new norm between Diagnostic#1 and Diagnostic#2 and Diagnostic#2 and Diagnostic#3 as well as teachers collecting and reporting out student iReady usage during Data Chats.
- Professional Learning with the Common Core Companions as a support to deeper understanding of the rigor of the standard during PLC Planning and Full-day planning to be called out in PLC Week-at-a-Glance specifically on "What the Students Do" section so PLC's identify the "look-fors".
- Professional Learning with the IPG-Literacy to gain deeper understanding of Tenet#1 joy for learning and Tenet#3 student ownership, along with the strategies and instructional moves to be called out in Week-at-a-Glance.
- PLC Teams in 3rd-6th will have FIAB/IAB on one School-wide Data Calendar progress-monitored by Instructional Leadership Team & Site Leaders via Data Wall and Quarterly Data Chats.
- PLC Teams that leveraged the site-based Coach saw higher percentage of students make iReady Typical and Stretch growth in ELA, so the need is to increase coaching cycles with Site-based or CIPL Coaches.
- This was year two for PLi with mostly new group of PLi Lead Teachers, so it was again new learning for the team, so there has "yet" to be a strong transfer of learning among PLC's Teams and not "yet" a trainor or trainor model. However, moving into the 2024-2025 PLi year three, there will be stronger focus on 4th-6th grade PLC's with all teachers having the training with a focus on project-based learning.

**Action 2: Response to Literacy Intervention (Rtl)**

- In 2022-2023, Rtl and Deployment was focused on the structure and for 2023-2024, the focus was on the content of what was being taught during Rtl. All K-6th grade teachers received Orton-Gillingham training from site-based Academic Coach and all materials to implement OG foundational skills lessons were purchased, organized and provided to teacher for immediate implementation. Additionally, K-6th grade teachers could request demo lessons from the Academic Coach.
- Certificated Tutor and Academic Coach collected and Analyzed the Quarterly Wonders Phonics Assessment Data and provided it to Site Leaders for calibration on next steps with grouping students and targeting students for Rtl pull-out.
- All students in K-6th received classroom small group instruction with OG provided by the classroom teacher and deployed Teaching Fellows, and pullout Rtl for specifically identified students on Tier II with CT and two Teaching Fellows.
- Teachers no longer needed to assess students with the Benchmark Assessment System (BAS), except for ELL's being redesignated, students being assessed for an IEP, and current RSP students.
- In January, site purchased Amira App for additional reading instruction and progress monitoring; currently in the first phase of Benchmark testing with Amira and will continue with this App via Literacy Grant funding. Initial usage is strong in most grade levels; student laptops needed upgrading in some cases to support the App, as well as higher-quality headphones, which have also been purchased K-6th.

**Outcomes of Action 2**

- Phonics Assessment data shows increased growth for the majority of students and highlights

- Foster Youth 71.4%
- English Learner 63.2%
- Multiple Races 61.5%
- Asian 57.1%
- Hispanic 55.2%
- **All Students 54.7%**
- Socioeconomically Disadvantaged 54.4%
- White 52.9%
- American Indian 50.0%
- Black/African American 50.0%
- Homeless Youth 50.0%
- Students with Disabilities 46.2%

**Percentage of Students Meeting Stretch Growth: iReady MathD2 2023-2024**

- Multiple Races 61.5%
- American Indian 50.0%
- Homeless Youth 50.0%
- English Learner 43.9%
- Asian 42.9%
- Foster Youth 42.9%
- Hispanic 42.1%
- **All Students 41.9%**
- Socioeconomically Disadvantaged 41.3%
- Black/African American 39.3%
- Students with Disabilities 38.5%
- White 29.4%

**School level PowerBI Data, student groups on SBAC (2022-2023) include:**

**Percent of Students who Met/Exceeded Standards: ELA SBAC 22/23**

- Multiple Races 33.3% (9 students)
- White 18.8% (16 students)
- Foster Youth 12.3% (8 students)
- **All Students 11.7%(282 students)**
- Socioeconomically Disadvantaged 11.3% (266 students)
- Hispanic 10.9% (201 students)
- Black/African American 9.3% (43 students)
- Asian 8.3% (12 students)
- English Learner 8.3% (36 students)
- Homeless Youth 0%
- Students with Disabilities 0%

**Average Distance from Standard (DFS): ELA SBAC 22/23**

- Asian -89
- White -90
- English Learner -105
- **All Students -108**
- Socioeconomically Disadvantaged -111
- Black/African American -112

- students not making growth for Student Success Team Referrals and possible evaluation for IEP.
- Goal of sending all K-2nd teachers to Orton-Gillingham training over the next school year.

**Action 3: EL Redesignation**

- Teachers minimally utilized the Wonders EL Companion and WonderWorks curriculum to support English Language Learners.
- The 30-minutes a day of Designated ELD is not clearly identified in Week-at-a-Glance or within instructional blocks, and when it is identified, the differentiated lessons are not impacting student learning across all grade levels.

**Outcomes of Action 3**

- As a result, English Learners are scoring lower in iReady Reading compared to most subgroups and below All Students for both Typical and Stretch Growth, as well as for higher proficiency in Reading.
- English Learners are also scoring lower in SBAC Reading, compared to other subgroups, but are scoring higher in mathematics.

**Action 4: Challenging Content in Mathematics**

- Teachers within PLC Teams collaborated on planning 90-minute Math Blocks with iReady Math Toolbox PowerPoint Lessons with embedded standards-aligned Math Tasks, iReady Math Workbooks and iReady Math Curriculum.
- Teachers in grades 3rd-6th participated in Math Coaching Cycles with co-teachers from G2G Summer Math Academy to support understanding and implementation.
- TNTP Math Consultant provided ongoing professional learning to Site Leaders and Academic Coach to support further implementation of best practices and Math Tasks, as well as where Math Tasks could live within the instructional Math Block (i.e. warm-ups, spiral review, Problem of the Day), as well as flipping the lesson to allow students to initially show their knowledge and problem-solving (asset-based).
- District purchase of Go-Math math manipulatives for every grade level K-6th.

**Outcomes of Action 4**

- Progress to Annual Typical Growth in Math for School-wide Data in Kinder-6th graders was 50% compared to 48% last year for +2% growth.
- iReady Math Progress to Typical Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 53% (41%) +12%
  - 1st Grade: 62% (64%) -2%
  - 2nd Grade: 62% (58%) +4%
  - 3rd Grade: 54% (50%) +4%
  - 4th Grade: 38% (27%) +11%
  - 5th Grade: 11% (30%) -19%
  - 6th Grade: 73% (75%) +2%
- For Math Diagnostic#1 to Diagnostic#2 school-wide growth of students moving into Proficiency (green band) of 2% to 9% (+7), One Grade Level Below (yellow band) increased from 41% to 46% (+5%), and a decrease of 57% to 46% (-9%) of students performing at Two to Three Grade Levels Below (red bands), and mirrors last year's data.
- iReady Math Progress to Stretch Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 44% (33%) +11%
  - 1st Grade: 48% (48%) +0%

- Hispanic -114
- Students with Disabilities -129

**Percentage of Students Earning a 4 on ELPAC 22/23**

- Hispanic 4.5% (67 students)
- Socioeconomically Disadvantaged 4.3% (69 students)
- **All Students 4.3%(73 students)**
- English Learner 4.1% (73 students)
- Asian 0%
- Multiple Races 0%
- Students with Disabilities 0%

**Percent of Students who Met/Exceeded Standards: Math SBAC 22/23**

- White 18.8% (16 students)
- Asian 16.7% (12 students)
- Foster Youth 12.5% (8 students)
- Multiple Races 11.1% (9 students)
- **All Students 9.7%(278 students)**
- Hispanic 9.5% (200 students)
- Socioeconomically Disadvantaged 9.2% (262 students)
- Black/African American 5.0% (40 students)
- English Learner 2.8% (36 students)
- Homeless Youth 0%
- Students with Disabilities 0%

**Average Distance from Standards (DFS): Math SBAC 22/23**

- White -70
- Asian -100
- **All Students -106**
- Socioeconomically Disadvantaged -108
- Hispanic -109
- English Learner -116
- Black/African American -124
- Students with Disabilities -129

Factors leading to disproportionate outcomes for **Hispanic** and **Socioeconomically Disadvantaged** students are Chronic Absenteeism, the need for Foundational Reading Skills and Math Fluency Skills to access the grade-level content, and social-emotional skills on self-management, self-regulation and

- 2nd Grade: 41% (36%) +5%
- 3rd Grade: 34% (31%) +3%
- 4th Grade: 22% (14%) +8%
- 5th Grade: 6% (15%) -9%
- 6th Grade: 31% (39%) -8%
- iReady Math Proficiency Growth Diagnostic#1 to Diagnostic#2 (compared to last year)
  - Kinder: 4% to 20% (2% to 14%) +8%
  - 1st Grade: 6% to 14% (2% to 8%) +2%
  - 2nd Grade: 0% to 5% (0% to 4%) +1%
  - 3rd Grade: 1% to 5% (1% to 5%) +0%
  - 4th Grade: 0% to 6% (4% to 6%) +4%
  - 5th Grade: 2% to 3% (3% to 8%) -4%
  - 6th Grade: 1% to 8% (2% to 9%) +0%

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**ELA/Reading Goal 1, Action 1**

- Assessment calendars for backwards mapping were not fully implemented and/or were owned by the Academic Coach more than the Instructional Leadership Team and PLC Team members.
- Professional Learning Calendar was impacted by the late implementation of the Regional Literacy Plan, so the Designated Calendar was split between teachers receiving Math Cycles and teachers receiving Literacy PL with Science of Reading Modules; however, site funds were utilized to provide supplemental contracts for all K-6th, RSP teachers to complete online Science of Reading Modules.

**Response to Intervention Goal 1, Action 2**

- Originally planned to site-fund Read180 for 4th-6th grade Tier II Intervention; however, with our site-based Academic Coach attending Orton-Gillingham training in the Summer 2023, we pivoted to purchasing materials & supplies and training all K-6th teachers and site leaders for school-wide implementation of OG in the Fall 2023 for school-wide use.
- Funds for Read180 utilized to send five teachers to OG training in Spring 2024 to support deeper understanding of phonics instruction and stronger implementation in 2024-2025.
- Additionally, site utilized Read180 funds to support more small group instruction by adding four Teaching Fellows so that every classroom had one TF for small group instruction during RtI.
- CSI funds were utilized to purchase Amira App for online foundational reading and skills in K-6th.

**EL Redesignation Goal 1, Action 3**

- Establish a clear goal for Redesignation and communicate it school-wide.
- Academic Coach, Site Leaders to provide Professional Learning on ELD Standards and released ELPAC questions for all K-6th teachers, including best practices, and instructional routines.
- Site fund additional Teaching Fellow hours for Fridays to provide ELPAC small group instruction for K-6th graders with Certificated Tutor and Teaching Fellows.
- Clearly-defined ELD within Week-at-a-Glance not clearly defined in every grade level.
- Progress monitoring English Learner Subgroup on all collected data by student, by grade-level.

**Math Goal 1, Action 4**

- With the Spring launch of Regional Literacy Plan, site-based professional learning was impacted for Math Cycles with professional learning on the Science of Reading, so 3rd-6th grade Teachers participated in the Math Cycles while K-2nd participated in the TNTP-Partner-led Science of Reading Modules. impact was not having K-6th continuum and vertical articulation for Math Tasks and use of iReadyMath professional learning.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**ELA/Reading Goal 1, Action 1**

- School-wide use of Wonders weekly unit PowerPoints to ensure vertical articulation and calibration on rigorous, grade-level reading and writing instruction with use of site funds for half-planning/half-PL with Site and CIPL Coaches on Wonders reading and writing instructional strategies and effective organization and implemetation of Wonders curriculum (including Wonders online resources).
- School-wide use of Amira for Tier I Reading and Progress-Monitoring.
- Provide teachers with the opportunity to participate in the Summer G2G Literacy Academy to further develop and practice skills for teaching literacy and foundational skills.
- Professional Learning will be implemented during PLC Sub Release Days in 2024-2025 should Designated hours be cut.

**Response to Intervention Goal 1, Action 2**

- Determine school-wide benchmarks and assessment data to be utilized for progress-monitoring Rtl: Amira, iReady Growth Monitoring Assessments, Wonders Phonic Survey and provide clarity and professional learning for all teachers.
- Continue with School-wide Deployment for Tier I in 2nd-6th grades.
- Continue with Rtl Intervention for Tier II with Orton-Gillingham strategies and lessons with Certificated Tutor and Teaching Fellows.
- Continue with Amira online App for foundational reading skills development and progress-monitoring.
- Provide OG Training to all K-2nd teachers in 2024-2025, and for all 3rd-6th teachers over the next two years.
- Professional Learning will be implemented during PLC Sub Release Days in 2024-2025 should Designated hours be cut.

