

Heaton Elementary

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Laura Gemetti	X				
2. Chairperson – Nathen Guerrero				X	
3. Academic Coach – Destani Gerbrandt			X		
4. Paraeducator – Karina Ramirez			X		
5. Teacher – Sara Gonzales		X			
6. Teacher – Makenna Christiansen		X			
7. Michael Garrison (alternate)				X	
8. Ana Garcia (alternate)					
9. Jessica Leyva				X	
10. Calvin Gatison				X	
11. Angie Lee					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti		3/29/23
SSC Chairperson	Nathen Guerrero		3/29/23

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

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

FY 2023/24

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$67,095 *
7090	LCFF Supplemental & Concentration	\$212,433
7091	LCFF for English Learners	\$31,104
3182	Comprehensive Support and Improvement	\$63,119
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$20,787</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$394,538

* 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	\$1,988
Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,107</u>
Total Title I Allocation	<u>\$67,095</u>

Heaton Elementary 2023-2024 - 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
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth		55.42 %	51.84 %	2022-2023	60.42 %
i-Ready ELAD2 proficiency - percentage of students on/above		18.96 %	18.37 %	2022-2023	23.96 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth		63.9 %	55.33 %	2022-2023	68.9 %
i-Ready Math D2 proficiency - percentage of students on/above		12.2 %	6.97 %	2022-2023	17.2 %
SBAC ELA - Average distance from standard	✓		-99 pts	2021-2022	-89 pts
SBAC ELA - percentage of students met/exceeded standard	✓		13.18 %	2021-2022	18.18 %
SBAC Math - Average distance from standard	✓		-121 pts	2021-2022	-111 pts
SBAC Math - percentage of students met/exceeded standard	✓		8.2 %	2021-2022	13.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELA

Action 1: Challenging Content in ELA

- Teachers within PLC Teams collaborated on planning 120-minute ELA blocks with Wonders curriculum and reteaching lessons from the iReady Toolbox.
- Teachers received professional learning on the iReady Toolbox, EdCite Assessment Tool, and SBAC FIAB/IAB provided additional progress monitoring tools to assess student learning.
- Lead Teachers provided a weekly Week-at-a-Glance Team lesson outlines to site leaders.

2

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

Per school level dashboard data, low-performing student groups at Heaton on iReady Diagnostic 2 (22-23 D2) Include:

- ELA: Students with Disabilities, Foster and Homeless Youth, and English Learners**
 - iReady Reading Students On or Above Grade Level Reading for Diagnostic#2 18.4% (90/490), White 45.5% (10/22), Asian 29.2% (7/24), RFEP 28.6% (4/14), Multiple Races 21.4% (3/14), Black/African American 18.2% (12/66), Socioeconomically Disadvantaged 17.6% (83/472), Hispanic 15.5% (56/361), Foster Youth 11.1% (1/9), English Learner 5.5% (4/73), and Students with Disabilities 3.5% (2/57).
 - Percentage of Students Meeting Typical Growth for iReady Reading D2 was 51.8% (254/490),

- Teachers in grades 3rd-6th administered FIAB/IAB and EdCite CFA's to progress monitor student learning.
- Teachers moved to utilizing the Weekly Assessments instead of the Selection Tests, and provided daily instruction to students on citing text evidence and the use of the Wonders Write to Sources to increase student comprehension.
- CSI Focus and ongoing Instructional Walks resulted in targeted focus on Response Writing with Wonders resources and clarifying the ELA Block components.
- Coaching Cycles with Academic Coach during grade-level team planning on Sub Release Days supported with increased use of Wonders Readers/Writers Workshop, Write to Sources and the implementation of SBAC Question Stems within lessons. Additionally, moving to a two-week Wonders weekly unit supported the implementation of daily response writing in journals and notebooks.
- Lead PLI Teachers received Personalized Learning Initiative Blended Learning professional learning and planning time with immediate feedback from four walk-throughs by the PLI Team and Site Leaders throughout the school year.

