

**Webster Elementary**

10621666006068

Principal's Name: Denise Romero-Whittles

Principal's Signature: *Denise Romero*

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

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

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



**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - Denise Romero-Whittles</b>	<b>X</b>				
<b>2. Chairperson – Elenore Brown</b>				<b>X</b>	
<b>3. Herminia Guillen Aravjo</b>				<b>X</b>	
<b>4. Destiny Dunlap</b>				<b>X</b>	
<b>5. Nancy Monck</b>				<b>X</b>	
<b>6. Martha Solis</b>				<b>X</b>	
<b>7. Victoria Tayoan</b>				<b>X</b>	
<b>8. Eric Collier</b>		<b>X</b>			
<b>9. Laurie Zimmerman</b>		<b>X</b>			
<b>10. Andrew Gonzalez</b>			<b>X</b>		
<b>11. Luis Figuoria Palacios</b>			<b>X</b>		
<b>12.</b>					
<b>13.</b>					
<b>14.</b>					
<b>15.</b>					

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



**Required Signatures**

<b>School Name: Webster Elementary</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Denise Romero-Whittles</b>		4/5/24
<b>SSC Co-Chairperson</b>	<b>Eric Collier</b>		4/5/24

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

Webster - 0480

**ON-SITE ALLOCATION**

3010	Title I	\$40,230 *
7090	LCFF Supplemental & Concentration	\$125,700
7091	LCFF for English Learners	\$47,952

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

**\$213,882**

\* 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	\$1,192
Remaining Title I funds are at the discretion of the School Site Council	\$39,038
Total Title I Allocation	\$40,230

## Webster 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	✓	-59 pts	-66.6 pts	2023-2024	-51.6 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-85.1 pts	2023-2024	-70.1 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-72.2 pts	2023-2024	-57.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34 %	26.7 %	2023-2024	30 %
SBAC Math - Average distance from standard	✓	-76 pts	-78.4 pts	2023-2024	-65.4 pts
SBAC Math - percentage of students met/exceeded standard	✓	28 %	21.8 %	2023-2024	24 %

**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.

i-Ready ELAD2 On Level Overall Implementation: Tier 1 Instruction: Creation of aligned instructional units. (Kinder - 6th) will give 2-3 CFAs per quarter, (3rd - 6th) will give a minimum of one FIAB/IAB per month. along with data analysis to make decisions and next steps with reteaching. Universal screening of students using BAS (reading comprehension) DIBELS 8, Kinder-6th Grade (M-Class) for (Fluency, Phoneme Segmentation, Letter Sound Fluency, Nonsense Word Fluency) and IReady.

Weekly grade level PLC meetings occur to improve instruction within all classrooms building shared knowledge regarding standards, instructional practices and grade level expectations.

Schoolwide RTI for grades 1st and 2nd 5 days a week/50 minutes, focused on Guided Reading Instruction, 3rd - 6th grade RTI Instruction provided 4 days per week/50 minutes per day for strategic/intensive/core students with support from TSA, RSP teachers, classroom teacher, and Teaching Fellows/CT. 4-6 week data

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

I-Ready ELAD2 On Growth and On Level, have all improved from 2022/2023 to this school year 2023/2024 (African American, Hispanic, English Learners and Student with a Disabilities).

Currently we have 22% of students in grades TK-6 have Chronic Absenteeism which may have contributed to decrease in academic performance, but has improved since 2022/2023 school year, which was 36%.

Our classrooms' teacher/student talk ratio is not balanced, one factor to contribute to this, is that our New Comer/EL student population has increased this school year by almost 10%. Teachers do well over 50% of the talking during instruction. Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement. Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented. Our RTI model needs a focus around grade-level appropriate vocabulary (Target 3 for literary and Target 10 for informational) for our strategic and intensive students. Our RTI model needs a focus around general comprehension of grade level text (Targets 1 & 2 for

chat cycles using DIBELS 8, M-Class, BAS and/or iReady, FIAB/IABs, TSA will progress monitor low intensive group weekly utilizing DIBLES, 8 M-Class. All K-2 teachers will use strategies learned in various Professional Developments around the Science of Reading and Guided Reading (LETRS, Orin Gillingham, Scholastic Guide Reading and Coaching Cycles).

Quarterly BAS testing of students in grades K-2nd. Data showing students consistently struggling are referred to Targeted Support Team, for further analysis and discussion for next steps.

Effectiveness: Our focus on ensuring that we have aligned rigorous assessments that aid in strengths and areas of need for our teachers to plan instruction. Teachers and administrators utilized CFAs, FIABs/IABs, and/or Summative assessments to analyze student results and make decisions on next steps.

Creating reteaching plans allowed our teachers to identify gaps in learning and address them while maintaining instructional pacing.

All teachers will continue to use Targets to ensure that grade level rigor is in student learning. The use of FIABs/IABs in grade levels 3rd - 6th. Our Targeted Support Team has grown stronger in identifying students at-risk academically and making decisions for next steps to better support Tier 2 and 3 students.

I-Ready Math D2 On Level Overall Implementation: Tier 1 Instruction: Revision of aligned instructional units (Kinder - 6th Grade) 2-3 CFAs per quarter, a minimum of one FIAB/IAB for 3rd-6th grade, along with data analysis and reteaching within classroom. Continuing of math after school tutoring for targeted grade levels.

Summative Assessment in Quarters 1-4, with data analysis. Weekly grade level PLC meetings occur to improve instruction within all classrooms, building shared knowledge regarding standards, instructional practices and grade level expectations, utilizing the PLC+ Model.

RTI: Data Analysis of summative assessment Teachers provide one week of reteaching to focus on Tier 2/3 interventions.

literary and Targets 8 & 9 for Informational) for our strategic and intensive students. COVID continues to have a negative impact on our students, families, and staff.

Professional Learning is needed for teachers around evidence-based teaching methods, strategic grouping based on assessment data to ensure that all students can learn to their maximum potential, utilizing the PLC+ process.

I-Ready Math D2 Growth and On Level, have all improved from 2022/2023 to this school year 2023/2024 (African American, Hispanic, English Learners and Student with a Disabilities).

These students needs more opportunities to learn grade level skills at the conceptual level to gain basic understanding. Currently we have 22% of students in grades TK-6 have Chronic Absenteeism which may have contributed to decrease in academic performance, but has improved since 2022/2023 school year, which was 36%.

Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented. Our classrooms' teacher/student talk ratio is not balanced. Teachers do well over 50% of the talking during instruction. Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement. Limited use of appropriate use of manipulatives, for students who need to strengthen their conceptual understanding, in addition basic math facts should be provided daily for grades 1st-6th grade.

Professional Learning is needed for teachers around evidence-based teaching methods, strategic grouping based on assessment data to ensure that all students can learn to their maximum potential. Professional Learning aligned to creating CFAs aligned to the rigor of SBAC, utilizing the PLC+ process, and mathematical practices.

**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).

23/24 continues to be an adjustment for student and staff this year, we have added 8 new staff members in 23/24 school year with 14 new staff members 22/23 school year, who are learning procedures, rules and Webster families. Teachers are needing to adjust and give interventions for students through academics and social emotional strategies to benefit their needs. New staff members at Webster: Vice Principal, Office Assistant, Home School Liaison, School Psychologist, SPED Teacher, Paras, nurse, CDC teacher and paras, and afterschool program, are still adapting and getting to know their job requirements and building relationships with each other, students and families. 1/3 of our teaching staff have been working at Webster for less than three years, in addition to grade level changes.

**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.

- Found in Action 1- The purchase of professional learning materials for teachers to utilize during their professional learning and as a resource for instructional planning.
- Found in Action 1 and 2- Purchase of supplemental materials, for math instruction.
- Found in Action 2 - A focus on vocabulary and general comprehension for intervention (Tier 2/3 students) and our English Learners.