**EL Resdesignation Goal 1, Action 3**

- Designated ELD clearly identified within Week-at-a-Glance for every PLC Team.
- Professional Learning in ELD Standards and best practices to support English Learners in all content areas.
- ELPAC test practice in Reading, Writing, Listening and Speaking throughout the school year with Certificated Tutor and Teaching Fellows.
- Academic Coach and/or English Learner Dept Coaches to provide coaching cycles and professional learning on ELD Standards and lesson implmentation.
- Professional Learning will be implemented during PLC Sub Release Days in 2024-2025 should Designated hours be cut.

**Math Goal 1, Action 4**

- TNTP Math Cycles will continue as a site-based expectation, but will be fully implemented through site-based professional learning, demo lessons with release time, co-teaching within PLC Teams, coaching cycles, walk-throughs and feedback, progress monitoring, and data chats with Site Leaders.
- School-wide use of iReady Math, iReady Math Workbooks, and iReady Toolbox for rigorous resources for grade-level aligned instruction.
- Daily Math Progress Monitoring with NextGenMath Daily Exit Tickets and Principal's Benchmark Challenges.
- Professional Learning will be implemented during PLC Sub Release Days in 2024-2025 should Designated hours be cut.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• All-day ILT planning days for vertical articulation and collaboration.</li><li>• Deployment exists for reading, but if each grade level team deploys for math within their grade level school-wide for supporting math achievement.</li><li>• Mbre academic competitions school-wide to increase motivation; weekly or biweekly; rewards and/or bragging</li></ul></div>	<div>2</div> <div>ELAC:</div> <div><ul style="list-style-type: none"><li>• Want to know more about ELPAC and how to support their kids.</li><li>• What the ELPAC scores mean and do students understand where they are at and where they need to be.</li><li>• Strategies around math and reading to help kids at home.</li><li>• Having classes for parents and opportunities to learn with their kids.</li></ul></div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><div>Literacy</div><ul style="list-style-type: none"><li>• Keep iReady Toolbox</li><li>• Keep Wonders Adaptive Learning, Amira, Scholastic FIRST, and OG Phonics Program.</li><li>• Keep ENP Literacy Mentors</li><li>• Trauma-based classroom management strategies</li><li>• Sora Challenges</li></ul></div>
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<p>rights.</p> <ul style="list-style-type: none"><li>• Students deployed by skill level as opposed to only grade-level deployment; includes students who are at or above grade level to be challenged, and support for students who are struggling in an area to get the needed interventions.</li></ul>	<ul style="list-style-type: none"><li>• Assessment prep</li><li>• Learning more about the “new way” math is taught.</li><li>• Improving the communication about how their kids are doing, what is happening at the school, and the different ways they can help.</li><li>• Are there tutors available?</li></ul>	<ul style="list-style-type: none"><li>• More incentives</li></ul> <p><b>Rti</b></p> <ul style="list-style-type: none"><li>• Increase Rti with Certificated Tutor and Teaching Fellows</li><li>• More time with Teaching Fellows or Paraprofessional support, and increase intervention time and deployment.</li></ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"><li>• Provide a designated time and person to provide lessons.</li><li>• New ELD rotations for implementing ELD strategies or pull-out re-designation practice sooner.</li></ul> <p><b>Math</b></p> <ul style="list-style-type: none"><li>• iReady Toolbox, some like the iReady Math Books and Workbooks; some prefer GoMath</li><li>• NextGenMath</li><li>• Increase ways for Math Fluency with Reflex and Frax</li><li>• More paraprofessional support for small group instruction in math</li><li>• Deployment based upon math level</li></ul>
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Action 1

Title: Challenging Content in ELA

[Action Details:](#)

Literacy TK-6th ELA

In Literacy, Heaton teachers, coach and site leaders will engage in deep-level professional learning on the Science of Reading in order to effectively plan lessons and deliver instruction using the adopted curriculum and research-based best practices that ensure student acquisition of grade-level skills and minimal growth of one grade-level per year as monitored with i-Ready data, grade-level CFA's, IAB/FIAB (3rd-6th), exit tickets, student work and Amira Reading Benchmarks.

- Teachers, Coach and Site Leaders will complete professional learning on the Science of Reading Modules with TNTP Partners during professional learning sessions, coaching cycles, application of learning through supported curriculum planning, data analysis and progress monitoring.
- Site Leaders and PLC Teams will participate in Literacy Diagnostic, Focus groups, Surveys, site walks, and data analysis for goal-setting and establishing measurable outcomes throughout the literacy grant.
- TNTP Partners will support Science of Reading learning by building site leader, coach and teacher capacity with skills focused on early literacy instruction in grades PreK-1st to ensure students are reading on grade level by the end of 1st grade.
- Teachers and Site Leaders have the option of participating in summer co-teach model with Summer G2G Literacy Academy and TNTP Partners through professional learning, implementing research-based literacy practices with foundational skills in Phonemic Awareness, Phonics, and skills for decoding and encoding, coaching cycles, feedback and data analysis in grades K-1st.
- Teachers/PLC Teams will utilize the FUSD Instructional Practice Guide for Literacy, the Four Guiding Questions and the Common Core Companion for Literacy when planning and developing high-impact lessons that ensure student engagement, challenging content, student ownership, and within-lesson progress monitoring in daily lessons.
- Teachers will continue to implement i-Ready Teacher-Assigned Lessons (K-6th) to ensure a balance of adaptive and grade-level appropriate lessons.
- This is the third year of teachers and site leaders receiving training on PLI Blended Learning Strategies (K-6th) to support the implementation of differentiated learning and needed organizational skills; year three will include a focus on project-based learning within the PLI model for all 4th-6th grade teachers, coach, TSA and Site Leaders.
- Teachers will deliver 120 minutes of ELA Instruction daily utilizing the PowerPoint model to ensure all components of literacy are taught by effectively utilizing the Wonders Curriculum, including the Readers-Writers Workshop and

the Close Reading Companion.

- Teachers will plan lessons that address the Four Guiding Questions and utilize the Instructional Practice Guide for Literacy and the Common Core Companion for ELA "Teacher Does" and "Students Do" ensure all Tenets of a strong lesson, including a joy for learning and student ownership are supported.
- Use of Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online Wonders resources
- Use of Pre-assessments and Exit Tickets/student work to analyze student misconceptions of intended objective/skill and identify re-teaching opportunities and groupings
- Teachers will receive professional learning on Response Writing and the Use of Rubrics to calibrate and assess student work to the rigor of the standard.
- Instructional Leadership Team will focus on Response Writing, calibration with rubrics, and building PLC capacity by utilizing Readers-Writers Workshop, Close Reading Companion and the Wonders Instructional Pathway.
- 45-50 minutes weekly of i-Ready Reading in K-6th grades (two 15-20 minute sessions of Reading and two 15-20 minute sessions of math each week).
- Goal-setting and data chats with students (by standard or by skill).
- Close Reading, Note-taking and Citing Evidence strategies utilized daily during reading of grade-level text.
- Use of Academic Discourse by students during pair-share, group-work, whole-class discussions, and consensus.
- PLC Teams will goal-set, progress-monitor and share data with site leaders monthly on Literacy (reading/writing) on the PLC Agenda
- Progress monitoring towards annual SMART Goal during Quarterly Data Chats with site leaders.
- PLC's will identify essential standards, develop Reading and Writing CFAs and backwards map lessons during PLC planning days and post CFA Calendar into the Master Assessment Calendar on Teams.
- PLC's will agree upon and document Standards-based grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC's will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Parent Square, phone calls home).
- Professional learning on Claims, Targets and CAASPP IAB's/FIAB's for backwards mapping and progress monitoring to the rigor of the standard (3rd-6th grades); coaching support from Coaches on this professional learning.
- Professional learning for trainer of trainer implementation model with a lead teacher from each grade level team (K-6th) to champion the Personalized Learning Initiative and blended learning model for their grade level team K-6th.
- All K-6th teachers will utilize Amira online application for student reading practice and benchmark assessments to track student growth in decoding and fluency.
- All K-6th Teachers will utilize the iReady Growth Monitoring and Diagnostic Benchmarks to progress monitor towards Typical and Stretch Growth, as well as Proficiency Levels.

School-wide Leadership Actions

- Site Leaders will increase their effectiveness of their leadership through their 6-8 Week Plan (CCI process with focus on planning, observing, effective feedback, follow-up actions and tight cycles of progress monitoring) with identified grade-level PLC's.
- Site Leaders will walk classrooms, schedule timely debriefings, provide immediate IPG feedback, plan, deliver and attend side-by-side Professional Learning, facilitate Data Chats, and participate in grade-level PLC meetings weekly in support of teacher/leader professional growth and student learning.
- Site Leaders to meet monthly with ILT and attend weekly grade-level PLC meetings to support with planning with CCC and IPG to the rigor of the standard/skill; data-analysis, progress monitoring, next steps and feedback.
- Site Leaders to clarify roles and responsibilities of ILT and Lead Teachers
- Site Leaders to clarify the purpose of PLC Team meetings and provide professional learning/coaching support on Data Analysis, Error Analysis and Teams
- Site Leaders will collect ELA goals for each grade-level PLC every two weeks
- Site Leaders will ensure SMART Goals are posted in Teams for ILT and all PLC Teams
- Site Leaders will ensure data analysis reporting twice a month on PLC agenda and/or on Teams site
- Site Leaders will have ILT and PLC Teams self-assess their ILT and PLC's using the Learning by Doing PLC Rubric four times a year (September, December, March, May)
- Site Leaders will identify and differentiate support for ILT, Lead Teachers, PLC Teams and individual teachers to provide release time, coaching support and PL opportunities.
- Site Leaders will schedule PL and Quarterly planning days for ILT and PLC Teams.
- Site Leaders will progress monitor student academic growth and achievement through i-Ready Diagnostic Typical and Stretch Growth Goals and PLC data chats.
- In weekly PLC meetings with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

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

Administrators and teachers will analyze site, district and SBAC results to improve instruction and increase academic achievement.

- iReady Diagnostic Proficiency Levels and Growth Monitoring Assessments for Typical and Stretch Growth
- iReady Teacher-assigned lessons, online Assessments, Exit Tickets, CFU's
- Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th) and ELPAC data
- Quarterly PLC Data Chats
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- IPG Walks and Feedback from online Tool
- Classroom Observations and Feedback
- Instructional Practice Walks
- Amira and Wonders Phonic Assessments for Foundational Skills and Literacy Progress Monitoring

ATSI: Heaton Staff will leverage District Support in the Monitoring Process

- Root cause analysis support from Thrive and District Leaders/Partners

Owner(s):

- Teachers/PLC's
- Teachers/PLC's
- Teachers/PLC's
- Principal/VP/TSA
- Admin/Teachers
- Admin, RSP Teacher, Reg Ed Teacher, School Psych, SLP
- Admin Team
- Admin Team
- Admin Team
- Teachers/PLC's/Admin Team
- ATSI Team

Timeline:

- Three times a year
- Weekly/Monthly
- Throughout Unit
- Quarterly
- Twice Monthly or as needed
- Twice Monthly or as needed
- Annually
- Weekly
- Weekly
- Monthly
- Quarterly
- Monthly

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

- Teacher release time with site-funded substitutes for planning, Professional Learning, Classroom Observations, and Data Chats
- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Regional planning meetings and district meetings.
- ELA Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- One site-funded 3-hour Instructional Aide to support small group instruction in Kindergarten Classrooms
- Two district-funded 6-hour classified Instructional Aides in Kinder and one in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL (Conference and Travel fees).
- Technology (projectors, tablets, headphones, cords, printers, carts, software, etc.)
- Additional materials and supplies to support student engagement in instruction.
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Graphics printing for instructional posters and materials aligned to academic goals.
- Teacher professional learning books, such as Common Core Companions, PLC+
- Parent Involvement Supplies
- Supplemental Contracts to pay for childcare and interpreters for school events and parent meetings
- Direct Maintenance for technology & installation
- Provide office equipment lease to assist teachers with providing supplemental materials to support student learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The Hispanic student population is performing at the lowest level in areas of ELA.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and provided by classroom teachers.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion supported by English Learner Department Coaches and Staff.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA, Instructional Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA and Instructional Coach will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Expanded Learning Summer Program opportunities will be communicated to parents by Home School Liaison.