Outcomes of Action 1

- For Reading Diagnostic#1 to Diagnostic#2 Heaton had school-wide growth of students moving into Tier 1 (green band, on grade level) of 8% to 18%, which is a 4% increase over the previous year from D1 to D2.
- For Reading Diagnostic#1 to Diagnostic#2 Students performing in Tier 1 (red) decreased from 53% to 45%, which means that the most struggling students are making positive academic progress. This was especially evident in 1st-3rd grades, with these grade levels showing from a 15%-16% decrease of students performing in Tier 1 (red).
- SBAC data not yet available.

Action 2: Response to Literacy Intervention (RtI)

- Heaton implemented a School-wide deployment model with RtI and RSP pull-out groups and within classroom small group instruction for Foundational Literacy skills.
- Certificated Tutor and Academic Coach collected and analyzed data BAS and BPST data to progress monitor student growth and group students for Tier 2 or Tier 3 small group instruction.
- Teachers progress-monitored with Benchmark Assessment System (BAS) reading levels to progress monitor reading growth and foundational skills needs.
- Teaching Fellows were trained in August and then provided small group skills-building with foundation skills under the guidance of the classroom teacher Monday-Thursday in 1st-3rd grade classrooms.

Outcomes of Action 2

- BAS reading levels data showed increase in students reading at grade level.
- BPST growth monitoring
- Majority of reading growth in iReady Diagnostic 1 to 2 showed 1st-3rd graders having most growth, showing need for more support with 4th-6th grade deployment and small group instruction. Goal is to provide Read180 Blended Learning Model the next year in 4th-6th intervention.

Action 3: EL Redesignation

- Teachers utilized Wonders EL Companion and WonderWorks curriculum to support struggling readers within Deployment groups and to provide 30-minutes of Designated ELD and Integrated ELD throughout the school day.

Asian 70.8% (17/24), White 68.2% (15/22), Migrant Education 66.7% (8/12), Black/African American 53% (35/66), Socioeconomically Disadvantaged 52.1% (246/472), Hispanic 49.9% (180/361), Foster Youth 44.4% (4/9), English Learner 43.8% (32/73), RFEP 42.9% (6/14), Multiple Races 35.7% (5/14), and Students with Disabilities 31.6% (18/57).

• Math: Students with Disabilities, Foster and Homeless Youth, English Learners and African American students

- iReady Math Students On or Above Grade Level Math for Diagnostic#2 was 7.0% (34/488), RFEP 21.4% (3/14), White 17.4% (4/23), Asian 12.5% (3/24), Multiple Races 7.1% (1/14), Socioeconomically Disadvantaged 6.8% (32/471), Hispanic 6.4% (23/358), Black/African American 3.0% (2/66), Students with Disabilities 1.8% (1/57), and 0% for English Learners, Foster Youth and Migrant Education students.
- Percentage of Students Meeting Typical Growth for iReady Math D2 was 55.3% (270/488), Migrant Education 75% (9/12), Asian 70.8% (17/24), Multiple Races 64.3% (9/14), Socioeconomically Disadvantaged 55.4% (261/471), Black/African American 54.5% (36/66), Hispanic 54.2% (194/358), RFEP 50% (7/14), English Learner 49.3% (35/71), White 47.8% (11/23), Foster Youth 44.4% (4/9), and Students with Disabilities 43.9% (25/57).

Severe Chronic Absenteeism impacted students ability to make adequate progress for these student groups.

- Teacher on Special Assignment facilitated ELPAC assessment along with trained classroom teachers with sub release days to support with assessing students.
- Professional development on the EL Standards and high-leverage strategies did not occur and remains an area of growth to be implemented in the next school year.

Outcomes of Action 3

- ELPAC data not yet available.
- iReady Reading Diagnostic2 data showed the number of English Learners scoring proficient in iReady#2 was below most other student groups and Typical Growth was lower. as well in Reading.