- Found in Action 1 and 3 - A goal will be made to increase student engagement and will be monitored through tracking teacher/student talk and equity of voice during instruction.
- Found in Action 1 - We will provide Professional learning in math and reading for teachers to attend training and conferences. This expense will pay for Webster Elementary 2024/2025 - SPSA conference fees, sub release time for teams to plan, observe and analyze data throughout the school year, as funds are available.
- Found in Action 2 - ILT will meet more frequently to discuss professional learning and create plans for full and effective implementation within their PLC. Supplemental contracts will be generated for teachers.
- Found in Action 1 and 2 - Purchase of Technology subscriptions ex. (Next Gen, Lit Pro and other resources) to deepen and extend the learning in literacy, as funds are available.
- Found in Action 1 Webster Elementary 2024/2025, School Plan for Student Achievement (SPSA) Purchase of technology such as: laptops, to deepen and extend the learning in literacy and math skills, classroom substitutes will be provided to support the following: 3 days of a roving sub to allow teams to meet for data analysis, Provide subs for teachers to for quarterly planning, 2 days of a roving sub for teachers to meet individually with admin to analyze literacy and math data, set goals, and identify target students, and 3 days for each teachers to set goals in ELA and Math with lesson planning, and release time for teachers to observe other classrooms, as funds are available.
- Provide admin with subs to facilitate the continued learning of PLCs during lesson planning, data analysis, and undivided attention to classroom observations when team/CIPL coaches are visiting throughout the year. We will generate supplemental contracts for certificated/classified employees to provide additional students support with tutoring in math, ELA, and English language acquisition for students in Grades 1-6. (Found in Actions 1, 2 and 3)

**Step 4: 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).

24/25 - Through needs assessment, SSC members felt that, Subs for planning, PLCs, RTI, Technology, and Class materials/supplies and incentives and enrichment activities were highly effective and motivating in increasing student achievement. The team supported continuing to fund these items.

**2** ELAC:

ELAC were presented with data from iReady and SBAC. Through needs assessment, ELAC members felt that, Subs, Conferences/PL, Interact Fellows, Technology, and Class materials/supplies and incentives were highly effective and motivating in increasing student achievement. The team supported continuing to fund these positions and materials with additional focused support to English Learners.

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

Staff identified that, Subs, PL, Interact Fellows, Technology, and Class materials/Supplies and incentives were highly effective and motivating in increasing student achievement and professional learning was effective.

**Action 1**

**Title:** ELA Proficiency

**Action Details:**

Webster students will be engaged in a rigorous English Language Arts program using the GVC, Wonders, aligned to state standards and SBAC Targets. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets, common formative assessments and a common summative assessment aligned to SBAC targets. PLCs will analyze data from assessments to develop a plan for corrective or extended instruction. Tier 1 instruction will focus on the use of high quality text, complex talk and tasks, explicit vocabulary development and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (K-6th) reading intervention model that provides multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year. We have a full time Instructional Coach and Teacher on Special Assignment who will support classroom instruction, by demonstrating instructing and planning with teachers to improve and accelerate student learning, by demonstrating, planning and supporting teachers in the following areas: Math and Literacy.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Data Driven Instruction

- iReady Results
- ELPAC Results
- IAB/FIAB Results
- CAASPP Results
- TK/K FSA
- Power BI Data Reports
- IPG
- Assessment Plan with Learning Targets, Common Formative Assessments
- Common Formative Assessment Data Analysis by Classroom and Grade Level
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Common Summative Assessment Data (K-6th)
- Root Cause Analysis
- District Support Teams
- Instructional Practice Walks

**Owner(s):**

- Teachers
- Administrators
- ILT

**Timeline:**

August/September

- Teachers in grades (3rd-6th) will analyze SBAC results from previous year to identify student needs, set goals, and identify target students for the current year.
- Teachers will analyze K-6th Grade, iReady D3 results from previous year.
- Goal Setting - Teachers will analyze iReady (K-6th) and SBAC data, (3rd-6th) for their classroom to identify target students and create a SMART goal for Math and ELA based on iReady domain data.
- Goal Setting (1st- 3rd) - teachers will analyze DIBELS 8, M-Class data to identify and target students for intervention groups.
- Goal Setting (TK-6th) - Teachers will analyze ELPAC data for their classroom to identify target students and create a SMART goal for linguistic and academic progress based on ELPAC data.

October

- Teachers and PLC's will analyze iReady #1 data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- Admin will hold Quarter 1 Data Chats with K-6th teachers
- 3rd-6th will administer IAB's/FIAB's in Literary, Informational, Listening, and Research.
- CSA/IAB/FIAB Data Analysis
- K-2 teachers will be give BAS assessment and analyze results.
- K-2- students will be give DIBELS 8, M-Class by TSA to monitor and update RTI groups.

December

- 3rd-6th will administer IAB's/FIAB's in Literary, Informational, Listening, and Research.
- CSA/IAB/FIAB Data Analysis

January/February

- Teachers and PLC's will analyze iReady #2 data to identify areas for reteaching.
- Teachers will conduct data chats with

students.

- Admin will hold Quarter 2 Data Chats with K-6th
- K-2 teachers will be give BAS assessment and analyze results.
- K-2- students will be give DIBELS 8, M-Class by TSA, to monitor and update RTI groups.
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February

- 3rd-6th will administer IAB's/FIAB's in Literary, Informational, Listening, and Research.
- CSA/IAB/FIAB Data Analysis

March/April

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

May

- K-2 Teachers will give BAS Assessment and analyze student progress
- 3rd - 6th Teachers will give SBAC test
- K-2- students will be give DIBELS 8, M-Class by TSA, to monitor and update RTI groups.
- K-2 teachers will be give BAS assessment and analyze results.

Daily Progress Monitoring-

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

Quarterly-

- PLC's will create ELA instructional units that include Learning Targets, CFA's and an instructional calendar with CFA/FIAB/IABs administration, Data Analysis and reteaching dates. Lead Teacher will upload artifacts to Teams.
- PLC will analyze data after each CFA/FIAB/IABs and will create a reteaching Action Plan.
- Teachers will provide reteaching according to

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

School Wide RTI in Reading Comprehension and Fluency

- DIBELS 8 M-Class (Letter, Sound, Phoneme Segmentation, Nonsense Word Fluency)
- Fluency/DIBELS 8 M-Class/iReady for Intervention
- BAS (K-2)
- iReady Reading Data
- SBAC Reading Data

**Owner(s):**

Instructional/TSA

Teachers

ILT

student data from their CFA/FIAB/IABs.

- TK/Kinder teachers will provide reteaching according to student data from their FSA data.
- Quarterly progress monitoring of EL and RFEP students utilizing IREADY, CFA/FIAB/IABs and other data analysis.
- Quarterly units planned by teachers, assessment plans with learning targets aligned to SBAC, PLCs analyzing data and developing a plan to extend instruction, use of high quality text and tasks, building up writing to support comprehension, continue with a comprehensive intervention model, use of Orton Gillingham, LETRS and Guided Reading, in K-3, small group instruction/guided reading in 4<sup>th</sup>-6<sup>th</sup>, 50 mins daily utilizing guided reading Kinder-2nd grade, 120 mins of ELA instruction.

**Timeline:**

August - Intervention Team (Instructional Coach/TSA/Teaching Fellows) will assess new students using the following assessments.

- K-DIBELS 8 M-Class (First Sound Fluency)
- 1st - DIBELS 8 M-Class (Phoneme Segmentation, Nonsense Word), iReady, BAS
- 2nd - DIBELS 8 M-Class (Nonsense Word Fluency, DORF), BAS.
- 3rd-6th - DIBELS 8 M-Class (DORF), iReady.

Intervention will begin the second week of school.

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

- 1st-6th - iReady
- 1st-2nd DIBELS 8 M-Class
- 3rd-6th - DIBELS 8 M-Class - DORF

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

- Kinder-2nd - BAS
- Kinder-2nd - DIBELS 8 M-Class
- 3rd-6th - DORF/DIBELS 8 M-Class

Mid December Data Chats-monitor progress and adjust groups.

- K-6th - iReady



- K-2nd - BAS/DIBELS 8 M-Class
- 3rd-6th - DIBELS 8 M-Class (DORF)

Mid February Data Chats - monitor progress and adjust groups.