- *With Title I funds we plan to provide teachers with sub release days for planning in ELA, Math, ELD instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring.*
- *With Title I funds we plan on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support.*
- *With Title I funds we plan on funding year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*
- *With Title I funds we plan on funding an additional 3-hour Instructional Aide to provide small group instruction for ELA, Math, and ELD in Kindergarten.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support ELA, Math and ELD instruction.*
- *Purchase of the iReady Toolbox to support ELA and Math Instruction.*
- *Purchase of the NextGenMath to support Math Instruction.*
- *Sub Release days for teacher planning to support ELA, Math and ELD.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey.
- Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.
- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program
- 4A Springboard Spring and Summer Programs for African-American students.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.



- Home-School Liaison to provide resources to families, track attendance and facilitate attendance meetings, make home visits.

## Action 2

**Title:** Response to Intervention-Literacy Program (TK-6th)

### Action Details:

A three-tiered literacy response to intervention will be implemented to continually improve ELA literacy instruction and Foundational reading skills development to ensure all students make one grade level growth per year. Tier I and Tier II instruction will occur within the classroom and be provided by the classroom teacher (K-6th) with Orton-Gillingham strategies and lessons and Wonders Foundational Skills curriculum, along with push-in support by Teaching Fellows in K-3rd. In TK Tier I and Tier II will be provided by the classroom teacher and supported by instructional aides using Heggerty Foundational Skills and Creative Curriculum lessons. Tier III instruction and intervention will be provided during School-wide Deployment and Response to Intervention (RtI) within designated grade-level instructional blocks by the Certificated Tutor and Teaching Fellows for pull-out Tier II, and by the RSP Teacher and two RSP Paraprofessionals for both push-in and pull-out service minutes with curriculum provided by Special Education Department.

#### Tier 1

- 120 minutes of Core ELA instruction using GVC
- Lesson Design with IPG and Common Core Companion to ensure grade-level rigor
- Implementation of differentiated supports within Wonders GVC
- Increased use of Academic Discourse and Student Ownership (IPG Tenet 3)
- Daily writing and responses to questions/ prompts in student ELA journals
- Vocabulary development through Wonders
- Lesson Exit Ticket CFU's with immediate reteaching/acceleration to address misconceptions and student needs
- Student goal-setting and self-reflection
- Foundational skills instruction from Wonders curriculum.
- Close reading strategies modeling daily (marking up the text, citing evidence, note-taking, summarizing)
- Use of Amira online reading App in K-6th

#### Tier 2

- Small group instruction with the classroom teacher using Orton-Gillingham strategies and lessons.
- Intervention Block for continuous learning to the grade-level standards (appropriate scaffolds in place to support all learners, but not over-scaffold)
- Guided Reading with Wonders Leveled Readers in small groups with classroom teacher
- Center/Station Rotations in 1st-3rd grade classrooms with Foundational Skills (i.e. site word practice)
- Data analysis of CFA's and use of online Wonders and i-Ready prescriptive lessons to fill in gaps
- Summer G2G Literacy Academy notification to parents

#### Tier 3

- Identified 30-45 minute block of instructional intervention for grades K-6th with Certificated Tutor and Teaching Fellows or in RSP with RSP Teacher and Paraprofessionals
- Academic tutoring in After-School Program
- Academic tutoring in After-School Tutorials (site-identified students with Teacher)
- Site funded 6-hour Certificated Tutor and Teaching Fellows to provide small group intervention with Orton-Gillingham or in RSP classroom with RSP teacher and two District-funded RSP 3.5-hour paraprofessionals with small group instruction in Read Naturally or other designated RSP program.
- Three site-funded Teaching Fellows for 3.0-hours in K-3rd grade classrooms for additional small group instruction in reading/foundational skills
- Small group instruction with TK and Kinder paras for 1st grade non-readers small group instruction in reading/foundational skills
- Small group instruction with TK and Kinder Teachers for 1st grade non-readers small group instruction two-three days per week.
- Use of i-Ready lessons, iReady Toolbox and online instruction adaptive pathway teacher-assigned lessons to target instructional needs/foundational skills
- Student Study Team meetings to identify academic gaps and needs and to develop academic plans and need testing.
- Progress-monitoring with i-Ready Diagnostic data analysis and quarterly BAS testing 1st-3rd and 6-8 week cycles using BPST and Fluency testing 1st-6th.

- Summer G2G Literacy Academy notification to parents

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

- Amira benchmarks and Wonders Phonics Assessments will be utilized for comparison data and to progress monitor and identifying student RtI groups.

Owner(s):

- Certificated Tutor, Academic Coach, TSA, Site Leaders, and Classroom Teachers

Timeline:

- Quarterly

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

- Fund a 6-hour Certificated Tutor and one 6-hour Teaching Fellow for RtI Small Group Instruction (Literacy Coach Funds)
- Purchase of Amira online App (Regional Literacy Funds)
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Conferences (RTI & PLC) Travel fees
- Supplemental contracts for TK/Kinder/SDC/Sped Paras
- Supplemental contracts for TK/Kinder Teachers and CT
- Contract for three 3.0-hour Teaching Fellows four days a week
- Copier machine lease
- Sub release time for teacher for planning RTI lessons
- Subs for teachers to collaborate for SST meetings
- Supplemental contracts for translators
- Technology: Hardware and software to support reading intervention and assessment programs
- Materials and Supplies (classroom/supplemental/software)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The Hispanic student population is performing at the lowest level in areas of ELA.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA and suspension.
- The African American student population is performing at the lowest level in the areas of suspension.
- The White student population is performing at the lowest level in the areas of suspension.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to provide teachers with sub release days for planning in ELA, Math, ELD instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring.
- With Title I funds we plan on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support.

- Students in need of intensive academic interventions will be referred to the Student Success Team to receive additional interventions and supports.
- EL students qualifying for these intervention services will receive 30-45 minutes of reading intervention.

- *With Title I funds we plan on funding year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*
- *With Title I funds we plan on funding an additional 3-hour Instructional Aide to provide small group instruction for ELA, Math, and ELD in Kindergarten.*
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**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support ELA, Math and ELD instruction.*
- *Purchase of the iReady Toolbox to support ELA and Math Instruction.*
- *Purchase of the NextGenMath to support Math Instruction.*
- *Sub Release days for teacher planning to support ELA, Math and ELD.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

The following supports will be implemented for students in K-3rd grades, and Hispanic and Socioeconomically Disadvantaged students groups, which represent the highest percentage of student groups.

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey. Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.
- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program
- 4A Springboard Spring and Summer Programs.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.
- Home-School Liaison to provide resources to families, track attendance and facilitate attendance meetings, make home visits.

Action 3

Title: EL Redesignation

Action Details:

Heaton will implement a comprehensive academic English language acquisition program focused on increasing the number of students being redesignated annually.

- Increase the number and percentage of students being Redesignated each year as Fluent English Proficient.
- Decrease the number of students not meeting their Redesignation target date and becoming At-Risk or Long-term English Learners (LTEL).
- Increase the number of students meeting the cut-points for ELPAC, i-ReadyDiagnostic Benchmarks, SBAC, BAS and meeting at borderline eligibility.
- Increase the number and percentage of students On-target based upon annual ELPAC assessment EL level.
- Provide targeted ELD instruction in academic discourse, engagement strategies to enhance and reinforce listening, speaking, reading and writing skills and overall reading comprehension.
- School-wide Designated and Integrated time for English Language Development identified in Master Schedules.
- Professional Learning on research-based language acquisition strategies used throughout the day that especially target reading comprehension and writing.
- Instructional Aides in TK/Kinder/SDC/Sped classrooms to support language and literacy.
- School-wide use of Amira online App, Orton-Gillingham strategies and lessons, and iReady reader to support foundational reading skills and language acquisition.
- Provide teachers with planning time specific to EL Learners by instructional coach and/or Designated Teacher (TSA) on questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons.
- Use of released ELPAC test items for teacher professional learning and student practice in all four domains of ELPAC with Certificated Tutor and Teaching Fellows within weekly small group instruction.

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

- Annual ELPAC assessment
- Amira benchmarks and Wonders Fluency Assessments to support with progress monitoring on Foundational Reading Skills.
- ELPAC Assessment Practice Test practice on released questions for all four domains.
- BAS testing for K-6th English Learners at-risk or below grade level, or English Learners meeting ELPAC Assessment benchmarks, but not iReady cutpoints for Redesignation.
- ELPAC results analyzed and aligned to other data sources (iReady, SBAC, FIAB/IAB) to progress monitor English Language Learners.

Owner(s):

- ELPAC Assessors, Academic Coach, Certificated Tutor, TSA
- Teachers, Certificated Tutor, Academic Coach
- Certificate Tutor, Teachers
- Teacher, Certificated Tutor, Academic Coach
- Teachers and Site Leaders
- Instructional Leadership Team, Teachers, Certificated Tutor, Academic Coach, Site Leaders

Timeline:

- Annually
- Quarterly
- On-going
- During Redesignation windows
- Quarterly

- Teachers
- Admin
- Admin/Teachers
- Vice Principal/TSA

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

- Coaching support and release time for teachers to observe best practices with a focus on EL instructional strategies and planning
- Teacher Sub release time for Planning & Delivering ELD Professional Learning to Staff
- Wonders ELD Companion
- TSA Supplemental Contract for Test Site Coordinator/ELPAC
- ELPAC sub release days for teacher training to administer ELPAC
- Tablets, hardware, software to support reading and assessment program for EL students
- Classroom materials and supplies for ELs—including notebooks, paper, pencils, pens, markers, and other associated items to support designated EL program needs.
- Food for parent meetings/Coffee Chats
- ELPAC Medals & Incentives & Certificates
- Classified Supplemental Contracts for Babysitting/Translating at ELAC/Parent Meetings
- 8-hour HSL to support with ELAC meetings, translating and parent meetings.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and/or provided by the 6-hour Certificated Tutor and Teaching Fellows providing RtI.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.
- Digital Marquee to support student/parent engagement
- Amira online App for K-6th graders

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

- *The Hispanic student population is performing at the lowest level in areas of ELA.*
- *The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA and suspension.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

- *With Title I funds we plan to provide teachers with sub release days for planning in ELA, Math, ELD instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring.*
- *With Title I funds we plan on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support.*
- *With Title I funds we plan on funding year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*
- *With Title I funds we plan on funding an additional 3-hour Instructional Aide to provide small group instruction for ELA, Math, and ELD in Kindergarten.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support ELA, Math and ELD instruction.*
- *Purchase of the iReady Toolbox to support ELA and Math Instruction.*
- *Purchase of the NextGenMath to support Math Instruction.*
- *Sub Release days for teacher planning to support ELA, Math and ELD.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey. Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.

- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program
- 4A Springboard Spring and Summer Programs for African-American students.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.

## Action 4

**Title:** Challenging Content in Mathematics

### Action Details:

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#### Mathematics

In Mathematics, Heaton teachers will plan lessons for 90-minute Math Block, and deliver instruction using *GoMath*, *iReady Math*, and *iReady Toolbox Math Lessons* and interventions, along with research-based best practices to ensure student acquisition of grade-level skills to ensure all students grow a minimum of one grade-level per year as monitored with i-Ready Benchmarks and iReady Growth Assessments, grade-level CFA's, IAB/FIAB (3rd-6th), exit tickets, and Math Task student work analysis.

- Teachers will utilize the Instructional Practice Guide for Mathematics, the Four Guiding Questions and the Common Core Companion for Mathematics when planning and developing high-impact lessons to ensure student engagement, challenging content (focus, rigor, coherence), student ownership, and within-lesson progress monitoring in daily lessons.
- Teachers will continue to implement Math Tasks and utilize NextGenMath for developing and implementing Common Formative Assessments that address the 8 Mathematical Practices.
- Teachers will continue professional learning with Math Tasks, Math Fluency strategies, *GoMath* Personal Trainer, i-Ready Teacher-Assigned Lessons and iReady Toolbox (K-6th) to support the implementation of differentiated learning and needed organizational skills aligned to the Mathematical Practices and to the rigor of grade-level standards.
- Plan the 90-minute Daily Block of Mathematics Instruction with time for Goal-setting, Problem of the Day/Spiral Review, Core Instruction, Math Fluency, Math Tasks, Reteaching/Acceleration, and student ownership and time to engage in productive struggle.
- 15-20 minutes daily of Math Fluency
- 45-50 minutes weekly of i-Ready Mathematics online program (K-6th)
- PLC's will identify essential standards, backwards map and calendar Math CFA's from *NextGenMath*, *GoMath*, *iReadyMath* and reteaching/acceleration lessons onto the Master Calendar within Teams, and Site Leaders, TSA and Coach will support with progress monitoring during Quarterly Data Chats.
- Implementation of Math Tasks which includes instruction on the Math Progressions and the Mathematical Shifts: Focus, Coherence and Rigor, while developing conceptual understanding, procedural skills, collaborative group work, academic discourse and deeper level understanding of mathematics within lessons.
- Use of Personalized Learning Initiative (PLI) and Blended Learning to differentiate lessons that address student needs based on the 4 of the Guiding Questions: What do you want students to know; How will you know they learned it; What will you do when they did not learn it; What will you do if they already know it?
- Teachers will receive training on how to utilize appropriate manipulatives and models as determined through planning with the Common Core Companion "Teacher Does" and "Students Do" actions.
- Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online *GoMath* and *iReady Toolbox Math Tasks*.
- Use of Pre-assessments, Exit Tickets/student work and Error Analysis to determine what to teach, how to group, and student misconceptions for reteaching.
- Goal-setting and data chats with students (by Claim and Target)
- Professional learning on Claims and Targets aligned to the rigor of SBAC IAB/FIAB (3rd-6th grade)
- Close Reading, Three-Reads Strategy, Note-taking, Vocabulary Development, Conceptual Models and Citing Evidence strategies utilized daily during reading of mathematics word problems
- Use of Academic Discourse by students during pair-share, group-work and whole-class discussions; pulling Academic Vocabulary from the Common Core Companion.
- PLC Teams will goal-set, progress-monitor and share data for with site leaders minimally once a month for Math.
- Progress monitoring towards annual SMART Goal during Quarterly Data Chats with site leaders.