Action 4: Challenging Content in Mathematics

- Teachers within PLC Teams collaborated on planning 90-minute Math blocks with GoMath curriculum and reteaching lessons from the iReady Toolbox.
- Lead Teachers provided a weekly Week-at-a-Glance Team lesson outlines to site leaders.
- Teachers in grades 3rd-6th administered FIAB/IAB and EdCite CFA's to progress monitor student learning.
- TNTP Math Consultant provided professional learning and four coaching cycles to Academic Coaches, Site Leaders and Kinder-2nd Grade Teachers on Math Tasks, Three Reads Strategy, Student Work Analysis and Assessing and Advancing Questions from August-March.
- Teachers in 2nd and 3rd grades implemented small group instructional model with coaching cycles.
- Academic Coach provided targeted coaching with one teacher from 3rd-6th grade as a trainer of trainer model, which then expanded to all teachers in 3rd-6th grades on best practices and use of iReady Toolbox for math reteaching.

Outcomes of Action 4

- For Math Diagnostic#1 to Diagnostic#2 Heaton had school-wide growth of students moving into Tier 1 (green band, on grade level) of 2% to 7%. Kinder had an increase of 2% to 14%; and Sixth Grade had an increase of 2% to 8% of students moving into Tier 1 (green), and all other grade levels showed between a 2% to 4% gain in green band.
- There was schoolwide reduction of students scoring in Tier 3 (red) from Diagnostic #1 to #2 of 57% to 45%, and 1st-3rd grade levels all saw significant decrease in students in Tier 3 (red) of 16%-22%, meaning that more struggling students were gaining ground in their mathematical understanding, which is attributed to teachers participating in the TNTP Math Academy coaching cycles, and 2nd and 3rd grade teachers implementing small group instruction in math.

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

ELA/Reading

- Assessment calendars for backwards mapping were not fully implemented, as more training and time to understand grade level standards, appropriate assessments and backwards mapping with CFA's along the way did not occur as intended.
- Sub release days for teachers was limited to one day per grade-level team, instead of the three planned and budgeted for due to lack of substitute availability.
- Personalized Learning Initiative is still in the early learning phases for the PLi Leads, so not "yet" a trainer of trainer model, as substitute release time to allow teachers to plan, observe and provide side-by-side coaching

was not possible due to substitute teacher availability.

Response to Intervention

- Full school-wide Deployment and Response to Interventions was accomplished by October 2022. The schedule, structure and routines are now in place and it became apparent that there is the need for additional professional learning on "what" instruction and resources are utilized within small group instruction in classrooms and which students to pull for RtI (most struggling or bubble students). Grade-level teams and individual teachers have differentiated needs for professional learning related to small group instruction.
- There was some turnover in the Teaching Fellows and loss of RtI Instructional Aide in February that impacted RtI program and services to students; however a fourth Teaching Fellow was hired and another Teaching Fellow had hours increased to further support RtI and school-wide deployment.

EL Redesignation

- Professional Learning for teachers on ELD Standards or released ELPAC questions did not take place.
- Clearly defined ELD time and lessons within Daily Schedules not clearly defined in every grade level Week-at-a-Glance.

Math

- Four Math Cycles for Kinder-2nd Grade Teachers and in-person professional learning informed teachers' practices; however, classroom walk-throughs with ongoing feedback on full implementation is needed to ensure the use of math tasks, assessing and advancing questions, and student work protocols to increase student achievement.
- Increase classroom walks and include sub release days for ILT members to join walks as part of the TNTP contract
- PLC Teams only had one Sub Release Day all year, instead of the three Quarterly release days budgeted for due to a lack of substitute teachers.
- Academic Coach has been instrumental in working with grade-level teams and individual teachers on coaching cycles, in addition to the Math Pilot with "COWS" Cohort of the Willing. Teachers implemented iReady Toolbox Math Lessons for reteaching and discovered higher alignment and student engagement, so we expect to see growth on iReady Diagnostic#3 and SBAC proficiency.
- There still remains a difference with implementation of NextGenMath across grade levels and within grade-level teams, with some utilizing this resource effectively with Exit Tickets, CFA's, and pre/post assessments. EdCite was added mid-year, and again teachers have implemented this resource in some grade levels/classrooms, so the goal is school-wide expectation and data collection for increased accountability.

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 2023/24 SPSA.