- K-6th - iReady
- K-2nd -DIBELS 8 M-Class/BAS
- 3rd-6th -DIBELS 8 M-Class (DORF)

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

- Kinder-2nd - DIBELS 8 M-Class/BAS
- 3rd-6th - DIBELS 8 M-Class (DORF)

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

- Kinder-2nd - BAS
- Kinder - 2nd - DIBELS 8 M-Class/BAS
- 3rd-6th - DIBELS 8 M-Class (DORF)

Mid May - End of Intervention

Classroom teachers will assess students using the following assessments:

- All students will be assessed using iReady

Intervention Team will assess students using the following assessments:

- K students will be assessed using DIBELS 8 M-Class, (First Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency) and BAS
- 1st and 2nd grade students will be assessed using DIBELS 8 M-Class (Nonsense Word Fluency) and BAS
- 3rd-6th grade students will be assessed using DIBELS 8 M-Class DORF

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

TST (Targeted Support Team)

- Student profile page (Assessment data, attendance)

**Owner(s):**

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- Instructional Coach
- TSA
- Nurse
- Tier II Specialist
- Speech/RSP Teacher (Academics)

**Timeline:**

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze multiple measures in ELA (iReady, CSA results, fluency, BAS (K-2nd), DIBELS 8 M-Class (Kinder-2nd) and DIBELS 8 M-Class DORF (3rd-6th))

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

Collaboration from district level supports

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

- Hispanic
- English Learners
- Socioeconomically Disadvantaged
- African American
- Students with Disabilities (ATSI) Suspensions

Admin will utilize district support teams to support with metrics.

**Owner(s):**

Principal/MP

ILT

**Timeline:**

Monthly

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

Instruction

Tier 1

- All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task and vocabulary development.
- All teachers will receive PLs to support vocabulary development, reading complex text specifically targeting EL students.
- K-3 teachers will provide reading strategies during classroom instruction such as guided reading and small group instruction.
- Teachers will conduct data chats with students using iReady, IAB's and FIAB's, and SBAC results a minimum of 3 times per year.
- Admin will conduct data chats with teachers and PLC a minimum of 3 times per year.
- Teachers in 3rd and 4th grade will utilize Reciprocal Teaching strategies for the first read.
- Teachers will be able to attend training and conferences for literacy as funds are available.
- All students will utilize iReady for 40 minutes weekly.
- Students in K-2 will have a minimum of 20 minutes a day of guided reading instruction.

Tier 2

- Students will receive 50 minutes of reading intervention/extension 4 times per week. Instruction will be provided by classroom teacher, TSA, teaching fellows and RSP teacher.
- K-3 Teachers will utilize Orton Gillingham strategies to support Tier 2 reading instruction. TK and Kinder teachers have support of the TSA, teaching fellows and para, pulling small groups, and move students to a higher classroom for reading based off of reading data and teacher recommendation.
- Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and SBAC/iReady results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - EL, Hispanic, Socioeconomically Disadvantaged, African American and Students with Disabilities.
- Corrective Instruction will take place each quarter to address educational gaps identified from Common Formative Assessments.

- TST will identify students to monitor in Tier 2 from Universal Screener.

#### Tier 3

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Teaching fellows and TSA will provide intensive reading instruction to students in grades Kinder-6th.
- RSP Intervention (non and RSP IEP students).
- TST and data chats with TSA/classroom teachers and admin will identify students to monitor in Tier 3.
- Student Study Team meeting to develop plans for student success for identified students.

#### Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.
- Student incentives will be provided to students who meet or show progress on reading benchmarks.
- Supplemental materials from graphics and vendors will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.
- Additional Corrective Reading materials will be purchased to support reading instruction.
- Research based books and materials will be purchased in support of Literacy PL and guided reading as funds allow.
- MTSS/RTI Support with tutors
- Subs for teachers/admin/staff

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 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 EL students by providing teaching fellow CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

**3. 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

- Teachers will create an Action Plan in August to detail how they will provide designated/integrated ELD instruction.
- Targeted EL's will receive small group instruction in reading comprehension, vocabulary and writing from the teachers, TSA and Teaching Fellows/CT.
- Teachers, TSA and Teaching Fellows/CT will provide instruction to EL's to target areas of growth based on ELPAC results.
- Supplemental materials to support reading for English Learners will be provided.
- Data Chats will include specifics strategies on how to support English Learners.
- Beginning of school year, staff will identify LTEL's and create an action plan to meet their needs.
- Supplemental contracts will be provided to teachers and classified staff to provide after school tutoring.
- PLC's will disaggregate data to monitor and track EL student progress on Common Formative Assessments and SBAC IAB's/FIAB's.
- Students needing additional support will receive Tier 2 intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the

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 English Language Arts.*

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

*With Title I funds we plan to support the Hispanic population by providing teaching fellow CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

#### 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

English Learners (Identified)

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

Hispanic (Identified)

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

ELD standards.

- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.
- Extended Learning Summer Program (ELSP) Summer Program Opportunities will be provided and promoted to English Learners.

Socioeconomically Disadvantaged

- Additional instructional support from the Instructional Coach, TSA, and Teaching Fellows in ELA to address areas of need based on reading assessments.
- Priority for after school tutoring
- Will be referred to TST for progress monitoring.

African American Population

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

Asian Population

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

Students with Disabilities

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

## Action 2

**Title:** Math Proficiency

### Action Details:

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Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics - focus, coherence, and rigor through the use of the GVC, GoMath. Teachers will plan and deliver quarterly units around the focus standards by developing assessment plans that include learning targets, creating and administering common formative assessments/FIABs/IABs, and creating and administering a summative assessment for quarters 1-3. PLCs will analyze data from assessments to develop a plan for corrective or extended instruction. Teachers and the Instructional Coach will continue to utilize strategies learned from the Good To Great Mathematics Institute and teachers in grades K-6 will receive Mathematical professional learning from the Instructional Coach/TSA on mathematical practices and strategies appropriate for early learners. All K-6 teachers will supplement their core math instruction with Next Gen Math program.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

Data Driven Instruction

- iReady Results
- IPG
- CAASPP Interims
- TK/Kinder FSA
- Assessment Plan aligned to SBAC Targets, Common Formative Assessments and Common Summative Assessment/IABs and FIABs
- Common Formative Assessment Data Analysis by Classroom
- Common Summative Data Analysis by Classroom

**Owner(s):**

Teachers

Principal/MP

ILT

**Timeline:**

August/September

- 1st - 6th, teachers will analyze iReady #3 results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze iReady #3 and SBAC data for their classroom to identify target students and create a SMART goal based on one of the 4 mathematics domains.

- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Root Cause Analysis
- District Support Team
- Instructional Practice Walks

- Kinder: Teachers will analyze FSA data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.

#### October

- Teachers and PLC's will analyze iReady#1 data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- Admin will conduct data chats with teachers.
- CFA/CSA/IAB/FIAB Data Analysis by teachers
- Teachers will provide Corrective Instruction based on Summative Data Analysis

#### December

- CFA/CSA/IAB/FIAB Data Analysis by teachers
- Teachers and PLC's will analyze iReady#2 and Summative data to identify areas for reteaching.

#### January/February

- Teachers will conduct data chats with students.
- Admin will conduct data chats with teachers.
- Teachers will provide Corrective Instruction based on Summative Data Analysis
- Kinder: Teachers will analyze FSA data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.

#### March/April

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

#### Daily Progress Monitoring-

- Site walks will be used to collect data to identify site PL needs and to provide feedback to

individual teachers and PLC's.

Quarterly-

- PLC's will make revisions to Math instructional units that include Learning Targets, CFA's and an instructional calendar with CFA administration, Data Analysis and reteaching dates . Lead Teacher will upload artifacts to Teams.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- PLC's will analyze summative assessment data to identify areas for reteaching.
- PLC's will create a reteaching Action Plan that includes Tier 2 and Tier 3 instruction from classroom teachers and TSA
- Teachers in Kinder/TK will give and analyze FSA/FSA data

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

Math Basic Skills Assessment

Owner(s):

Kinder Team

1st Grade Team

TSA/Instructional Coach

Timeline:

August/September

- 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers, and quantities. Identified students will receive intervention from TSA.
- Math Intervention will begin in September. Instruction will target gaps in basic skills.

October

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

December

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

March

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

May

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

Monthly

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

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

Targeted Support Group (TST)

- Student profile page

Owner(s):

Targeted Support Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- Speech Teacher
- RCA
- Tier II Specialist
- TSA
- Instructional Coach
- Nurse

Timeline:

August

- Team will review students from previous year.