- Selection of *GoDeeper* and *Think Smarter* items from *GoMath* during planning and lesson/unit development.
- PLC's will agree upon and implement Standards-based grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Parent Square, phone calls home, and/or Postcards).
- Use of iReady Diagnostic Benchmarks and Growth Monitoring towards Typical and Stretch Growth throughout the school year (Three Diagnostic and Growth Monitoring between Diagnostics).

School-wide Leadership Actions

- Site Leaders will increase their effectiveness of their leadership through their 6-8 Week Plan (CCI process with focus on planning, observing, effective feedback, follow-up actions and tight cycles of progress monitoring) with identified grade-level PLC's.
- Site Leaders will walk classrooms, schedule timely debriefings, provide immediate IPG feedback, plan, deliver and attend side-by-side Professional Learning, facilitate Data Chats, and participate in grade-level PLC meetings weekly in support of teacher/leader professional growth and student learning.
- Site Leaders to meet monthly with ILT and attend weekly grade-level PLC meetings to support with planning with CCC and IPG to the rigor of the standard/skill; data-analysis, progress monitoring, next steps and feedback.
- Site Leaders to clarify roles and responsibilities of ILT and Lead Teachers
- Site Leaders to clarify the purpose of PLC Team meetings and provide professional learning/coaching support on Data Analysis, Error Analysis and Teams
- Site Leaders will collect Math goals for each grade-level PLC every two weeks (ELAMath)
- Site Leaders will ensure SMART Goals are posted in Teams for ILT and all PLC Teams
- Site Leaders will ensure data analysis reporting twice a month on PLC agenda and/or on Teams site
- Site Leaders will have ILT and PLC Teams self-assess their ILT and PLC's using the Learning by Doing PLC Rubric four times a year (September, December, March, May)
- Site Leaders will identify and differentiate support for ILT, Lead Teachers, PLC Teams and individual teachers to provide release time, coaching support and PL opportunities.
- Site Leaders will schedule PL and Quarterly planning days for ILT and PLC Teams.
- Site Leaders will progress monitor student academic growth and achievement through i-Ready Diagnostic Typical and Stretch Growth Goals and PLC data chats.
- in weekly PLC meetings with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

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

- **Administrators and teachers will analyze site, district and SBAC results to improve instruction and increase academic achievement.**
  - iReady Diagnostic Proficiency Levels and Growth Monitoring Assessments for Typical and Stretch Growth
  - Go Math and NextGenMath online Assessments and Exit Tickets
  - Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th)
  - Quarterly PLC Data Chats
  - IPG Walks and Teacher Feedback
- **Site-based ATSI: Heaton Staff will leverage District Support in the Monitoring Process**
- Root cause analysis support from Thrive and District Leadership Partners.

Owner(s):

- Teachers/PLC's/Site Leaders
- Teachers/PLC's/Site Leaders
- Teachers/PLC's/Site Leaders
- Admin/Teachers
- Admin Team
- Admin Team

Timeline:

- Quarterly
- 

- Site-based ATSI Team

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Planning, and analyzing assessment data



- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Regional planning meetings and district meetings.
- ELA and Math Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- One site-funded 3-hour Instructional Aide to support small group instruction in Kindergarten.
- Two district-funded 6-hour classified Instructional Aides in Kinder and two in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL Travel fees
- Technology (projectors, tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, and other associated items to support instruction
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Graphics printing for instructional posters and materials
- Teacher professional learning books, such as Common Core Companion for Math
- Parent Involvement Supplies
- Supplemental Contracts to pay for babysitting and interpreters for school events and parent meetings
- Vallarta Grocery Store card
- Direct Maintenance for technology & installation
- GW School Supply
- Office Depot
- Copy Machine lease

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Site-based ongoing professional learning provided by Coach, Teacher on Special Assignment and Site Leaders on Math Tasks and Math Progressions with emphasis on research-based best practices, such as Three Reads, Assessing and Advancing Questions, and Student Work Protocols on Math Tasks.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA, Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Expanded Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students **NO IEPs**	15,529.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team meetings; **No IEPs**	2,628.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for planning/supporting math & literacy work. **NO IEPs**	1,294.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,705.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to support instruction. **NO FOOD OR INCENTIVES**	1,632.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements : Personalized Learning Initiative - Blended and Project based learning instructional strategies, technology incorporation, PD, improving instruction for all students Goal 1, Actions 1-4	7,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage for Personalized Learning Initiative teacher release for planning, walkthroughs, offsite professional learning Goal 1, Actions 1-4	5,974.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplementals for teacher planning and professional learning	23,695.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support instruction	39,509.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL support to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site school need	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Administrative coverage to support site leaders with side by side learning with teachers, learning walks, planning, etc...	12,601.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Instructional Leadership Team Planning Goal 1, Actions 1-4 **NO IEPs**	3,632.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to support RTI/literacy. \$50.088 contract split funded 2 ways, 6211-\$48,047 and 3010-\$2,041 due to fully funding Certificated Tutor in 6211.	2,041.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for tier II/III support	2,628.00
G1A2	Sup & Conc	Instruction	Bks & Ref			NextGen Math- Additional resources for improving academic performance for all students, Goal 1, Actions 4	11,660.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: iReady toolbox and workbooks to	10,382.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Bks & Ref			supplement instruction Goal 1, Actions 1-4	10,387.00
G1A2	Sup & Conc	Instruction	Travel			Travel - Conferences for teachers/staff to improve/support Goals 1-4, Actions 1-4	1,500.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplementals for planning Goal 1, Actions 1-4. **NO IEPs**	2,265.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplementals for ELPAC support/assessors	1,471.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,526.00

\$170,094.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	84.57 %	79.9 %	2023-2024	84.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1-Increase student involvement by implementing an comprehensive Goal 2 Program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities.

- School Music Program has strong participation in Choir with 4th graders being included with the 5th/6th graders; however, students will drop-out before performances, so building confidence and teaching students to stick with their commitments remains an area of growth.
- Band and Strings had increasingly low participation throughout the year, which remains an area of growth in supporting Music Teacher and student follow-through with commitment. Again, students dropped out before the Winter Performance, so communication with families needs to be more effective in holding students accountable to their commitments and perhaps allowing 4th graders to join Band and Strings may prove to be a viable answer to give students three years of music.
- Meaningful Jobs took place with students in 1st-6th applying and interviewing for jobs and most effective have been Safety Patrol with Campus Safety Assistant, Morning Announcements moved back to site leaders/office staff, Cafeteria Workers and Office Assistant/Greeter. When the Advisor is a classroom teacher, it is much harder to keep the momentum and accountability with students, so next year the goal will be to recruit more classified staff and staff outside classrooms to be an advisor.
- Drama Club and Black Student Union both continued into this school year, and the goal is to grow the Clubs to pre-pandemic participation. Again, recruiting more classified staff to be Club Advisors is a goal to expand offerings.

Action 2-Increase student exposure to careers

- We continue to build relationships with Design Science and Fresno City College, and approximately 20 Fourth graders attended a field trip with Fresno City College students to San Francisco Art Academy for the day. Design Science continues to partner with us on our School Garden with Heaton's After-School Program Vendors and students.
- Fresno High and McLane High School students continue to Intern at Heaton and work directly with

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

- Teacher on Special Assignment was on Leave for Fall and then returned to the classroom for the Spring, so the site had no Designated TSA for the 2023-2024 school year to support with student engagement, which was a main function of this position.
- The site Tier II Specialist and After School Program Coordinator along with Site Leaders and Academic Coach filled in as much as possible to ensure established programs continued; however, not having a designated staff member to coordinate and organize events and activities affected the site's ability to grow student engagement this school year.
- Student recruitment needs to address all subgroups equitably to ensure all students feel connected and have real-world experiences.



Heaton students on reading and math support, so expanding their connections is one area of focus.

- All grade levels had a Goal 2 field trip and Sixth Grade Team scheduled additional enrichment with Career Technical Education Dept (CTE) to learn more on Engineering and Gaming. We will continue to develop this partnership to ensure more of our students participate in district-wide events, such as IdeaFest, Spelling Bee, and Science Fair, etc.
- Students in 5th and 6th grade participated in a Project on their researched career or a biography and presented to parents, staff and students in K-4th grades. As a result, our PLi will focus on more project-based learning and instruction to increase student engagement and connections to real-world experiences.
- Heaton After-School Program had physical fitness, cooking, gardening and graphics Vendors this school year, as well as ASP Clubs to increase engagement and exposure to real-world experiences.

**Percentage of Favorable Responses: Student Real-World Experiences Fall 23/24**

- Multiple Races/Two or More 88.9%
- Asian 86.5%
- Students with Disabilities 81.7%
- Black/African American 80.7%
- Socioeconomically Disadvantaged 80.6%
- **All Students 79.9%**
- Hispanic 79.3%
- Foster Youth 79.2%
- White 78.1%
- English Learner 73.8%
- Homeless Youth 50%

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**Action 1-Increase student involvement by implementing a comprehensive Goal 2 program that includes equitable access.**

- Student interest survey completed specific to Meaningful Jobs by Tier II Specialist; this needs to be expanded to other areas of interest for school-wide events, activities and clubs to expand and meet diversity of students' interests and needs.
- Funds are available for staff contracts and for materials and supplies.
- Student recognition was not related to student participation in activities, so this needs to be included moving forward.
- Parent Square communication has greatly improved school-wide communication and is available in Spanish and Hmong, so a next step is increasing Parent Square use to Home-School Liaison, teachers, club advisors, and support team members to connect with all student groups and their families on events particular to their interests.

**Action 2-Increase student exposure to careers**

- Fresno High Men's and Women's Alliances no longer have mornings to connect at Heaton; instead Internships are the focus for High School students at Heaton.
- Students connect with technology, design, robotics during weekly library time.
- Teacher on Special Assignment position was vacant the entire school year, which impeded several projects and programs, such as growing Meaningful Jobs opportunities for students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Strategic hiring of Designated Teacher on Special Assignment with skillset for community outreach and organizing school-wide events, programs and activities.
- Site applied to be a Community School for 2024-2025 school year, which will increase funds and allow for hiring of Community School Coordinator for community outreach and organizing school-wide events, programs and activities.
- Site Leaders continue to grow and develop new and existing partnerships through invitations to events such as Read Across America, School Carnivals, Open House, Back-to-School Night, and with Tower Porchfest centered on Music Performances.
- Heaton is expanding Math Night to STEAM Night at Parc Grove with local schools, colleges, clubs, community nonprofits and local vendors focused on Science, Technology, Engineering, Arts and Mathematics to provide a wider engagement and real-world experience for Heaton students.
- Use of Quarterly Student Surveys to progress monitor student interests.
- Use of Scanners and student ID's to progress monitor the number of students participating in school-wide activities, events, After-School Program, Sports, Music and clubs.
- Bring back Walk-Run Club as this has been requested by students and parents and could occur during two mornings and two recess times to provide students more opportunities to participate.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• More guest speakers and more outside people coming to the school site, such as our previous Eco Heroes assembly.</li><li>• For ASP there are Vendors, such as Work Ed, and they focus on real-world learning experiences. This year the project is shoe design; we have gardening and then Art Hop coming up; Fresno Metro Ministry showed students how to cook and use kitchen utensils properly.</li><li>• Activities in the Quad for students during recesses.</li><li>• Typing and cooking in the Quad.</li><li>• Career Day, leveraging Design Science and FCC for on-site events.</li><li>• Technology-based and construction-based activities.</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• More clubs to involve our EL students and get them connected.</li><li>• Are there students that do not speak English at all? How can we support those students?</li><li>• Field trip opportunities for EL Students.</li><li>• More opportunities for them to build their confidence and be less intimidated.</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• More guest speakers, such as the Football Players and more STEM</li><li>• CTE experiences, such as United Skates, Breakout Box</li><li>• Hands-on activities for math, science and social studies, such as making volcanoes, chemical reaction lessons, a common daily item to solve math problems.</li><li>• Bricks4Kidz, field trips to build knowledge on real world experiences, career days, Mobile Dairy, Instructors for specific physical education.</li><li>• Reptile Ron for Career Day</li><li>• Coding, career day interviews and presentations, science-fair projects, social studies projects--missions.</li><li>• Nutrition Teacher, Fresno City Healthy Teeth group, Firetruck at Carnival, Bubble Man, E&amp;M Reptile.</li><li>• Student Newspaper/website-interviewing and reporting.</li><li>• More field trips and assemblies geared towards content areas.</li><li>• Field trips to Pizza Hut to see how pizza is made, Zoo Mobile</li></ul></div>
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Action 1

Title: Increase student involvement in extra-curricular activities

Action Details:

Heaton will increase student involvement by implementing a comprehensive Goal 2 program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities.