ELA

- Implement Read 180 to support Tier II Reading Instruction in 4th-6th grades to ensure strong intervention and acceleration in reading.
- Re-establish writing portfolios for all students to track growth and development and increase accountability with Constructed Response Writing.
- ILT will clarify what data will be collected during the day, week, month and unit to progress monitor student academic achievement.
- Academic Coach has been instrumental in working with grade-level teams and individual teachers on coaching cycles for ELA and the goal will be to plan out professional learning directly related to school-wide goals/needs (i.e. small group instruction, Write to Sources Constructed Response Writing).
- SBAC metrics added to SPSA for Progress Monitoring and CSI Focus.

Response to Intervention

- Determine goals and data benchmarks to be consistently monitored with RtI and Deployment groups for better progress monitoring.
- Provide time for Certificated Tutor to meet with teachers on RtI instruction during deployment to create alignment and clarity.
- Need for additional training on Foundational Literacy Skills instruction with CIPL Coach and professional learning conferences (i.e. Orton-Gillingham).
- Invest in Read180 or professional learning for 4th-6th grade deployment small group instruction.

EL Redesignation

- Designated ELD clearly identified within Master Schedules in all grade levels.
- Professional Learning in ELD Standards and best practices to support English Learners during Designated Days at the beginning of the school year with on-going professional learning throughout the year.
- ELPAC test practice in the four test domains of Reading, Writing, Listening, Speaking throughout the school year to familiarize students with the assessment.
- Academic Coach to provide coaching cycles related to ELD Standards and ELD lesson implementation.

Math

- Continue with TNTP as a consultant to Site Leaders, Academic Coach and Lead Teachers to ensure stronger math task implementation and alignment to the rigor of the standard through the Math Progressions, models, representations, to increase problem-solving skills and student ownership.
- ILT will clarify what data will be collected during the day, week, month and unit to progress monitor student academic achievement.
- Academic Coach has been instrumental in working with grade-level teams and individual teachers on coaching cycles for Math, and the goal will be to plan out professional learning directly related to school-wide goals/needs (i.e. small group math instruction, Math Task within one day with student work protocol, assessing and advancing questions, reteaching, exit tickets and progress monitoring)

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

1 SSC:

- Interventions/rigor for students already at grade level.
- More cross training (ex: older kids teach the younger kids)

2 ELAC:

- How are parents informed about their children's ELPAC and EL status and if their child passed the ELPAC and what is on their child's profile?
- Better communication on their process from the school site to parents of EL Students. (Schedule an ELAC meeting specifically around ELPAC and EL Status/Redesignation. Include the timeline and specifications for passing ELPAC).
- Could all the English Learner students be grouped into one classroom per grade level to provide better support for specific language development needs and teacher could plan for these specific needs?
- In math, NextGenMath goes from K-8th so students can be provided foundational skills or be challenged to upper level.
- Support for word problems and the vocabulary for mathematics; solving word problems.
- Motivating students in mathematics; some say math is favorite subject, others is reading, history.
- How are students challenged when they are at or above grade level in mathematics?
- Parents do not understand how to do mathematics the way students are being taught—how can we support parents more? (strategies are different, use of manipulatives, models and drawings).
- Parents would be interested in going through a math lesson with their children at school.

3 Staff:

- Training on iReady to go deeper on iReady Toolbox.
- Grade-level Planning Days.
- RtI needs a sub if CT is out for the day, so we do not lose those learning days.
- More training on CAASPP stems and how to use and integrate them.
- BAS testing days.
- CSI/ILT Planning Days.
- More Time to Plan.

Action 1

Title: Challenging Content in ELA

Action Details:

Literacy TK-6th ELA

In Literacy, Heaton teachers will plan lessons and deliver instruction using the adopted curriculum and research-based best practices to ensure student acquisition of grade-level skills and make a minimum of one grade-level growth as monitored with i-Ready data, grade-level CFA's, IAB/FIAB (3rd-6th), exit tickets, student work and BAS Reading assessments.