Monthly-

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

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

Collaboration from district level supports

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

- Hispanic
- English Learners
- Asian
- Socioeconomically Disadvantaged
- African American
- Students with Disabilities

Admin will utilize district pivot teams to support with metrics.

**Owner(s):**

Principal/MP

ILT

**Timeline:**

Monthly

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

---

**Instruction**

**Tier 1**

- All Teachers will receive Math training as follows:
  - TK-2 will receive PL on mathematics strategies/practices from TSA/Instructional Coach.
  - 3-4 will receive PL mathematics strategies/practices from TSA/Instructional Coach.
  - 5-6 will receive math PL throughout the year provided by TSA/Instructional coach utilizing research based mathematical practices.
  - K-6 Teachers will be provided opportunities to attend trainings and conferences as opportunities and funds are available.
- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards and SBAC targets.
- Students in grades K-6 will use iReady Math for a minimum of 30 minutes a week.
- Students in grades K-6 will use NextGen Math for a minimum of 30 minutes a week.
- Teachers will conduct data chats with students around iReady, SBAC and IAB's and FIAB's.
- Daily math facts instruction for grades 1st-6th.

**Tier 2**

- Students will receive corrective instruction, based on summative results, as planned in their grade level planning calendars
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities (ATSI).
- Teachers will recommend student to TST when not making progress with Tier 1 instruction.

**Tier 3**

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Students not making adequate progress after receiving all Tier 1 and 2 supports will be referred to SST

**Materials:**

- Supplemental materials from graphics and school vendors may be purchased to support instruction.
- Purchase of technology to support instruction, and books and subscriptions.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.
- MTSS/RTI Support
- Supplemental contracts for staff for tutoring.
- Subs provided for teachers for planning, data analysis and/or observations.



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 **ORANGE** level in areas of Math*

**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 Language Learners by providing teaching fellow/CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

**3. 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.

- TSA/Teaching Fellow will provide small group instruction in math with a focus on understanding the vocabulary used in math and to address learning gaps.
- Use elevation program to identify LTELs and utilize TSA/teaching fellows to support linguistic and academic growth
- Use IREADY data and ELPAC scores to target on track students and align instruction

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 Power BI 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.**

*There are 0 student population performing at the lowest level in areas of Math.*

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

*With Title I funds we plan to support sub groups in the Orange by providing teaching fellow/CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

**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.

English Learners (Orange Targeted)

- After school tutoring
- Small group instruction from Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Hispanic (Orange Targeted)

- After school tutoring
- Small group instruction from Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Socioeconomically Disadvantaged

- After school tutoring
- Small group instruction from Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Asian Population

- After school tutoring
- Small group instruction from Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Students with disabilities

- After school tutoring
- Small group instruction from Teaching Fellow and/or TSA/Instructional Coach to address gaps.

### Action 3

**Title:** EL Reclassification

[Action Details:](#)

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Webster will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks, Common Core State Standards, and district adopted curriculum. With the support of all instructional staff, English Language Learners will advance at least one proficiency level a year towards the goal of Reclassification. In addition, it is our goal that staff will increase the ELPI level from 45.2% to 65.2 % by June 2025. Webster will continue to implement instructional strategies from EL PL Work.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

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

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

- ELPAC data
- iReady
- Reclassification Data
- Elevation reports
- ELA FIAB/IAB
- F/FIABs (ELPAC)

**Owner(s):**

Principal/MP  
Teacher  
PLC  
TSA/Instructional Coach

**Timeline:**

August/September

- Provide a Kick Off Event for our EL Students and Parents to inform, motivate and teach them about the importance of EL Reclassification.
- An English Learner review (ELRT) will be established and led by our TSA, coach and administrator. The team will meet at the beginning of the school year with a focus on identifying EL students, analyzing data, goal setting, identifying targeted instructional routines for ELs. A sub will be provided for teachers to have 30 minute data chats with the team and set class goals.
- EL Services will provide Professional Learning to teachers.
- Teachers will develop grade level action plans for designated and integrated ELD instruction with the support from ILT.
- Job embedded planning and coaching will be provided by Instructional Coach, TSA, and with the support of EL Services as needed.
- All teachers will identify their English learner's needs using ELPAC results and will complete a goal setting chat with EL students to ensure they understand their goal and make progress towards classification.
- ASP to provide EL tutoring for focus students (Level 3 ELs and LTELs) to support resigination.

October

- After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Elevation data and data

collected during TST meetings to identify the cohort of students that will receive after school tutoring.

January

- English Learner Professional Learning will be provided to teachers by Instructional Coach.
- Job embedded planning and coaching will be provided by Instructional Coach and EL Services, as needed.
- TSA will have a schoolwide assembly for all EL students in January to ensure our EL students understand the purpose of the ELPAC, their personal goal and the schoolwide goal. The assembly will also highlight bilingualism.
- ELPAC PL will be provided by TSA to teachers in grades K-6.
- Provide opportunities for students to practice taking the ELPAC by TSA and teaching fellows using ELPAC IABs.

April

- English Learner Professional Learning will be provided before school to teachers by EL Services
- TSA will support students with ELPAC practice to familiarize them with the format of the assessment.

Quarterly

- Teacher will progress monitor RFEP students every quarter.
- F/IABs will be given quarterly

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

Targeted Support Team (TST)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- Speech Teacher
- RCA
- Instructional Coach
- TSA
- Nurse

Timeline:

August

- Team will review students from previous year.

Monthly-

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

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

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

**Owner(s):**

Admin  
REA

**Timeline:**

Monthly

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

**Tier 1**

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language Development best practices.
- Instruction in reading, writing, listening, speaking, and language development will be provided to support all learning modalities.
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and interim assessments to monitor and track EL student progress in order to assess and respond to student instructional needs.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Subs or supplemental contracts for ELPAC Assessors.
- Academic vocabulary will be explicitly taught.
- Provide year long English Learner PL on identifying and implementing strategies to support all EL students and progress monitoring specifically targeting ELA.
- Reclassified students will be celebrated and recognized during semester assemblies.

**Tier 2**

- Differentiated instruction will be provided in all classrooms.
- TSA will provide intervention to New Comers, At-Risk and LTEL English Learners in math, reading comprehension, and fluency.
- Provide tutoring for targeted students (LTEL and Level 3 students) during ASP.

**Tier 3**

- Provide SST meetings for students struggling to make progress with English acquisition after being provided Tier 1 and Tier 2 interventions
- Provide progress monitoring for students who are not responsive to Tier 2 interventions

**Materials and Supplies**

- Supplemental materials and technology will be purchased to support English Learners.
- Awards and incentives to be purchased to recognize EL student achievement
- Purchase research based books for staff to support English Learner PL

**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 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 EL students by providing teaching fellow CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

**3. 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

- Teachers will create an Action Plan in August to detail how they will provide designated/integrated ELD instruction.
- Targeted EL's will receive small group instruction in reading comprehension, vocabulary and writing from

**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 EL student population is performing at the **Orange** level in areas of ELD progress*

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

*With Title I funds we plan to support EL students by providing teaching fellow CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring.*

**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

the teachers, TSA and Teaching Fellows/CT.

- Teachers, TSA and Teaching Fellows/CT will provide instruction to EL's to target areas of growth based on ELPAC results.
- Supplemental materials to support reading for English Learners will be provided.
- Data Chats will include specific strategies on how to support English Learners.
- Beginning of school year, staff will identify LTEL's and create an action plan to meet their needs.
- Supplemental contracts will be provided to teachers and classified staff to provide after school tutoring.
- PLC's will disaggregate data to monitor and track EL student progress on Common Formative Assessments and SBAC IAB's/FIAB's.
- Students needing additional support will receive Tier 2 intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.
- Extended Learning Summer Program (ELSP) Summer Program Opportunities will be provided and promoted to English Learners.
- TSA will provide small group instruction in ELD.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- Newcomer ELs will receive additional appropriate language support for language development
- Provide intervention for RFEF students who appear to be regressing based on progress monitoring data.