- Increase student involvement at school.
- Develop and communicate to students and parents the extra-curricular activities for student participation.
- Engage students in activities of interest to them through the use of a student interest survey.
- Increase the diversity of Engagement opportunities.
- Parent and Community outreach to support and provide volunteers for activities.
- Provide funds for teachers and staff to lead and facilitate extra-curricular activities.
- Increase recognition for student 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

- Engagement Data in ATLAS
- Climate-Culture Survey results by Domain and by Student Group
- Participation based upon Enrollment, Attendance and Grades for Orchestra and Band
- Meaningful Jobs participation
- Student Voices Council Committee Surveys and Feedback

Owner(s):

- Site Leaders/Teacher on Special Assignment
- Site Leaders/Teacher on Special Assignment/Climate-Culture Team/Climate-Culture Specialist
- Band and Orchestra Teachers
- Tier II Intervention Specialist
- Student Voices Adviser

Timeline:

- Quarterly
- Fall and Spring Surveys
- Quarterly
- Quarterly
- Monthly

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

- Teachers, NTAs, Instructional Aids will be encouraged to help volunteer or sponsor clubs
- Supplemental Contracts provided from Goal 2 budget for staff to sponsor clubs
- TSA will organize and input data entry into Atlas Goal 2 engagements
- Office Manager/Vice Principal will order supplies and materials for clubs (GW, Office Depot, Vallarta, First String Sports)
- Incentives & Recognition Awards (Graphics, GW, Office Depot, Vallarta)
- Development of Intramural sports during lunch and supported by teachers and classified staff/NTAs
- Subs for teachers attending the Arts Integration trainings and science fair

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

- The Hispanic student population is performing at the lowest level in areas of ELA.
- The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA and suspension.
- The African American student population is performing at the lowest level in the areas of suspension.
- The White student population is performing at the lowest level in the areas of suspension.

2. Using Title I funds Only: What are the planned expenses to support this student group?

by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Targeted communication with English Language parents via HSL and other forms of communication.
- Provide parent nights to explain field trips.
- Recruit parents to volunteer as chaperones regardless of language barriers.

- *With Title I funds we plan to provide teachers with sub release days for planning in ELA, Math, ELD instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring.*
- *With Title I funds we plan on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support.*
- *With Title I funds we plan on funding year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*
- *With Title I funds we plan on funding an additional 3-hour Instructional Aide to provide small group instruction for ELA, Math, and ELD in Kindergarten.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support ELA, Math and ELD instruction.*
- *Purchase of the iReady Toolbox to support ELA and Math Instruction.*
- *Purchase of the NextGenMath to support Math Instruction.*
- *Sub Release days for teacher planning to support ELA, Math and ELD.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey. Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.
- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program
- 4A Springboard Spring and Summer Programs for African-American students.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.

Action 2

Title: Increase student exposure to careers

Action Details:

- Partnership with Fresno City College with a focus on college and career education opportunities. Students will have exposure to various career paths in Engineering, Geology and Liberal Arts through FCC professors and students, and Design with Design Science High School.
- Collaborative Projects with Design Science High School Students (i.e. school garden/IdeaFest)
- Students will have the opportunity to attend a Career Day at Heaton. There will be a variety of professionals that will present to students and share their experiences.
- Leverage the Fresno High Interns during for school-wide engagement.
- Students will have exposure to technology and careers during their classroom weekly library time (i.e. learning engineering for 3D printing).
- Volunteers Literacy Tutors will be in 1st-2nd grade classrooms to support teachers and students with site words and connections with another adult.
- Our Teacher on Special Assignment will provide engagement activities, assemblies and rallies to increase student interest in college and careers.
- Tier II Intervention Specialist will coordinate Meaningful Jobs hiring fair twice a year in the cafeteria for 3rd-6th graders; jobs can include Cafeteria Workers, Library Helpers, Morning Announcements, Safety Patrol, Classroom Reading Buddies, New Student Outreach, Recess Equipment Monitors, etc.

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

- Climate-Culture Student Survey by Domain and Student Group
- Attendance with Meaningful Jobs and student engagement events and activities.
- Student Voices surveys and feedback
- ATLAS and Power BI behavior & attendance data

Owner(s):

- Climate-Culture Team/Climate-Culture Specialist/Teacher on Special Assignment/Site Leaders
- Tier II Intervention Specialist
- Student Voices Advisor
- Site Leaders/Teacher on Special Assignment/Climate-Culture Specialist

Timeline:

- Fall and Spring Surveys
- Quarterly
- September 2023 - June 2024
- September 2023 - June 2024
- Monthly

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

- Teachers will partner with community and universities to support student exposure to careers
- Admin and teachers will recruit community members to participate in Career Day.
- TSA will provide accelerated learning through STEM activities.
- Volunteers will continue to support in the classroom.
- School staff will coordinate and oversee the Saturday Academy.
- Admin and office staff will order material and supplies to assist implementation of programs.
- Incentives and recognition awards.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

*student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Career exposure field trips, programs and Career Day will include English Learners.
- Targeted communication with parents and parent night booths at Parc Grove and Heaton.

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

- *The Hispanic student population is performing at the lowest level in areas of ELA.*
- *The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA and suspension.*
- *The African American student population is performing at the lowest level in the areas of suspension.*
- *The White student population is performing at the lowest level in the areas of suspension.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

- *With Title I funds we plan to provide teachers with sub release days for planning in ELA, Math, ELD instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring.*
- *With Title I funds we plan on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support.*
- *With Title I funds we plan on funding year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*
- *With Title I funds we plan on funding an additional 3-hour Instructional Aide to provide small group instruction for ELA, Math, and ELD in Kindergarten.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support ELA, Math and ELD instruction.*
- *Purchase of the iReady Toolbox to support ELA and Math Instruction.*
- *Purchase of the NextGenMath to support Math Instruction.*
- *Sub Release days for teacher planning to support ELA, Math and ELD.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey. Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.
- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program



- 4A Springboard Spring and Summer Programs for African-American students.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		45.5 %	2023-2024	30.5 %
Suspension Rate - Semester 1	✓	2.69 %	4.5 %	2023-2024	3 %
Suspension Rate - Semester 1 (African American)	✓		9 %	2023-2024	7 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		4.5 %	2023-2024	3 %
Suspension Rate - Semester 1 (White)	✓		10.3 %	2023-2024	8.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1-Attendance School-wide Incentive Program

Heaton will implement a school-wide incentive program to increase student attendance and to reduce chronic absenteeism and student tardiness.

- Focus on instruction took precedence and implementation of strategies to increase student attendance and decrease chronic absenteeism.
- Tier II Specialist needs to be hired to support with attendance focus.
- HSL taking more of a role with attendance tracking with Office Assistant.

Power BI End-of-Year Data: All Students, TK-6th for Chronic Absenteeism, Severely Chronic Absenteeism

- 2018-2019: 14.36%, 3.04%
- 2019-2020: 10.82%, 6.01%
- 2020-2021: 12.5%, 22.2%
- 2021-2022: 32.7%, 26.9%
- 2022-2023: 28.8%, 18.2%
- 2023-2024: 25.4% (134), 14% (74) Quarter 3 Data

Absenteeism by Subgroups

- African America 25% (17), 13.24% (9)
- Asian 24.1% (7), 3.45% (1)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- School-wide focus on new Regional Literacy Plan and the last year of Math Cycle work took up majority of professional learning.
- New Parent Square communication took Site Leaders and Office Staff time to acclimate and utilize effectively for parent/guardian communication.
- Resource inequities include not having a Teacher on Special Assignment this school year to support with school-wide programs, events, and incentives.
- New Tier II Intervention Specialist was onboarding for the Fall 2023 and received training for Spring implementation of Attendance focused groups, such as Girl Power.
- Dept of Prevention and Intervention provided expectations for Mentors and members of Tiers of Support Teams to support with attendance for those on their caseloads and for additional groups of students in the 80%-93% ADA rate.
- Building relationships in classrooms between teacher and students and teacher and parents/families remains an area of growth for some.
- Having a full-time Home-School Liaison will support Attendance focus.

- Hispanic 24.5% (96), 14.8% (58)
- Native American 0%, 0%
- Two or More Races 16.7% (2), 41.7% (5)
- White 48% (12), 4% (1)
- Students with Disabilities 30% (24), 10% (8)
- Foster Youth 20% (20), 20% (2)
- English Learners 26.1% (18), 4.3% (3)
- Homeless Youth 0%, 0%

**Action 2-PAWS Guidelines for Success**

- Implemented a school-wide PAWS incentive program with "Blue" PAWS tickets and a student store to shop on a monthly basis; however, not all staff members implement the plan consistently, so looking to clarify and refine the program by only having Site Leaders and Support Team Members give out PAWS tickets for blacktop, Cafeteria, Buses, All Common Areas.
- Increase in student suspensions required reallocation of resources to three mentors to support students SEL needs, which are more intense.
- High number of new students to the school site impacted suspensions, as 50% of suspensions are from students new to Heaton this year or last year.
- New Tier II Specialist impacted the number of students supported in small skills groups at the beginning of the school year.
- Re-establishing Quarterly Recognition with new criteria has been very positive with staff, students and families.

**Power BiData:Suspensions for All Students**

- 2018-2019: 159 Suspensions; 59 Students
- 2019-2020: 99 Suspensions; 37 Students
- 2020-2021: 2 Suspensions; 2 Students (Quarter 1-3 students were online learning)
- 2021-2022: 54 Suspensions; 33 students
- 2022-2023: 70 Suspensions; 35 students
- 2023-2024: 70 Suspensions; 33 students

**PowerBi Data: Suspension by Month**

- August: 1 suspension
- September: 6 suspensions
- October: 20 suspensions
- November: 19 suspensions
- December: 11 suspensions
- January: 4 suspensions
- February: 7 suspensions
- March: 2 suspensions

**PowerBi Data: Suspensions by Grade Level**

- Kindergarten: 10 (significant increase)
- 1st Grade: 11
- 2nd Grade: 8 (significant increase)
- 3rd Grade: 2
- 4th Grade: 6
- 5th Grade: 13

- 6th Grade: 20

**PowerBi Data: Suspensions by Group**

- African American: 10% (7) **significant decrease**
- Asian 1.43% (1)
- Hispanic: 71.43% (50)
- White 17.1% (12)
- Foster Youth (8)
- Homeless Youth (1)
- English Learner 1.43% (1)
- **Disability Status RSP 36.84%(7)**
- Disability Status SDC 5.3% (1)
- **Disability Status 504 57.95 (11)**
- **Male 72.86%(51) significant decrease**
- **Female 27.14%(19) significant increase**

**PowerBi Data: Suspensions by Location**

- **Classroom: 46**
- Playground/Field: 9
- Cafeteria: 4
- Common Area: 3
- Restroom: 3
- Bus: 2
- Other: 2
- Hallway: 1

**California Dashboard Data 2022-2023**

- African American 21% of 81 students suspended at least one day (increase of 11.8% from previous year)
- Socioeconomically Disadvantaged 7.7% of 588 students suspended at least one day (increase of 1% from previous year)
- White 6.1% of 33 students suspended at least one day (increase of 2.7% from previous year)

**California Dashboard Data 2022-2023**

- 2022 Suspension rate of 6.6%
- 2023 Suspension rate of 7.6%

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Site hired a new Tier II Intervention Specialist who joined the Attendance Team once DPI provided training in Spring 2024.
- Site set a School-wide attendance Goal of 90% ADA Rate, from current of 88%.
- Teacher on Special Assignment was on Leave and left for a new position at mid-year, so that impacted the launch of Attendance Plan.
- Rewards did not take place in Fall 2023 due to focus on Literacy and Math and no Teacher on Special Assignment to support with collecting data and organizing incentives, such as Pizza Parties and Attendance T-shirts.