- Teachers/PLC Teams will utilize the FUSD Instructional Practice Guide for Literacy, the Four Guiding Questions and the Common Core Companion for Literacy when planning and developing high-impact lessons that ensure student engagement, challenging content, student ownership, and within-lesson progress monitoring in daily lessons.
- Teachers and site leaders will be trained i-Ready Teacher-Assigned Lessons (K-6th) and PLI Blended Learning Strategies (K-6th) to support the implementation of differentiated learning and needed organizational skills.
- Teachers will deliver 120 minutes of ELA Instruction daily.
- Teachers will plan lessons that address the Four Guiding Questions and utilize the Instructional Practice Guide for Literacy and the Common Core Companion for ELA "Teacher Does" and ensure the use of complex text, talk and tasks.
- Use of Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online Wonders resources
- Use of Pre-assessments and Exit Tickets/student work to analyze student misconceptions of intended objective/skill and identify re-teaching opportunities and groupings
- Use of Rubrics to assess student work to the rigor of the standard
- 45-50 minutes weekly of i-Ready Reading (4th-6th) or Scholastic FIRST (K-3rd) online program
- Goal-setting and data chats with students (by standard or by skill)
- Close Reading, Note-taking and Citing Evidence strategies utilized daily during reading of grade-level text
- Use of Academic Discourse by students during pair-share, group-work, whole-class discussions, and consensus
- PLC Teams will goal-set, progress-monitor and share data with site leaders twice a month for Reading on the PLC Agenda
- Progress monitoring towards annual SMART Goal during Trimester Data Chats with site leaders
- Use of Daily Planner in 4th-6th grade classrooms to capture daily schedule, lessons, and homework
- PLC's will identify essential standards, develop CFA's and backwards map during PLC planning days and create and post CFA Calendar in Teams
- PLC's will agree upon and document Standards-based grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Student Agendas (4th-6th), phone calls home, and/or School Messenger).
- Professional learning on Claims, Targets and CAASPP IAB's/FIAB's for backwards mapping and progress monitoring to the rigor of the standard (3rd-6th grades); coaching support from Coaches on this professional learning.
- Professional learning for trainer of trainer implementation model with a lead teacher from each grade level team (K-6th) to champion the Personalized Learning Initiative and blended learning model for their grade level team K-6th.

School-wide Leadership Actions

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

- iReady diagnostic assessments
- iReady Teacher-assigned lessons, online Assessments, Exit Tickets, CUF's
- Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th) and ELPAC data
- Trimester PLC Data Chats
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- IPG Walks and Feedback from online Tool
- Classroom Observations and Feedback
- Instructional Practice Walks

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

- Three times a year
- Weekly/Monthly
- Throughout Unit
- Trimester or as needed
- Monthly or as needed
- Monthly or as needed
- Weekly
- Weekly
- Monthly

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

- Root cause analysis support
- Cross Functional (CF) Pivot Teams
- CSI Guiding Coalition Teams

- CSI Team
- CF with CSI Team
- CSI Team

- Weekly/Monthly
- Weekly/Monthly
- Weekly/Monthly

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, and BAS testing
- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Mini-PAC planning meetings and district meetings.
- ELA Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- One site-funded 3-hour Instructional Aide to support small group instruction in Kindergarten Classrooms
- Two district-funded 6-hour classified Instructional Aides in Kinder and one in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL (Conference and Travel fees with CSI Funds).
- Technology (projectors, tablets, headphones, cords, printers, carts, software, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, software, and other associated items to support instruction
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Student Planners for 4th-6th graders aligned with previous AMD training with CSI Funds.
- Graphics printing for instructional posters and materials aligned to academic goals with CSI Funds.
- Teacher professional learning books
- Parent Involvement Supplies
- Supplemental Contracts to pay for childcare and interpreters for school events and parent meetings
- Vallarta Grocery Store card
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW School Supply
- Office Depot

- Copy Machine lease

Specify enhanced services for EL students:

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and/or provided by the 3.5-hour Certificated Tutor and 3.5-hour Instructional Aide providing RtI.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA, Instructional Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA and Instructional Coach will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

Specify enhanced services for low-performing student groups:

The following supports will be implemented for struggling students in K-6th grades; under-performing African American students, Foster Youth, English Learners and Special Education students.