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 Learners (Target Orange)
- Small group instruction from Teaching Fellow and/or TSA to address gaps.
- Teachers will receive PL entitled ELPL to incorporate EL strategies in support of teaching students key vocabulary and complex text.
- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- TSA will provide small group instruction in ELD.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster 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			Teacher Subs Planning/Data Chats ** NO IEP's **	10,751.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	20,156.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : ENP	7,878.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Next Gen Site License	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	25,595.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	1,994.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printer leases	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : ENP	10,422.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Tutor	6,590.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	27,896.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Cullinan : Tutor	6,589.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance - Tech	5,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Lexia ELD or Rosetta Stone	5,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Resources	4,856.00

**\$142,727.00**

**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	✓	95 %	88.9 %	2023-2024	93 %

**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.

Student-centered real world learning experience - Site Defined Overall Implementation: Tier 1: Creation of lunch and after school clubs for students in K-6th grade based on student survey. RCA coordinated and supervised club enrollment. RCA provided support to teachers and aides who taught the clubs by planning and organizing the logistics and materials. Students were able to participate in the following sports: football, volleyball, basketball, cross country (3rd-6th), and softball and music: band, choirs and strings.. Tier 2 and Tier 3: Targeted Support Team referred students to clubs based on interests. Teachers and TST identified students for participation in clubs they felt students would enjoy and stay committed to for an entire quarter.

Effectiveness: We met our goal of 93% participation rate. Our clubs were impactful because we gathered student input and interests to create clubs. Because of their input, clubs were popular and full in attendance. In addition, teachers and TST identified students who were not in clubs and needed a connection to school. Our RCA spoke to those students and got them connected to a club. Teachers and RCA encouraged students to tryout for sports. All student groups showed increases in participation from 23/24. This year our students have seen a 21.3% increase in Goal 2 participation. Subgroup increases: AA-17.6, Asian-26.3, Hispanic - 22.9.

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

Student-centered real world learning experience - Site Defined

Goal 2 Participation Rate Data collection was not done consistently and to fidelity in 22-23, so our data doesn't reflect our true participation rate as a school site which is higher than actually reported on Power BI. Our SWD increased by 39.3%. More students may have participated because they were on campus this year and had more opportunities than the year before. Many clubs offered filled to capacity. There are not many opportunities for our students in grades 1-3 to participate in arts, activities, and/or athletics which we plan to expand next year.

**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).

Information at Back to School Night about clubs and sports was reviewed and information is shared in our School messenger and monthly parent letters

**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.

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

**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).

GOAL 2 clubs, sports, and music. SSC agreed that having a Resource Counseling Assistant is an effective way to continue to support all students in arts, activities, and athletics.

**2** ELAC:

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

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

Through staff feedback during SPSA writing a Resource Counseling Assistant is needed in order to keep students engaged in GOAL 2 activities.

## Action 1

**Title:** Exposure to Careers

### Action Details:

The Culture and Climate Team will develop and plan activities and provide resources to teachers to assist students in developing character and competencies for the workplace. The school will provide a career day for students in 4th-6th grade. School staff and teachers will promote field trips, research opportunities, and speakers that expose students to careers.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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



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

College and Career Readiness Participation rate

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

VP

OM

Teachers

RCA

[Timeline:](#)

August

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

Monthly

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

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

Career Day participation rate

Feedback from students

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

VP

Teachers

RCA

Librarian

[Timeline:](#)

May/June

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

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

Tier 1

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

[Specify enhanced services for EL students: 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 2 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 in the Needs Assessment and SPSA PowerEd 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 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 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.

We will promote bilingualism and jobs that require bilingualism during our career day. We will invite bilingual presenters to share their experiences with our students.

We will share a wide array of careers including but not limited to vocational, military, and careers that do not require a college degree.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		61,099.00

**\$61,099.00**

**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	✓		23.4 %	2023-2024	15 %
Suspension Rate - Semester 1	✓	0 %	0.9 %	2023-2024	0 %
Suspension Rate - Semester 1 (Hispanic)	✓		1.2 %	2023-2024	0 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		1 %	2023-2024	0 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		0 %	2023-2024	0 %

**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.

Exposure to Careers -  
 All students were expected to attend a field trip and teachers communicated with students and parents regarding participation and the activity.  
 Goal 2 free field trips provided for all grades TK-6  
 Developing Essential Skills in the Classroom and Beyond -

**Tier 1:** All students will participate in Kindness Week and other school-wide activities promoting character and workplace success. RCA will plan and promote Red Ribbon Week for all students. Library Tech will plan and promote Read Across America Week for all students. Teachers will teach SEL competencies utilizing district resources and curriculum. Teachers will utilize resources and embed social-emotional learning strategies into instruction. CCT will analyze student survey data and develop next steps. Professional learning around Early-stage interventions and SEL competencies will be provided.

**Tier 2/3:** TST will monitor identified students and collect student interest data. School psychologist will pull a small group to target specific SEL skills and competencies. Small groups will be formed based on significant subgroups and student needs. RCA and Tier II specialist will facilitate social skills groups and utilize evidence-based strategies. All For Youth Counseling provided for targeted Tier 2 students.

**Effectiveness:** We held our Red Ribbon Week and Kindness week. There was great participation, This year we were unable to have our "Student of the Month" students take their pictures for us to hang up at school so

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

Chronic Absenteeism TK Students account for the highest number of chronic absenteeism students at 10.6% for semester 1. Chronic Absenteeism by Grade Level: 23-24 for semester 1: K 7.5% 1st 8.7% 2nd 7.2% 3rd 4.9% 4th 6.4% 5th 6.85% 6th 6.6% Overall 23.4% Chronic Absenteeism (Atlas) by Student Groups: 23-24 AA 38.1 % Asian 134.64% Hisp 25.81 % SWD 22.68% EL 19.8% Attendance has made a huge improvement this year.

Suspensions: For the 22-23 school year our suspension rate was 6.4% and currently suspensions this school year are at 1.7%. Tier II specialist and RCA provide structured recess and other alternatives for Tier 2 students. Our climate and culture team has worked to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social emotional well being and ensuring that their basic needs are being met. Student Survey Caring adult Meaningful work was effective when the student was motivated and the work had a relative purpose. Alternative Recess with Tier II specialist and RCA has been effectively monitored and maintained. Students in this group want to continue alternative recess because they weren't interested in the game/activity that the group or Tier II specialist/RCA decided on. Our CCT effectively plan activities for students to feel connected and cared for.

we plan on reinstating this next year. We held semester awards assemblies this year. We were able to conduct our social groups utilizing our RCA, and our Tier II Specialist. These were highly effective in helping our Tier 2 students feel connected, having a caring adult from school, and in being a part of their school community. In addition, our TST team committed to sending handwritten positive notes at the conclusion of each meeting to students who we saw persevering, making progress toward a personal goal, or doing a good job in their coursework. We continue to see an increase in new referrals to our team, however, with our staff being very familiar with all of our students, we were able to do check-ins, home visits, and 1:1 conversations with students as the needs arose. We offered more connection, relationship, and SEL support during this time. CCT was effective in continuing to offer support to our staff. We to focus our attention on our staff morale and engagement.

**Suspensions:** This year suspensions have increased slightly to 0.9 for semester 1.

**Effectiveness:** ROAR has a positive impact on our students attendance in the upper grades (3-6). After TST meetings, additional meetings with Admin, Office Assistant, and Home School Liaison assisted in effectively communicating with parents about absences and monitoring of student attendance.

Suspensions Per 100 Overall Implementation:

**Tier 1:** School wide expectations and guidelines for success. Teachers review expectations with students during class. Staff members review expectations with students in cafeteria and behavior assembly biannually. Weekly classroom meetings on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher selects meeting topics based on what is happening in their classroom. Provide and Promote ROAR, Teachers, RCA, support staff and Admin explain and remind students of ROAR and the expectations for attending ROAR. Tier II specialist and RCA set goals with students. Admin spoke with parents about ROAR and expectations for participation. Semester Positive Behavior Expectation Assemblies. Attendance, student achievement, and behavior emphasized. Admin provides a monthly parent letter and SEL Newsletter to promote SEL competencies and Guidelines for school success.

Teachers select monthly student of the month winners based on school guidelines for success criteria.