- Starting in January 2024, site had Bi-monthly Attendance Team Meetings to go over progress, incentives, communication, next steps, and roles and responsibilities; members include: Principal, Home-School Liaison, Office Assistant, Tier II Intervention Specialist, After School Program Coordinator and School Social Worker.
- Tiers of Support Team members are progress monitoring attendance for students in the 80%-93% range and are offering small group with mentors and one-on-one with School Psychologist, Social Worker, Restorative Practices Counselor; attendance updates captured during weekly TST meetings.
- School-wide Incentive includes students earning tickets to the school carnival for every day of being on time to class and parents/guardians earning free carnival raffle tickets for every day their child arrives to class by 8:00a.m.
- Home-School Liaison and School Social Worker make home visits once a week to connect with families of chronically absent students or students newly not attending school after three consecutive absences.
- Classroom incentive includes earning classroom incentive for each time the class reaches ten non-consecutive days of 90% attendance as capture on Weekly Announcements, Cafeteria Classroom Attendance Challenge and weekly Parent Square and Class Dojo shout-outs.
- Weekly and Daily Attendance updates to parents/guardians via Parent Square and Class Dojo; flyers also posted on Facebook, Instagram, and School Website.
- Daily and Weekly attendance rates captured from Atlas Reports show higher and lower attendance day trends to further adjust incentives for Mondays and Fridays, which have the lowest attendance rates.
- Working with Transportation to ensure buses are not picking up earlier than scheduled and sending out Parent Square Alerts when buses are early or late to bus stops, or making a second run when only one bus is picking up both routes.
- Current data shows positive impact for several classrooms with an average of 8 to 11 classrooms out of 27 making the 90% mark at least 3 out of 5 days and an increasing weekly ADA rate.

**Action 2-PAWS Guidelines for Success**

- Site communicated PAWS Expectations via new PAWS Designs in Cafeteria with: Practice Respect, Act Responsibly, Wise Choices and Safety First emblazed on the walls, as well as during beginning of the year assemblies, and Crazy Karen Rallies, and PowerPoint provided to teachers for Back-to-School Night.
- Tier I classroom management is evident in majority of classrooms, however, there is inconsistent use of CHAMPS, STOIC, Morning Meetings, Second Step lessons, and positive incentive program within classrooms leading to higher misbehaviors from some classrooms.
- TST Members provide support through group and one-on-one Mentoring, Skills Groups, Girl Power, and therapy/counseling sessions; however, if Tier I Classroom Expectations are not clearly taught and reinforced, then the TST interventions are not effective.
- Restorative Practices Counselor provides Repairs, Re-entries and Skills Groups, and one-on-one counseling; however, this remains an area of growth and practice for site leaders and for parents to allow their children to participate in these support services. Finding time within the week with no TSA to support with classroom teacher coverage impacted these best practices.
- Intentional OLWEUS Bullying Prevention training is needed site-wide for all staff and students, as this remains a constant concern among parents and students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**Action 1-Attendance School-wide Incentive Program**

- Launch Attendance Incentive Program at the beginning of the school year starting with Back-to-School Night presentation, along with Bus Expectations.
- Utilize Poster-Maker to post flyers around school site to promote school-wide attendance program.
- Build in more incentives, such as Quarterly recognition and events: Popcorn and a Movie, Field Day, Water Day, Indoor Games for students meeting attendance goals.
- Include Class, Grade-Level, and Individual Attendance Recognition for high percent and positive improvement rates at PAWS Recognition Assemblies and on Morning Announcements, Digital Marquee, Parent Square, Class Dojo, Facebook, Instagram and School Website.
- Quarterly meetings with Transportation on bus-related concerns, such as bus stop fights, bus fights and bullying, and de-escalation training for bus drivers.
- Recruit NTAs or Staff to ride the buses in the morning and/or afternoons to support bus drivers.
- Site Leaders to ride the bus routes once a Quarter to connect with families at the bus stops and to support bus drivers and students with bus expectations.
- Include Bus Drivers and Transportation Department at School-wide Events at Heaton and Parc Grove Commons.

**Action 2-PAWS Guidelines for Success**

- Recruit parents as volunteers on site and in classrooms.
- Recruit parents as partners to support with PAWS Pop-up Shop every Friday during morning recesses.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents , and Secondary Students).</div></div> <div><ul style="list-style-type: none"><li>School Site sending home letters to families that are really positive, asking for parent support, in search of connection with parents that are focused on student attendance (change in the letter contents to be positive and not seem punitive).</li><li>Raffles for attendance; growth in improving attendance; \$5 gift cards for Taco Bell.</li></ul></div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none"><li>More time for students to talk to each other</li><li>More collaboration amongst students</li><li>Craft and art opportunities</li><li>Tap into parent skill sets and how they can support</li><li>Having more activities and opportunities for students to connect with each other and build connections with adults on campus</li><li>Making sure they know that they have at least one adult that they can connect with and talk to</li></ul></div>	<div><div>3</div><div>Staff - (Credentialled Staff, Classified Staff, and Administrators):</div></div> <div><ul style="list-style-type: none"><li>Lunchtime Sports</li><li>Meaningful Jobs so that all students can participate.</li><li>More Engagement Clubs, rallies, school-wide challenges (grade levels against grade levels and within grade level challenges), dress up days/weeks</li><li>Movie Night, Reading Buddies, Class Competitions</li><li>Address Bullying, SEL for students and counselors</li><li>Krazy Karen, Friday Music outside for Kinder and TK, too.</li><li>Clubs, Read Across America</li><li>Continue with Mentors and TST supports, Increase good phone calls home; TSA to help organize student events.</li><li>Family Movie Nights, Donuts with Dad, Coffee with Mom, Carnival, Talent Show, breakfast with mom/dad, Fall and Spring Carnivals, pancake breakfast.</li><li>Social Worker on campus 5 days a week.</li></ul></div>
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Action 1

Title: Attendance: School-wide incentive program

Action Details:

Heaton will implement a school-wide incentive program to increase student attendance and to reduce chronic absenteeism and student tardiness.

- Increase parent awareness on attendance, late and tardies.
- Clarify school-wide attendance incentive with staff, students and families.
- Provide services and supports to at-risk students/families with severe and chronic-severe absenteeism.
- Provide small group intervention for students with severe and chronic-severe absentism with mentors, Tier II Intervention Specialist, School Psychologist, School Social Worker, and Restorative Practices Counselor to meet student needs to improve attendance rates.
- Teachers will have a variety of ways in which to recognize and reward their class and individual students throughout the school year.
- The Home-School Liaison and Office Assistant will monitor student attendance daily and provide home-school connection with parent contact as needed.
- Site leaders and Teacher on Special Assignment will recognize classrooms and individual students who meet attendance goals during Recognition Assemblies and Monthly PAWS Celebrations, as well as During Morning Announcements.
- Attendance goals and rates will be communicated to parents and staff via social media and online communication applications.
- Attendance meetings will be facilitated by the Home-School Liaison for SARB meetings; data collected and input into ATLAS for progress monitoring.
- Site Leaders, Teacher on Special Assignment, Tier II Intervention Specialist, and ASP Coordinator I will provide and promote school-wide monthly and quarterly challenges and class/grade-level competitions to incentive attendance.
- Site Leaders will celebrate attendance rates on morning announcements and online communication applications.
- Office Assistant will track tardy, late and absent students on a daily basis, clear absences via phone calls home, and provide logs to Site Leaders at the end of the week.
- Site Leaders will pull daily attendance data from ATLAS for daily classroom attendance rate, daily grade-level attendance rate, and progress towards annual attendance rate goal.

- Home-School Liaison, School Social Worker will make weekly home visits to clear absences and provide resources to families regarding attendance.
- Site Leaders and Teachers will share attendance, grades and behavior expectations at Back-to-School Night and throughout the school year via Parent Square.
- Classrooms and grade-levels will earn incentives and recognition for meeting attendance goals.
- Students with improved attendance will receive an attendance certificate at the end of each quarter.
- Students with 95% or higher attendance for each quarter will receive high attendance rate certificates and t-shirts.
- Site Leaders will identify high chronic absenteeism classrooms and grade levels to provide additional supports and incentives to improve attendance rates.

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

- Atlas Daily Attendance Rates by class from Principal's Dashboard to determine support for classrooms and higher absenteeism days of the week to provide additional incentives/supports.
- Atlas Attendance Report for Grade-Level Attendance Percents to determine support for grade-levels.
- Daily Tardy Logs
- Daily Attendance Phone Calls to verify/clear absences
- Atlas Behavior Log entries for Home Visits and Parent Contacts
- Participation rosters for extra-curricular activities, sports, and events.
- Climate-Culture Student Survey Data by Domain, Question and Student Group to determine areas of need and support.
- Amira, DRDP, FSA, and Wonders Phonics assessment data and benchmarks to progress monitor foundational literacy skills.

Owner(s):

- Site Leaders
- Site Leaders
- Office Assistant
- Office Assistant
- Site Leaders/School Social Worker/Home-School Liaison
- Tier II Intervention Specialist
- Site Leaders, Climate-Culture Team, Climate-Culture Specialist
- Teachers/Academic Coach/Certificate Tutor/Site Leaders

Timeline:

- Daily
- Daily
- Daily/Weekly
- Daily/Weekly
- Weekly
- Weekly
- Monthly
- Fall and Spring Surveys
- Quarterly/Semi-annually

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

- Hand-in-Hand Mentors provide daily check-in/check-out, small group support and one-on-one social emotional skills building.
- Materials and Supplies
- Supplemental Contract for Home-School Liaison, Office Assistant, and Office Manager to support initiatives to improve attendance
- Supplemental contract for babysitting/translating for attendance meetings and coffee chats
- On-site counseling contract with All4Youth (no site expenditure)
- Parent Involvement Purchase Order for parent engagement meetings
- A-Mark T-shirts for High Rate Student Attendance and Improved Student Attendance

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds, we plan to provide teachers with sub release days for planning high engagement, rigorous, standards-based lessons with differentiated supports and acceleration to meet students' needs.
- With Title I funds, we plan on contracting mentors to support with check-in/check-out and small skills group



*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

*interventions for social-emotional support.*

- *With Title I funds, we plan on funding year 3 or Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*

*With Title I funds, we plan on funding an additional 3-hour Instructional Aide to provide small group instruction and intervention in primary classroom.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support academic and social-emotional instruction and intervention.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- *Restorative Practices Counselor to provide one-on-one and small group intervention on social-emotional skills, Re-entry and Repairs for Tier 2 and Tier 3 needs.*
- *School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meeting to provide input, and advise Tiers of Support Team, and provide one-on-one support.*

## Action 2

**Title:** PAWS Guidelines for Success

[Action Details:](#)

**Implement P.A.W.S. Guidelines for Success and CHAMPS/MAC to reduce suspension rates and increase time in class on task. Lessen distractions for all learners and enhance campus safety for all students.**

- Implement the school-wide guidelines for success (PAWS Expectations: Practice Respect, Act Responsibly, Wise Choices, Safety First); two school-wide assemblies (first week of school and first week of return to school in January) and additional assemblies and rallies to reinforce expectations.
- Increase student on-task behaviors in the classroom with support from Hand-to-Hand Mentor.
- Analysis of PowerBI Data to reduce rate of suspensions occurring in and outside of the classroom; identify high suspension classrooms, high-suspension areas, high-suspension behaviors and support differentiated professional development and training on best practices to support classroom management and intervention strategies.
- All students will participate in P.A.W.S. Guidelines for Success and Quarterly/Monthly rallies will be used to reinforce school-wide behavior expectations.
- Teachers will utilize CHAMPS/MAC in daily lessons
- Teachers will implement Olweus Bullying Prevention lessons, weekly Second Step lessons, daily morning meetings, and class meetings to reinforce expectations and teacher students restorative ways to address challenges.
- Climate-Culture Specialist and Site Leaders will monitor Second Step lesson implementation by teachers via online Second Step Platform and through Quarterly walk-throughs.
- Students will be recognized during PAWS Assemblies and/or Quarterly Recognition assemblies.
- Students earn Blue PAWS Tickets for following the PAWS Expectations throughout school and on the bus.
- Students can spend their PAWS Tickets up to twice a month at the PAWS Pop-up Shop located on the cart in the Quad during morning recesses.
- Support Team will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships.
- Site leaders will closely monitor suspension data and share with Instructional Leadership Team, Climate-Culture Team, Tiers of Support Team, and Attendance Team for problem-solving. Data will be shared with Teachers on a Quarterly basis during Data Chats.
- Tiers of Support Team (TST) will identify and provide needed interventions to students through the TST Referral process and during weekly TST meetings.
- Progress Monitoring using Power BI for number and percentage of students whose subgroups are more than 10% negatively disproportionately represented (Foster Youth, African American, Homeless, SpEd, males of color, male students, and low income students).
- Progress Monitoring using Power BI for number and percentage of students with 1 or more out of school suspension incidents and Power BI for the number and percentage of suspension instances in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, library, playground, restroom) to identify problem areas and come up with solutions.