- RtI with Certificated Tutor and Instructional Assistants, or guest RtI with RSP teacher and RSP paras
- RtI progress monitoring for academic growth every other week to ensure fluidity of RtI groups.
- RSP Teacher will meet once a month with each PLC and site leaders to go over RSP students' IEP goals and academic concerns and progress.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in support as available (mostly Fridays) with RSP paras for identified Special Education students.
- Small group instruction with Wonders Leveled Readers (4th-6th), Heineman Leveled Readers (1st-3rd) GoMath Personal Trainer, Khan Academy and i-Ready Reading and Math lessons.
- Targeted support in the After School Program
- Use of Homework help and Literacy support in the After-School Program
- Instructional coach will support with math and ELA through PL and planning
- Increase use of Write to Sources and Close Reading Companion with PL on these resources
- One site-funded 3-hour Instructional Aides to support small group instruction for Kinder students within the classroom.
- Three district-funded 6-hour Instructional Aides to support small group instruction for TK-Kinder students.
- Extended Learning Summer Program (ELSP) opportunities
- Extended School Year (ESP) for students that qualify on their IEP's.
- 4A Springboard Spring and Summer Programs for African-American students.
- Three site-funded Teaching Fellows for push-in or pull-out support in reading for 1st-3rd grades.

Action 2

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

Action Details:

A three-tiered literacy response to intervention will be implemented to continually improve ELA/Literacy instruction and Foundational reading skills development to ensure all students make one grade level growth per year. Tier I and Tier II instruction will occur within the classroom and be provided by the classroom teacher (1st-6th) with Wonders Leveled Readers, WonderWorks and Read180 (4th-6th) curriculum. In TK-Kinder, Tier I and Tier II will be provided by the classroom teacher and supported by instructional aides and Teaching Fellows. Tier III instruction and intervention will be provided during Response to Intervention (RtI) grade-level designated blocks by the Certificated Tutor and one Teaching Fellow and by the RSP Teacher and two RSP Paraprofessionals using Guided Reading Leveled Readers (RtI 1st-3rd) Wonders Leveled Readers (4th-6th) and the Read Naturally Program (RSP 1st-6th) and Read180 (4th-6th).

Tier 1

- 120 minutes of Core ELA instruction using GVC
- Lesson Design with IPG and Common Core Companion to ensure grade-level rigor
- Implementation of differentiated supports within Wonders GVC
- Increased use of Academic Discourse and Student Ownership (IPG Tenet 3)
- Daily writing and responses to questions/ prompts in student ELA journals
- Vocabulary development through Wonders
- Lesson Exit Ticket CFU's with immediate pivots to address misconceptions and student needs

- Student goal-setting and self-reflection
- Foundational skills instruction at the rigor of the grade level standards.
- Close reading strategies modeling daily (marking up the text, citing evidence, note-taking, summarizing)

Tier 2

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

Tier 3

- Identified 30-45 minute block of instructional intervention for grades 1st-6th with Certificated Tutor, Instructional Aide and Teaching Fellows or as guest in RSP with RSP Teacher and Paraprofessionals
- Academic tutoring in After-School Program
- Academic tutoring in After-School Tutorials (site-identified students with Teacher)
- 6-hour Certificated Tutor and one 3.5-hr Instructional Aide to provide small group intervention with Heineman leveled readers or guest in RSP classroom with RSP teacher and two RSP 3.5-hour paraprofessionals with small group instruction in Read Naturally or other designated RSP program.
- Three site-funded Teaching Fellows for 3.5-hours in 1st-4th grade classrooms for additional small group instruction in reading/foundational skills (use of CSI Funds)
- Small group instruction with TK and Kinder paras for 1st grade non-readers small group instruction in reading/foundational skills
- Small group instruction with TK and Kinder Teachers for 1st grade non-readers small group instruction two-three days per week.
- Use of i-Ready lessons, iReady Toolbox and online instruction adaptive pathway teacher-assigned lessons to target instructional needs/foundational skills
- Use of Scholastic F.I.R.S.T. 45 minutes per day K-3rd for Foundational Reading Skills development (phonics, phonemic awareness).
- ELSP notification to parents
- Student Study Team meetings to identify academic gaps and needs and to develop academic plans and need testing.
- Progress-monitoring with i-Ready Diagnostic data analysis and quarterly BAS testing 1st-3rd and 6-8 week cycles using BPST and Fluency testing 1st-6th.