Weekly attendance and ROAR students winners are drawn to receive incentives and certificates.

**Tier 2 and Tier 3:** Tier II and RCA monitor behavior contracts of identified students through check in/check out. Admin communicates with teachers, Tier II specialist, RCA, and parents to get update on students on behavior contract. Small group support provided by School Psychologist based on focus, growth mindset, and executive functions. Groups are determined by TST team. TST monitor and develop next steps to support students who are at risk in the areas of attendance, behavior, social-emotional, and academics. The support coordinator follows up with parents and teachers on student progress.

**Effectiveness:** Tri-Annual positive behavior assembly was effective in having consistent messaging school wide. ROAR was effective in helping students set goals in order to participate in ROAR. Weekly ROAR and Attendance drawings have been effective in increasing attendance.

**Student Survey- Caring adult:** Overall Implementation: Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory. Weekly Classroom Meeting on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom. Alternative recess provided by Tier II specialist and RCA for students needing support in socialization. Determined through TST. Tier II specialist and RCA works with students on social skills.

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

Student Survey- Included: Overall Implementation: Welcome Committee include Leadership students and RCA Leadership students show new students the "Webster Way". Meaningful Work-Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory. Variety of Spirit week activities: Red Ribbon Week, Kindness Week ,Read Across America, and Santa Letter Writing contest, and Career Day, and cultural events to engage students in school connected to academics. Positive Incentives: Student of the Month, ROAR and Attendance drawings, and Character Counts to engage students connected to developing character. Semester Awards Academics, Citizenship, Principal Award.

Clubs-Students are surveyed and clubs are created to meet their interests and to make connections with others at school.

**Effectiveness:** Positive Incentives were effective for those who may not struggle academically, or already feel a connectedness. Tier II and III students did not respond to these as effectively.

**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).

We will be providing a career day for students in K-6th grade. Chronic Absenteeism: Tier 1 supports around classroom and school wide incentives for attendance were done. Tier 2 and 3 supports were done to fidelity due to students being on campus regularly. Suspensions: Suspension in 22-23 were higher than usual for our site. School has decreased suspensions since last year consistently. Student Survey-Caring Adult and Included: Students are still struggling with making connections and trusting adults as an after effect from COMD for our students. In addition, we have 21 new staff hired in the last two years who are still getting to know the 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.

Chronic Absenteeism: With the use of supplemental funds, we will provide the CCT with a classroom sub (1 day each semester), and a supplemental contract to effectively plan to meet ATSI goals in regards to students with disabilities suspension. This time will be used to: create classroom and school wide incentives for attendance, creation of attendance focused lessons/activities for teachers to use with their class of students, and plan Panorama Playbook activities to help students build self/social awareness, growth mindset, responsibility, acceptance, and respect. (Found in Action 1 and 2)).Communicate Attendance Rates to Families in weekly parent bulletin (Found in Goal 5, Action 1). With the use of supplemental funds, we will provide supplemental contracts to classified staff to provide SEL support and make connections with students who are chronically absent in all subgroups (Found in Action 1). Provide informational tables at school events (Back to School Night, Open House, Awards Assemblies, etc.) about the importance of school attendance and outside community resources for support to families (Found in Action 1) Focused attention around grades TK-2nd grade. Building connections/supports with incoming parents (TK/Kindergarten) (Found in Action 1). Making September "Attendance Awareness Month "to highlight and bring awareness to the importance of presence at school (Found in Action 1). Webster Elementary2024-2025- School Plan for Student Achievement (SPSA) Explain the Progress Monitoring and data used for this Action Build coherence between Student Attendance and School Connectedness through PL for teachers on strategies, and resources to support both attendance and connectedness (Found in Actions 1 and 2).Revisions to our Character education/Student of the Month for alignment with our Guidelines For Success (ROAR) (Found in Action 2).

**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).

**2** ELAC:

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

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

Attendance and social emotional data was shared with ELAC members. ELAC members truly appreciate what is already in place for students,

100%of staff felt that Tier 2 additional support was highly effective. 82%of staff felt that assemblies, (Vendors such as Teocali ,ROAR, and field trips were highly effective..

**Action 1**

**Title:** Student Engagement

[Action Details:](#)

Webster will continue to provide a variety of before school/lunchtime/after school clubs, intramural sports, music/performing arts, and leadership opportunities for students as well as Meaningful Work. The Targeted Support Team (TST) will monitor identified students' participation.

**Reasoning for using this action:**    Strong Evidence                       Moderate Evidence                       Promising Evidence

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

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

- Student Participation in GOAL 2 clubs
- Power BI data to identify groups to target
- Student Survey Data

**Owner(s):**

Climate and Culture Team

VP

RCA

Teachers

**Timeline:**

August/September

- Back to School Night will promote clubs and opportunities for students to get involved.
- The staff will survey students regarding their interests.
- Culture and Climate Team will create the list of clubs that will be offered.
- VP/RCA will coordinate staff to supervise clubs.
- Boys Flag Football and Girl's Volleyball and cheer/spirit squad will begin.
- Admin will enter students in the ATLAS engagement tool.

October

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

January

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

February

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

March

- Boys and Girl's Softball, cross country and boys volleyball will begin.
- Admin will enter students in the ATLAS engagement tool.



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

Tier 2

Targeted Support Team (TST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, Instructional Coach, RSP teacher(academics), Speech teacher(academics), and Tier II Specialist

Tier 3

Student Support Team (SST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, Instructional Coach, Tier II Specialist, Nurse(Varies)

Inter-Agency Child Empowerment Team (ICET)

- Completed ICET form along with data collected from Tier 2 and Tier 3 supports
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, Instructional Coach, Speech Teacher, Tier II Specialist(Varies)

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

Tier 1

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

Tier 2

- Students will be referred through TST to participate in clubs and the RCA will monitor their attendance and participation.
- RCA will survey African American students to find clubs of interests.
- Teachers will identify EL students and students not connected to school to participate in GOAL 2 clubs.

Tier 3

- SST meetings to identify, provide supports and monitor students in need of Tier 3 supports who are non responsive to Tier 2 supports
- Refer to ICET team when all school-based Tier 3 interventions have been exhausted

Materials and Supplies

- Site will purchase materials and supplies for lunchtime and before/after school clubs.
- Extra pay contracts for certificated and classified staff to run lunch and after school clubs will be provided.
- Materials and Supplies for Read Across America, Peach Blossom, Choir, Band, Leadership and other goal 2 clubs.
- Transportation for field trips.

**Specify enhanced services for EL students: 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*

**Owner(s):**

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher(academics)
- RCA
- TSA
- Speech Teacher(academics)
- Tier II Specialist
- Nurse
- Instructional Coach

**Timeline:**

August-

- Team will review students from previous year.

Bi-Monthly -

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

As Needed -

- SST referrals for students needing additional supports beyond Tier 2.

**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 Power BI for student group data.**

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 3 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

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

**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 suspensions with 7.8% of the population being suspended at least one day.*

*The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of suspensions with 6.5% of the population being suspended at least one day.*

*The Students with Disabilities student population is performing at the lowest level in areas of suspensions with 6.1% of the population being suspended at least one day.*

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

*With Title I funds we plan to support Hispanic student population by providing teachers and staff with curriculum, instruction strategies to support our students with SEL strategies.*

*With Title I funds we plan to support Socioeconomically Disadvantaged student population by providing teachers and staff with curriculum, instruction strategies to support our students with SEL strategies.*

*With Title I funds we plan to support Students with Disabilities student population by providing teachers and staff with curriculum, instruction strategies to support our students with SEL strategies.*

**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 Hispanic student group by providing support with our Tier II specialist and RCA with structured recess and other alternatives. Our climate and culture team has worked to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social emotional well being and ensuring that their basic needs are being met. Student Survey was sent out for implementations and a Caring adult, Meaningful work was effective and implemented with students to motivate and the work had a relative purpose.*

*With 7090 or 7091 funds we plan to support Socioeconomically Disadvantaged student group by providing support with our Tier II specialist and RCA with structured recess and other alternatives. Our climate and culture team has worked to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social emotional well being and ensuring that their basic needs are being met. Student Survey was sent out for implementations and a Caring adult, Meaningful work was effective and implemented with students to motivate and the work had a relative purpose.*

*With 7090 or 7091 funds we plan to support Students with Disabilities student group by providing support with our Tier II specialist and RCA with structured recess and other alternatives. Our climate and culture team has worked to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social emotional well being and ensuring that their basic needs are being met. Student Survey was sent out for implementations and a Caring adult, Meaningful work was effective and implemented with students to motivate and the work had a relative purpose.*

**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

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

## Action 2

**Title:** Developing Essential Skills for the Classroom and Beyond

### Action Details:

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

**Reasoning for using this action:**

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**

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

**Owner(s):**

VP

Culture and Climate Team

Teachers

**Timeline:**

Monthly

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

June/July

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

August/September

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

October/November

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

January/February

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

March/April

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

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

DESSA ratings

**Owner(s):**

Teachers

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- Tier 2 Specialist
- TSA
- Nurse
- Instructional Coach

**Timeline:**

September

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

October

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

May

- Teachers will complete mini-DESSA on all students.