- Digital Marquee, Parent Square, Class Dojo, Facebook, Instagram, and School Website to support student/parent updates to increase engagement.
- Teachers will enter 3 to 5 positive student behaviors into ATLAS during weekly PLC meetings (maximum of ten minutes time).
- Parents/guardians will be contacted by phone by the classroom teacher for Level 1 and Level 2 misbehaviors, and by site leaders for Level 3 misbehaviors, suspensions and expulsions.
- Site Leaders will monitor and share with School Climate and Culture Team and all Staff the quarterly suspension/expulsion data through Heaton Weekly updates and with teachers during Data Chats and one-on-one meetings.
- TST will meet, monitor and track student behaviors for TST identified students on a weekly basis.
- School Psychologist with Site Leaders and Teachers will develop behavior support plans and daily behavior plans for students with Tier 3 needs.
- Site Leaders will provide PowerBI and ATLAS behavior reports for SST meetings, as needed.
- Classroom walk-throughs and feedback on Morning Meeting effective implementation and IPG Tenet 1 feedback.

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 and Misbehavior Data in ATLAS and PowerBI by location, reason and student groups
- TST Referrals and Logs for students on 6-8 week intervention cycles, check-in/check-out, and All4Youth Services
- Behavior Support Plans
- Morning Meeting and Second Step Implementation Data
- Mentoring Case Load Progress Monitoring Charts
- Mini-DESSA Universal Screener and Full DESSA for identified students
- IPG Tenet 1 Data and walk-through feedback
- Positive ATLAS Entries on Principal's Dashboard by Teacher

Owner(s):

- Teachers/TST Members, Site Leaders/Climate-Culture Team
- TST Members/Site Leaders
- Site Leaders, School Psychologist
- Climate-Culture Specialist/Climate-Culture Team/Site Leaders/Teachers
- Tiers of Support Team Members
- Site Leaders/Teachers/ TST Members/Climate-Culture Team
- Site Leader/Teacher

Timeline:

- Monthly
- Weekly
- As needed
- Quarterly
- Weekly
- Twice a year (mini-DESSA)
- Monthly
- Weekly

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

- District funded Tier II Intervention Specialist, district-funded Restorative Practices Counselor, Special Education Funded School Psychologist and site funded Social Worker to provide intervention to students with Tier 2 and Tier 3 needs.
- Contract with Hand-to-Hand Mentoring for three Mentors to support student caseloads and small group interventions at Tier 2.
- Materials and Supplies to support Guidelines for Success, P.A.W.S. (student incentives, awards, t-shirts, school improvement).
- Site-based Annual Professional Learning at the beginning of the school year for staff and students for P.A.W.S. Guidelines for Success, CHAMPS/MAC, Morning Meetings, Second Step, and Olweus Bullying Prevention.
- Incentives for students reducing referral percentage and adhering to P.A.W.S. Guidelines for Success.
- All classrooms will implement weekly Class Meetings and Second Step lessons.
- All4Youth counseling and therapy from designated Clinician and Therapist to support ten students with Tier 3 needs and possibly requiring further mental health evaluations.
- P. A.W.S. Guidelines for Success student recognitions once a month on Morning Announcements.
- Supplemental Contracts for Classified staff to support School Climate and Culture/PAWS Guidelines for Success program and incentives.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Tier II Intervention Specialist and School Social Worker meet with identified students with Tier II and Tier III needs and keep daily logs of progress over 6 to 8 week interventions.
- Three contracted Hand-in-Hand Mentors provide social-emotional support to identified students with Tier 2 needs.
- Climate-Culture Team meets monthly to goal-set, progress monitor, and collect data on actions related to school-wide non-academic needs.

- *The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of suspension.*
- *The African American student population is performing at the lowest level in the areas of suspension.*
- *The White student population is performing at the lowest level in the areas of suspension.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

- *With Title I funds, we plan to provide teachers with sub release days for planning high engagement, rigorous, standards-based lessons with differentiated supports and acceleration to meet students' needs.*
- *With Title I funds, we plan on contracting mentors to support with check-in/check-out and small skills group interventions for social-emotional support.*
- *With Title I funds, we plan on funding year 3 of Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons.*  
*With Title I funds, we plan on funding an additional 3-hour Instructional Aide to provide small group instruction and intervention in primary classroom.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- *Split-fund a School Social Worker for three days a week to provide small group, and one-on-one therapy and counseling, as well as provide home visits and social service referrals to families.*
- *Materials and supplies to support academic and social-emotional instruction and intervention.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- *Restorative Practices Counselor to provide one-on-one and small group intervention on social-emotional skills, Re-entry and Repairs for Tier 2 and Tier 3 needs.*
- *School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504Plan Meeting to provide input, and advise Tiers of Support Team, and provide one-on-one support.*

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphic Dept. will be utilized for various certificates and incentives, student/family resources to support academic/social emotional learning needs of students Goals 1-5, Actions 1-3	650.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	27,500.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4200	SSW split 0.60 FTE Heaton and 0.40 FTE Tatarian	61,553.00
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.1800	SSW split 0.60 FTE Heaton and 0.40 FTE Tatarian	26,379.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **Additional Hours to come**	16,000.00

**\$132,082.00**

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	89.14 %	83.8 %	2023-2024	86.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff retention has improved over the past four years as a result of implementing a focused plan around supporting staff members professional learning goals and needs, staff recognition, increased celebrations, and by supporting student social-emotional needs with Tier 2 and Tier 3 interventions (i.e. Social Worker, Mentors, Restorative Practices Counselor, Campus Safety Assistant, Tier 2 Intervention Specialist).

**Power BI Data: Percentage of Favorable Responses**

- Staff Diversity 83.8%

**Spring 2024 Staff Survey Data**

- This school prepares me to meet my students' needs: 93% (up +25 from Fall)
- I feel valued at this school: 91% (up +12 from Fall)
- I enjoy being at this school: 94% (up +5 from Fall)
- This school values understanding different races, ethnicities and cultures: 100%
- I see the connection between my role and the district's mission and vision for students: 94% (up + 3 from Fall)
- Adults at this school model the social emotional skills we expect from students: 88% (up +5 from Fall)
- We have a culture that provides staff with the feedback to improve and grow: 92% (same as Fall)
- We have a culture that provides staff with the recognition for the work we do: 80% (up +4 from Fall)
- We have a culture that provides staff with the opportunities to be involved in planning and decision making: 89% (up +7 from Fall)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Resource inequities or other key factors that contributed to the disproportionality of low-performing student groups include:

- Not having a Teacher on Special Assignment all year to fulfill roles and responsibilities for sub release time for SST, IEP and 504 Plan meetings; TST support with student response to student referrals; scheduling and organizing events; providing training and support for teachers on Elevation for English Learners; prepping for staff and student appreciation and recognition assemblies.
- Academic Coach and Site Leaders time was impacted by taking on additional roles and responsibilities of the TSA

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Site Leaders focused on implementation of Orton-Gillingham professional learning and SEL needs of students.
- High number of new "high-needs" students to Heaton impacted site leaders and Tiers of Support Team members with Student Success Team Referrals, Behavior Support Plans, and Behavior Intervention Specialist meetings.
- Intensity of students in Heaton Child Development Center and growth of Special Day program, with a lack of para-educators impacted Site Leaders and TST Members.
- Designated Teacher on Special Assignment was on Leave for the Fall 2023 and returned to a classroom position in Spring 2024, so site went without a Designated TSA for the school year, which impacted full implementation of staff appreciation and staff support programs.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Need to leverage and train-up multiple staff members to assume different roles and responsibilities and recruit "teams" of staff members to implement school-wide staff appreciation, such as Sunshine Club.
- Develop a system for welcoming new students and their families to Heaton and have a time set aside for Site Leaders and Support Team to meet & greet families to better serve their needs.
- Reduce the number of site-based initiatives to two or three, including one academic focus and one climate-culture focus for the school year.
- Provide teachers and classified staff with the professional learning to help them be more successful when supporting higher-needs students.
- Leverage Support Team to reach out to former school sites of new students to get the resources to students in a more timely manner.
- Create additional Teaming structures and engagement opportunities.
- Master Calendar/Daily Schedule to create new opportunities for staff to engage with others.
- Clarity of Vision, Mission and School-wide Goals and Staff ownership.
- Increased visibility of Vision, Mission and School-wide Goals through branding.
- Provide budget for substitute TSA and Sub Event# for Certificated Tutor so programs do not stop when staff are absent or on leave.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Snacks in the Staff Lounge.</li><li>• Supportive environment at Heaton.</li><li>• Parents write a Kindness Card for Heaton Teacher or Staff Member.</li><li>• Norm to have Parent Volunteers supporting in classrooms to build a sense of community (not about coming to sit with your child), but more about helping out in the classroom.</li><li>• Positive Parents Club to support at Heaton.</li><li>• Fingerprinting process—School funds to be allocated for cost of fingerprinting; have a Heaton Fingerprinting day/night to make the process easier (also do one at Parc Grove for Heaton Families).</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• Opportunities for families to help staff.</li><li>• Events to show appreciation.</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• More snacks during the school day; loved the cereal bar last year.</li><li>• Potlucks, Staff Appreciation activities</li><li>• Staff Appreciation Day, Snacks in the Staff Lounge, Lunch for BuyBack Days</li><li>• Provide staff support with parents and students, especially when calls and requests are made.</li><li>• Keep teachers with the grade level they work well with and have invested in.</li><li>• Continue feeding the staff.</li><li>• Continue having competitive things such as first to complete something (i.e. surveys).</li><li>• TSA to help organize staff events</li><li>• Provide all new staff members with Heaton gear at the beginning of the school year.</li></ul></div>
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- More training for teachers in behavior management to decrease student behaviors that lead to teacher burnout.'
- More trauma-based practices to help manage behaviors.

Action 1

Title: Staff Retention

Action Details:

Retain staff through professional development, engagement in decision-making, building positive relationships, creating a positive school-wide culture, celebrating and recognizing staff, and by revising the school's Vision and Goals to represent desired outcomes.

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

Climate-Culture Staff Survey  
Lateral and Overage Hiring Data

Owner(s):

Climate-Culture Team & Site Leaders  
Site Leaders

Timeline:

Twice a year  
Throughout the year; Spring Lateral Fair

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

- Professional development with staff involvement/input and implementation cycles/feedback cycles (Math CoTeach Model, Literacy PL, Coaching Cycles, Second Step, Morning Meetings, Trauma-informed Practices) as determined by walk-through IPG data and assessment/behavioral data.
- Conferences and Trainings
- PLC Weekly Agendas and Quarterly Planning Days (4 per year) for embedded professional learning, observations of strong instructional models, and to analyze student work and plan lessons
- CFA generator with NextGenMath to support PLC data analysis for progress monitoring
- Quarterly Data Chats
- Staff Meetings to increase communication, clarity, cohesiveness and celebrations on school-wide goals and progress/wins.
- IPG Walks with feedback from Site Leaders and Colleagues
- Staff surveys for District, Site and after each PL/Staff Meeting for feedback
- Hiring Practices that include current staff (PLC Team, classified staff, site team members from TST, ILT, CCT and parents from ELAC, SSC, Voices Council)
- SEL and Behavioral Support for Students provided by Tiers of Support Team (Tier II Intervention Specialist, Social Worker, RP Counselor, School Psychologist, Mentors), and SEL training for staff.
- Continue with goal-setting and huddles to progress monitor goals that focus on "process" data and short cycles of continuous improvement
- Sunshine Committee Staff celebrations, monthly birthday celebrations, potlucks and Buyback lunches
- Staff and student engagement activities, events and competitions provided monthly by the Designated Teacher, ASP Coordinator and PLC Teams.
- Staff Shout-outs on the Heaton Weekly Update and during Daily Morning Announcements
- Staff Recognition Trophies awarded during the quarterly Recognition Assemblies.
- Providing snacks and appreciation treats for staff throughout the school year.
- Teachers recruited to be Lead Teachers, Climate-Culture Team Members, School Site Council Members, Club Advisors, and Sports Coaches.
- Teachers and Staff one-on-one meetings to support with career development goals.