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

- i-Ready Diagnostic Benchmarks and online lesson progress monitoring
- BAS Testing
- Grade-level Common Formative Assessments and IAB/FIAB (3rd-6th)
- Student Work Samples; Rubric scores
- Trimester Data Chats with PLC Teams and Site Leaders
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- Monthly Meeting with RtI Team and Site Leaders
- Monthly Meetings with PLC Teams and RtI CT and RSP Teacher
- Monthly Meetings with Site Leaders, TSA, RtI CT and RSP Teacher

Owner(s):

- Kinder Teachers/Instructional Aides/Teachers
- K-3rd Teachers/TF/TSA/Instructional Aides/RSP Teacher
- 3rd-6th Grade Teachers
- Admin/RSP Teacher/Reg Ed Teacher/ School Psych /SLP
- Site Leaders/TSA/ICT and RSP Teacher
- Site Leaders/TSA/ICT and RSP Teacher
- Site Leaders/TSA/ICT and RSP Teacher
- Admin/TSA/TCT and RSP Teacher

Timeline:

- Quarterly
- Quarterly
- Ongoing within units of study
- Quarterly
- Trimester
- Monthly
- Monthly
- Monthly or as needed
- Monthly or as needed

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

- Fund a 6-hour Certificated Tutor and one 5-hour Teaching Fellow for RtI Small Group Instruction
- Purchase of additional WonderWorks for Tier II Intervention within classrooms
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Conferences (RTI & PLC) Travel fees (CSI Funds)
- Supplemental contracts for TK/Kinder/SDC/Sped Paras
- Supplemental contracts for TK/Kinder Teachers and CT
- Contract for three 3.5-hour Teaching Fellows four days a week (CSI Funds)
- Copier machine lease
- Sub release time for teacher for planning RTI lessons
- Subs for teachers to collaborate for SST meetings
- Supplemental contracts for translators
- Technology: Hardware and software to support reading intervention and assessment programs
- Materials and Supplies (classroom/supplemental/software)

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

The following supports will be implemented for struggling students in 1st, 2nd and 3rd grades; under-performing African American students, Foster Youth, English Learners and Special Education students

- RtI program with Certificated Tutor
- After School Library tutorial program
- Use of iReady and Scholastic F.I.R.S.T. online programs for Student Groups performing below grade-level
- Teaching Fellows and TK/Kinder/SDC/Sped Paras to provide reading/foundational skills for below grade level readers, including English Learners.
- A4 Springboard After School Program in the Spring and Summer to address AA students' literacy
- EL students will receive designated and integrated instruction throughout the school day

Action 3

Title: EL Redesignation

Action Details:

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

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

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

Explain the Progress Monitoring and data used for this Action

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

- Annual ELPAC assessment
- BAS test for 1-6th grades at-risk and below grade level
- Common formative assessment; unit IAB/FIAB (3rd-6th)
- Admin walk-throughs with feedback
- EL Redesignation Goal-setting Reports on ATLAS

Owner(s):

- ELPAC Assessors
- Teachers and CT/IAs for RtI
- Teachers
- Admin
- Admin/Teachers

Timeline:

- Annually
- Quarterly
- On-going
- Weekly
- EL Services Designated Dates

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

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

Specify enhanced services for EL students:

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and/or provided by the 3.5-hour Certificated Tutor and Instructional Aides providing RtI.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.
- Digital Marquee to support student/parent engagement

Specify enhanced services for low-performing student groups:

The following supports will be implemented for English Learner students in 1st-6th grades.

- RtI with Certificated Tutor and Instructional Aides for 1st-6th grade English Learners
- Reteach based upon CFA data in 1st-6th grade
- Targeted ELD Bootcamp aligned to ELPAC testing areas of Listening, Speaking, Reading and Writing
- Use of Wonders ELD Companion for small group instruction

Action 4

Title: Challenging Content in Mathematics

Action Details:

Mathematics

In Mathematics, Heaton teachers will plan lessons and deliver instruction using the adopted curriculum and research-based best practices to ensure student acquisition of grade-level skills and ensure all students grow a minimum of one grade-level per year as monitored with i-Ready data, grade-level CFAs, IAB/FIAB (3rd-6th), exit tickets from GVC and NextGenMath, and analysis of student work samples.