Bi-Monthly

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

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

Tier 1

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

Tier 2/3

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

**Materials and Supplies**

Professional learning books may be purchased to support SEL.

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

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

SEL Materials/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.

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 3 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

- DESSA data will be disaggregated by EL students and they will receive small group instruction.
- Teachers will provide individualized support in the classroom.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- TSA/Tier 2 specialist/RCA will provide support to EL 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 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 3 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 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

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

### Action 3

Title: Improved Student Attendance

[Action Details:](#)

School staff will monitor school-wide attendance data by meeting bi-monthly and will meet with manageable, at-risk and chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. Tier II Specialist will work closely with school office assistant and Home School Liaison in order to intervene with manageable and at-risk students, support parent involvement, promote school-connectedness, and provide community resources.

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

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

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- Attendance - Manageable and At-Risk/Chronic Students (ATLAS and Power BI)
- ROAR Non-participation list
- Root Cause Analysis
- District Support Team

Owner(s):

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Principal  
Tier II Specialist  
Office Assistant  
Teachers  
Culture and Climate Team  
Home School Liaison

Timeline:

---

Bi-Monthly

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

Monthly

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

Daily

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

On-going

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

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

---

- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

---

Admin  
ILT  
District Support Team

Timeline:

---

Monthly

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

---

#### Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and educate parents and students on the importance to attendance.
- Home School Liaison, Tier II Specialist, and parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.
- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

#### Tier 2

- Tier II Specialist/Home School Liaison will contact parents and provide support to ensure students are at school on time daily, Home visits may be conducted if needed.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program.
- Manageable and At-Risk students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- Tier II Specialist/Home School Liaison will monitor and check in with students who are manageable and at-risk and RCA/Tier II specialist will provide social-emotional support as needed.
- Manageable and At-Risk students will be encouraged to attend the Saturday Academy session to remove an absence from their attendance record.

#### Tier 3

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

#### Materials and Supplies

Incentives will be purchased to promote positive attendance.

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

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

[Specify enhanced services for EL students: 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 3 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 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 3 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 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.



Home School Liaison will meet one-on-one with any EL students who need support with attendance and will also reach out to families to support.

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

- Students from these groups will have priority for ASP
- Tier II Specialist/Home School Liaison will work with targeted families to provide resources and support for positive school attendance.
- Classified staff will provide check-in services and mentoring to targeted students in these groups. Supplemental contracts will be provided.

## Action 4

**Title:** Positive Behavior Support

### [Action Details:](#)

Webster will continue to build upon current school wide structures and routines that establishes a positive behavior support system. The Culture and Climate Team will engage in a quarterly cycle of review process to analyze classroom and school-wide behavior data in order to develop strategies that will deter school suspensions and to identify and provide interventions. The Targeted Support Team will support students by implementing behavior contracts and by placing students in all tiers in the Meaningful Work and Check-In/Check-Out program. The School Psychologist/Tier 2 specialist/RCA will provide additional support for Tier 2 and 3 students.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

- Suspension Data
- Office Referrals
- Culture/Climate Surveys from parents, students, and teachers
- Root Cause Analysis
- District Support Team

**Owner(s):**

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

**Timeline:**

May/June/July

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

August

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

Quarterly

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

Monthly

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

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

- DESSA
- ATLAS Behavior and Suspension Data

**Owner(s):**

Targeted Support Team (TST)

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

**Timeline:**

August

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

September

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

October

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

Bi-Monthly -

- On Wednesdays team will monitor students with behavioral concerns and implement behavior intervention and supports.
- Team will assign students to Tier II Specialist, who will regularly check in with student and follow up on progress.

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

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

Owner(s):

RCA

Timeline:

September/October

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

November

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

December

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

February

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

March/April

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

May

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

June

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

Monthly

- Teachers will choose 1 student a month that demonstrates ROAR (Responsible, Outstanding, Accepting, Respect) for student of the month awards

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

- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

Admin

ILT

District Pivot Team

Timeline:

Monthly

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

---

Tier 1

- All students will be screened with the mini DESSA
- All teachers will provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.
- All students will be a part of classroom meetings and the Olweus Anti-Bullying Program.
- All students will have the opportunity to earn school-wide incentive: ROAR
- Teachers will enter a minimum of one positive behavior in ATLAS each week.

Tier 2

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

Tier 3

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

Materials and Supplies

- Books and reference materials will be purchased to support instruction in social emotional learning - Interventions Book, Early Interventions)
- Curriculum will be purchased for small group instruction - First Step Next, Superheroes Social Skills, The Tough Kid Book, The Tough Kid Social Skills Book, Meaningful Work, The Tough Kid Tool Box,
- Sanford Harmony Curriculum will be used to support small group instruction
- DESSA materials will be used to support small group instruction
- Supplies will be purchased for positive behavior activities.
- Purchase of incentives, awards, certificates, T-shirts, and books to promote positive behavior
- Subs will be provided to release teachers and admin to participate in Student Study Team meetings, IEP's, classroom observations, and Professional 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 3 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 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 3 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...

*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

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

**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

- TST will identify low performing students in the following groups - African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Asian that may need support and provide resources to students and/or parents.
- Low performing students will receive support from the Tier II Specialist, RCA and School Psychologist as needed.
- Classified staff will be provided supplemental contracts to support identified students.

**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	✓	98 %	78.5 %	2023-2024	85 %

**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 Goal - Site Defined**

At Webster we believe that our staff should be a reflection of our community. In order to establish this goal Webster will provide a supportive environment that encourages life long learning by providing research effective best practices as part of our professional learning for staff as well as strong PLCs to support and motivate each other at work. In order to create this atmosphere, Webster provides learning opportunities where teams of staff members study relevant topics and then train each other in their new learning. This has proven successful as a way for our staff to develop and grow. We continue to provide a Sunshine Committee to celebrate staff milestones and to further build a positive staff culture at Webster. In addition, our CCT has increased its members to be more reflective of the employees on our staff including classified as well as CDC staff and support staff.

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

**Staff Goal - Site Defined**

This year our site received psychologist support for our Tier 3 students 3 days a week. Student groups were not conducted due to academic assessments taking priority as they are mandated by the government.

**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).

Due to having 21 staff members with 2 years on the site or less, We are at the infancy stage of implementing this plan. We have had PL days for teachers and have focused the majority of trainings on literacy and equity. Classified trainings on site have been limited. In order to meet our goal we will be utilizing resources to provide more professional learning opportunities for all of our staff. In addition the staff has had minimal time to get to know each other due to so many new staff members and so we will continue to provide opportunities for staff to build relationships throughout the year.(Luncheons, parties, events).

**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.

---

We will also add varied opportunities to connect our staff with each other and the community. Webster Elementary 2024-2025 SPSA. We believe that all staff members should be life long learners. We will provide research based learning opportunities and materials for our staff at all levels. We will continue to provide learning opportunities to staff related to pertinent and timely topics.

**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).

The SSC likes that teachers and staff at Webster do not want to leave the school. They feel that the positive school culture is a major reason why

**2** ELAC:

The ELAC feels like the staff at Webster care about the students and each other and this has contributed to the retention of staff over the years

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

The staff feels that the positive environment and family feeling at the site provides for staff retention..