- Promoting within the school site and providing recommendations beyond the school site for promotions and career opportunities.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Staff development on the ELD Standards
- Staff development on ELPAC domains and strategies to support English Learners
- Teachers/Para-educators to assess with ELPAC test
- Designated ELD Deployment with RtI identified in the Master Schedule
- Integrated ELD Standard/Skills on Week-at-a-Glance Schedules
- Teaching Fellows to support English Language Development
- Quarterly Data Chats

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

*Low-performing students groups are Hispanic students in ELA, Socioeconomically Disadvantaged students in ELA and Suspensions, African American students in Suspensions, and White students in Suspensions.*

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey.
- Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in small group instruction with RSP paras for identified Special Education students and students being evaluated for an IEP.
- Utilize GoMath Personal Trainer, Wonders Adaptive lessons, and assign grade-level i-Ready Reading and Math lessons, as well as student adaptive lessons.
- Instructional coach will support with math and ELA through Professional Learning, planning and coaching cycles.
- Increase effective use of Readers-Writers Workshop and Close Reading Companion with professional learning for teachers on these resources.
- Expanded Learning Summer Program (ELSP) opportunities and Summer G2G Literacy Academy
- Extended School Year (ESY) for students that qualify on their IEP's.
- Homework help and literacy support in the After-School Program
- 4A Springboard Spring and Summer Programs for African-American students.
- Tier II Intervention Specialist to provide small group skills building and check-in/check-out supports for social emotional needs.
- Restorative Practices Counselor to provide Re-entry, Repairs, Small group skills-building and one-on-one counseling for Tier 2 and Tier 3 needs.
- School Psychologist to provide assessments, Threat Assessments, Behavior Support Plans, attend Student Success Team meetings, IEP and 504 Plan Meetings to provide input, and advise Tiers of Support Team, and provide counseling and small skills group support.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	92.32 %	92 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Increase inclusive opportunities for families to engage in their students' education.

- ParentClub and Heaton Voices did not launch this school year due to impact of other focus areas and student needs.
- Parent trainings coordinated through full-time Home-School Liaison, but were not well-attended; lack of parking around Heaton continues to impact ease of access to the site.

**Percentage of Favorable Responses (Power BI Data from Parent Survey)**

- FamilyEngagement 92.0% (up 4.8% from last school year of 87.2%)

Spring Climate/Culture Family Survey

- Family Engagement Domain—overall 90% (decrease -2% from the Fall)
- Adults at my child's school treat me with kindness and respect 96% (decrease -3% from Fall)
- I have opportunities to provide input at my child's school 92% (decrease -4% from Fall)
- I feel like I am a partner in making decisions at my child's school 85% (same as Fall)
- I feel like I am part of my child's learning journey at their school 87% (new question)
- My child's school meaningful family engagement opportunities and encourages family participation 91% (new question)
- My child's school frequently updates me about my child's progress in class 89% (decrease -1%)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Resource inequities or other key factors that contributed to the disproportionality of low-performing student groups includes:

- Previous resource was access to school site through busing for students in the After-School Program became a reality this school year, so students can now participate in sports, after-school clubs, and in the After-School Program and have busing to all three regular bus stops.
- Previous resource was the wait list for the After-School Program, but sites now hire staff to prevent a waiting list for the After-School Program, so all students can now participate and Heaton has over 200 students enrolled.
- Access to limited parking at Heaton is a challenge and reduces the number of parents easily attending events during the school day and evenings.
- Not having a Teacher on Special Assignment created a loss of support for multiple programs, such as planning school-wide events, recognition assemblies, PAWS assemblies, student store.
- Due to high enrollment in Special Day and TK classrooms, two classes were opened during Leveling resulting in a loss for PAWS Care & Connect Center for de-escalation and social-emotional regulation with Mentors and the loss of the SDC Autism Motor Room for sensory play.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Budget allocations were used and family engagement events were facilitated virtually, rather than in-person, which impacted attendance.

- Virtual meetings continue to be beneficial for many parents and so hybrid opportunities for meetings with some virtually joining, while other prefer to be in-person for meetings, such as SSC, ELAC, Student Success Team meetings and IEP's.
- The School Carnival was a success and ASP Coordinator is supporting with school-wide events both during the After-School Program and for the entire school community.
- Quarterly Recognition Assemblies are well-attended with "growth" recognition awards; some parents prefer to return to the academic achievement awards, so site will look at how to do both.
- Actively recruit parent volunteers to support with school-wide events, participate on school committees and fundraisers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Continue with this year's plan with increased parent involvement and increased parent voice and decision-making opportunities.
- Use of new digital marquee to communicate with families.
- Post updates in Parc Grove Commons communications and post flyers in their office and clubhouse (preplanning and communication from Heaton Office HSL).
- Survey Parents on how they best like to receive communication.
- Parent Square has increased awareness of school activities; training for staff and families next year.
- Increased outreach and always providing food for parent meetings and events, such as Back-to-School Night and Winter Concert.
- Calendar events for Parc Grove Commons, including one day of Parent-Teacher conferences in their Clubhouse.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Family Easter Egg Hunt.
- More parent volunteer programs (volunteer NTA, Meaningful Jobs).
- All-family involvement events with families helping plan the event (Sports, Movie Nights, Math Activities/Nights, Competitions).
- More Communication via Social Media.
- Fitness Night, Obstacle Course, Tug-o-war, Three-legged Race, Staff vs Students, Staff vs. Parents, Parent/Student Teaming with Egg Race, Decathlon.
- Room Parents for Teachers/Classrooms; help gather more volunteers, donations, teacher appreciation week, door decorating for classrooms, etc.

**2** ELAC:

- More activities and opportunities for families to volunteer and participate.
- Families supporting to teach skills to students.
- Potluck and gathering/connecting events .
- Game, movie, and craft nights.
- Family night - reflection night on how to spend more time with your kids and value the time that you have.
- Student teach Family night.
- Father daughter, father son, mother daughter, mother son, etc... events.
- Sack races, obstacle courses, fundraiser opportunities.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Have only one festival per year, not a Fall Festival and Spring Carnival.
- More project-based learning opportunities for students to show their parents, such as the 5th/6th grade career and famous person project displayed in the Cafeteria.
- Carnivals, Parc Grove Family Engagement Nights
- New-PAWSitive Student Ceremonies include grown-ups/ parents/guardians to come watch students get awards.
- More Family Engagement Nights at Heaton or Parc Grove.
- Parent "Coffee & Talk" mornings
- Movie Night, Carnival, Back-to-School Night early in the year, Open House, Parc Grove Literacy Night
- Parent Club
- Awards with Parent Invitations
- Read Across American
- Phone calls and texts home and regular use of Remind, Class Dojo to notify parents of class projects due, permission slips, or events at school.
- Two Open Houses per year; once per semester

- Quarterly Projects and invite families
- Parent Volunteer opportunities
- Quarterly Events to increase family engagement

Action 1

Title: Heaton Family Connections

Action Details:

Increase parent engagement and voice to improve staff to parent relationships through inclusive practices, improved communication and diverse opportunities for family involvement at Heaton.

- Collect attendance sheets from school-wide events (Back-to-School Nights, Open House, Parc Grove Family Nights) to track parent involvement at each event.
- School Carnival ticket sales to determine number of attendees.
- ELAC and SSC parent recruitment and attendance rosters to determine consistent members for recruiting new members.
- Start a Parent Club and provide space on campus for parents to gather informally.
- Provide Coffee Hours on campus and at Parc Grove Commons on a monthly basis and recruit parent volunteers to assist with coordinating and organizing them.
- Increase on-campus events such as Pastries with Parents, Donuts with Dads, Muffins with Mom, and similar parent/guardian gatherings.
- Re-establish the Heaton Voices Council monthly meetings for parents of African American students.
- ATSI Goal and implementation cycles with "process" data to inform revisions and next steps to scale.
- Increase bilingual translation services for parents in IEP, SST, SSC, and at conferences.
- Include translation services for ALS at school-wide events (as needed).
- Train student leaders to translate at school-wide events
- Continue with parent conferences at Parc Grove for easier access.
- Increase busing opportunities for on-campus events and for students for ASP, Clubs and Athletics.
- Track ATLAS Portal Visits and progress monitor and share data to increase in classrooms and school-wide.
- Increase postings to Heaton Social Media accounts and Parent Square texts and emails.
- Utilize the Digital Marquee to support student/parent engagement by including celebrations, upcoming events, and staff, student and parent recognition.

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 sheets from school-wide events (Back-to-School Nights, Open House, Parc Grove Family Nights)
- School Carnival ticket sales
- ELAC, Voices Council and SSC attendance rosters
- ATSI Goal and implementation cycles with "process" data to inform revisions and next steps to scale.
- ATLAS Parent Portal Visits
- Parent Square Data

Owner(s):

- Site Leaders/Climate-Culture Team
- Carnival Committee
- Site Leaders
- ATSI Team
- Site Leaders/Teachers/Climate-Culture Team
- Site Leaders

Timeline:

- Annually
- Annually
- Monthly
- Monthly
- Monthly
- Monthly

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

- Student Academics: Parent-teacher conferences and ATLAS Portal Training
- Student Centered and Real-World Learning: PLi Project-based Learning and Student Leadership
- Student Engagement: Busing for ASP, Athletics, Clubs
- Materials and supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- Use of translators to increase parent access and understanding of school supports and student academic programs.
- ELAC meetings to inform parents of ELPAC and Heaton Designated and Integrated Lessons.
- Home School Liaison to support Spanish-speaking parents.
- Hmong Translators to provide translation support.
- Parent University Courses at Heaton or online/virtual
- DAC meetings
- Parent-Teacher Association

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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*Low-performing students groups are Hispanic students in ELA, Socioeconomically Disadvantaged students in ELA and Suspensions, African American students in Suspensions, and White students in Suspensions.*

- School-wide deployment for small group instruction with teachers, district-funded instructional aides, and quarterly progress monitoring with Wonders Phonics Survey. Resource Specialist Program Teacher will meet with each teacher/PLC to go over RSP students' Individualized Education Plans (IEP) goals and academic concerns at the beginning of the school year, and thereafter, once a quarter per teacher/PLC for progress monitoring data chats.
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2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies to support family engagement in school events and activities, such as SSC, family workshops, etc. **NO FOOD OR INCENTIVES**	1,984.00

\$1,984.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0210 Heaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students **NO IEPs**	15,529.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team meetings; **No IEPs**	2,628.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for planning/supporting math & literacy work. **NO IEPs**	1,294.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,705.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to support instruction. **NO FOOD OR INCENTIVES**	1,632.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements : Personalized Learning Initiative - Blended and Project based learning instructional strategies, technology incorporation, PD, improving instruction for all students Goal 1, Actions 1-4	7,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage for Personalized Learning Initiative teacher release for planning, walkthroughs, offsite professional learning Goal 1, Actions 1-4	5,974.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplementals for teacher planning and professional learning	23,695.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support instruction	39,509.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL support to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site school need	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Administrative coverage to support site leaders with side by side learning with teachers, learning walks, planning, etc...	12,601.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Instructional Leadership Team Planning Goal 1, Actions 1-4 **NO IEPs**	3,632.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to support RTI/literacy. \$50,088 contract split funded 2 ways, 6211-\$48,047 and 3010-\$2,041 due to fully funding Certificated Tutor in 6211.	2,041.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for tier II/III support	2,628.00
G1A2	Sup & Conc	Instruction	Bks & Ref			NextGen Math- Additional resources for improving academic performance for all students, Goal 1, Actions 4	11,660.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: iReady toolbox and workbooks to supplement instruction Goal 1, Actions 1-4	10,382.00
G1A2	Sup & Conc	Instruction	Travel			Travel - Conferences for teachers/staff to improve/support Goals 1-4, Actions 1-4	1,500.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplementals for planning Goal 1, Actions 1-4. **NO IEPs**	2,265.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplementals for ELPAC support/assessors	1,471.00



G1A3	LCFF: EL	Instruction	Mat & Supp	Materials and supplies	1,526.00
G3A1	Sup & Conc	Instruction	Direct-Graph	Graphic Dept. will be utilized for various certificates and incentives, student/family resources to support academic/social emotional learning needs of students Goals 1-5, Actions 1-3	650.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements	Hand in Hand Mentoring : Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	27,500.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4200
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.1800
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements	Hand in Hand Mentoring : Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **Additional Hours to come**	16,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials/Supplies to support family engagement in school events and activities, such as SSC, family workshops, etc. **NO FOOD OR INCENTIVES**	1,984.00
					\$304,160.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,960.00
Sup & Conc	7090	\$207,824.00
LCFF: EL	7091	\$29,376.00
<b>Grand Total</b>		<b>\$304,160.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$170,094.00
G3 - Increase student engagement in their school and community	\$132,082.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,984.00
<b>Grand Total</b>	<b>\$304,160.00</b>