**Action 1**

**Title:** 24-25 Professional Learning

**Action Details:**

In order to promote life long learning and retain our staff Webster will provide research based PL opportunities to our staff utilizing a book study approach along with in person/virtual professional learning opportunities where staff teams will study best practices.

**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**

Staff Surveys

IPG

Instructional Walks

ILT Feedback

**Owner(s):**

ILT/CCT/Admin

ILT/Admin/Coach/TSA

Admin/Coach

ILT

**Timeline:**

Fall/Spring

August-June

August-June

August - June

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

- Student Academics: English Learner PL, Book study focused on literacy, Sub release time to observe other teachers, plan, analyze data and attend training
- Student Centered and Real-World Learning: Book study focused on SEL competencies and Cultural Proficiency



- Student Engagement: Resources for clubs, PL around student engagement, Continue book study
- RCA

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.

---

To Support our EL learners staff will participate in PL, literacy training as needed, and book study on culture proficiency.

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.

---

To support our low performing students our staff will participate in PL ,literacy trainings as needed, and book study on culture proficiency.

## Action 2

**Title:** Promote a Positive Staff Climate and Culture

### Action Details:

At Webster we believe that in order to retain high quality staff we must provide a positive, welcoming and supportive school culture. We value building strong relationships and providing staff with opportunities to support one another.

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

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

Staff Surveys

Feedback from ILT and CCT

**Owner(s):**

Admin

Admin

**Timeline:**

August-June

August- June

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

---

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Student Academics: Utilizing a book study approach we will provide staff a book entitled *Teaching Language in Context*
- Student Centered and Real-World Learning: We will provide a career day for our students as well as science, math and literature nights to promote student centered and Real -world learning
- Student Engagement: We will utilize a book study approach to support improved student engagement utilizing culturally proficient books

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.

---

In order to promote this goal we will promote school wide events that encourage cultural diversity.

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.

---

Utilizing the PBIS model we will continue to strengthen student teach and staff relationships.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

## G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff engagement activities	5,000.00

**\$5,000.00**

**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	✓	93 %	90.7 %	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.

**Family Goal - Site Defined**

With a defined list of participation and family engagement opportunities, 80% of our families will participate in a minimum of 5 activities over the course of the school year. This will be measured by sign-in sheets and volunteer rosters for events.

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

**Family Goal - Site Defined**

Some inequities that we have noticed from observational data is: language barrier, working families not knowing how to engage or contribute to their students' education different definitions between staff and parents in regard to what parent participation and engagement is.

**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).

Traditionally, we have used school messenger, fliers, and in-person conversations and reminders to inform parents to help stay connected, participate, or volunteer for school events. During distance learning, we expanded our modes of communication and added the following: Remind, Class Dojo (schoolwide), Facebook, Instagram, created a weekly staff and monthly family letter and SEL newsletter, and frequently updated our school's website. We've also added Parent Coffee Chats (monthly). Lastly, we have a full time Home School Liaison who provides monthly parent trainings and offers resources to families in need and provides translations and interprets for our Spanish speaking parents during schoolwide events.

**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.

We will continue with the multiple modes of communication and gather additional data on families' preferred mode(s) of communication. We will also add informational opportunities to connect our families with community resources and information. We would like to hold an annual Saturday event where community partners and school staff set up tables to offer information, support, and resources to our families. We will also add informational Webster Elementary 2023-2024- SPSA Explain the Progress Monitoring and data used for this Action tables to our standard Back-to-School and Open House events to offer another opportunity for parents to receive this helpful information. We will track our support and success by monitoring attendance at these events through a sign-in sheet. These actions will be found in Goal 2 (student engagement in arts, activities, and athletics), Goal

4 (attendance), and Goal 5 (families opportunities to connect and engage in their child's school and education. We will also add learning opportunities for our parents and guardians who would like to volunteer on our campus. Feedback from our families was around their wanting to volunteer, but not knowing how to. For example, offering to help run copies for our school, but not knowing how to use our Ricoh machine. These monthly sessions may also include tips on how to assist a teacher and volunteer in our classrooms. Another need our parents have expressed is in support of their child(ren)'s academics. Through our Parent Coffee chats, we will also provide information about community resources to help their child(ren) with academics, such as our After School Program. We can also utilize Parent University to offer workshops that also help parents support their child(ren)'s academics.

**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).

The SSC likes the involvement and modes of communication offered to parents. They like the support of the HSL and family events.

**2** ELAC:

The ELAC likes the involvement and modes of communication offered to parents. They like the support of the HSL and family events.

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

The staff feels that parents and community have many opportunities to be involved at Webster. They appreciate the support of the HSL and community partnerships.

### Action 1

**Title:** Expansion of Parent Communication

**Action Details:**

In order to increase modes of communication with our families we will use parent square. We will utilize this to send and share important information with our families in English and Spanish weekly and as needed based on events that come up throughout the week.

**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

Parent Surveys

Parent Coffee Chats, SSC and ELAC Meetings

**Owner(s):**

Admin/CCT/ILT

Admin/ILT/CCT

**Timeline:**

Spring

Aug - June

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

- Student Academics
- Student Centered and Real-World Learning
- Student Engagement
- Parent Portal
- Webster Website
- Edutext

- Parent University
- Communication with parents
- Increasing parental involvement SSC, ELAC, DAC, and LCAP meetings
- Provide Title I funds to support parents
- Literacy, Math and Science Nights
- Family/Community Night
- Parent Coffees
- Direct Graphics
- Supplemental staff time to support parent involvement
- Parent Square

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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In order to support our EL families we will be using parent connect in Spanish and English. We will provide parent workshops in Spanish and English. Send notes home in Spanish and English. Provide Bilingual presenters for our EL parents.

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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We will share resources with families to support our low performing students by sharing information on our school website, parent connect, Parent Square and Class Dojo (teacher). We will provide workshops on how parents can support low performing students and share resources such as Tutor.com and other programs.

## Action 2

**Title:** 24-25 Community Outreach

### Action Details:

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Webster will provide a multitude of events to promote community outreach:

- Back to School
- Community Fair
- Meal Distribution
- Multicultural Program
- Coffee Chat
- Guest presentations
- Parent Incentive Program
- Read Across America
- Letters to Santa
- Parent Leadership Group

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

Parent Surveys

ELAC, SSC and Coffee Chat feedback

**Owner(s):**

Admin

Admin

**Timeline:**

Spring

August - June

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

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- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Parent Portal
- Edutext
- Parent University
- Communication with parents
- Increasing parental involvement SSC, ELAC, DAC, and LCAP meetings
- Title I funds
- Coffee Chat
- Website
- Parent Square
- Parent Connect

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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At Webster we will provide a multitude of opportunities for parents to engage at the school site. Parent participation comes in many forms and so we do not want to limit the number of events to meetings only. Our goal is to have parents participate in schoolwide events, meetings, programs and conferences. We will provide translations, interpreters and resources to address the needs of our EL families.

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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At Webster we will provide a multitude of opportunities for parents to engage at the school site. Parent participation comes in many forms and so we do not want to limit the number of events to meetings only. Our goal is to have parents participate in schoolwide events, meetings, programs and conferences. We will provide resources for low performing students such as extra pay contracts for tutoring and share resources for parents to support students such as Tutor.com and other resources.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster 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	Cls Sup-Sup			Babysitting	1,445.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	3,611.00

**\$5,056.00**

# 2024-2025 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs Planning/Data Chats ** NO IEP's **	10,751.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	20,156.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : ENP	7,878.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Next Gen Site License	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	25,595.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	1,994.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printer leases	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : ENP	10,422.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Tutor	6,590.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	27,896.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Cullinan : Tutor	6,589.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance - Tech	5,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Lexia ELD or Rosetta Stone	5,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Resources	4,856.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		61,099.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff engagement activities	5,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,445.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	3,611.00

**\$213,882.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,230.00
Sup & Conc	7090	\$125,700.00
LCFF: EL	7091	\$47,952.00
<b>Grand Total</b>		<b>\$213,882.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$142,727.00	
G2 - Expand student-centered and real-world learning experiences	\$61,099.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,056.00	
<b>Grand Total</b>		<b>\$213,882.00</b>