- Teachers will utilize the FUSD Instructional Practice Guide for Mathematics, the Four Guiding Questions and the Common Core Companion for Mathematics when planning and developing high-impact lessons to ensure student engagement, challenging content (focus, rigor, coherence), student ownership, and within-lesson progress monitoring in daily lessons.
- Teachers and site leaders will be trained in the use of Math Tasks with TNTP coaches in cycles and the use of NextGenMath for developing and implementing Common Formative Assessments and backwards mapping.
- Teachers will continue professional learning with Math Fluency strategies, *GoMath* Personal Trainer, i-Ready Teacher-Assigned Lessons and iReady Toolbox (K-6th) to support the implementation of differentiated learning and needed organizational skills.
- 90 minutes daily of Core Mathematics Instruction with GVC
- 15-20 minutes daily of Math Fluency
- 45-50 minutes weekly of i-Ready Mathematics online program (K-6th)
- Implementation of Math Tasks which includes instruction on the Math Progressions and the Mathematical Shifts: Focus, Coherence and Rigor, while developing conceptual understanding, procedural skills, collaborative group work, academic discourse and deeper level understanding of mathematics within lessons.
- Use of Personalized Learning Initiative and Blended Learning to differentiate lessons that address student needs based on the 4 of the Guiding Questions: What do you want students to know; How will you know they learned it; What will you do when they did not learn it; What will you do if they already know it?
- Teachers will utilize appropriate manipulatives as determined through the *GoMath* lessons and Common Core Companion "Teacher Does" and "Students Do" actions.
- Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online *GoMath* and Khan Academy resources
- Use of Pre-assessments, Exit Tickets/student work and Error Analysis to determine what to teach, how to group, and student misconceptions for reteaching.
- Goal-setting and data chats with students (by Claim and Target)
- Professional learning on Claims and Targets aligned to the rigor of SBAC IAB/FIAB(3rd-6th grade)
- Close Reading, Three-Reads Strategy, Note-taking, Vocabulary Development, Conceptual Models and Citing Evidence strategies utilized daily during reading of mathematics word problems
- Use of Academic Discourse by students during pair-share, group-work and whole-class discussions; pulling Academic Vocabulary from the Common Core Companion.
- PLC Teams will goal-set, progress-monitor and share data for with site leaders twice a month for Math
- Progress monitoring towards annual SMART Goal during Quarterly Data Chats with site leaders
- Use of Daily Planner in 4th-6th grade classrooms to capture daily schedule, lessons, and homework to support AMD strategies (use of CSI Funds).
- PLC's will identify essential standards, develop CFAs and backwards map during PLC planning days and create and post CFA Calendar in Teams
- Selection of *GoDeeper* and *Think Smarter* items from *GoMath* during planning and lesson/unit development.
- PLC's will agree upon and implement Standards-based grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Student Agendas (4th-6th), phone calls home, and/or School Messenger).
-

School-wide Leadership Actions

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

- Site Leaders will progress monitor student academic growth and achievement through i-Ready Diagnostic Typical and Stretch Growth Goals and PLC data chats.
- in weekly PLC meetings with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

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

Explain the Progress Monitoring and data used for this Action

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

- **Administrators and teachers will analyze site, district and SBAC results to improve instruction and increase academic achievement.**
 - iReady diagnostic assessments
 - Go Math & Khan Academy online Assessments, Exit Tickets, CUF's
 - Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th) and ELPAC data
 - Trimester PLC Data Chats
 - SST/504 Meetings; initials and follow-up
 - IEP Meetings initial, annual and triennial
 - IPG Walks and Feedback from online Tool
 - Classroom Observations and Feedback
 - Instructional Practice Walks
- **CSI: Heaton Staff will leverage District Support in the Monitoring Process**
 - Root cause analysis support
 - CSI Guiding Coalition Teams

Owner(s):

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

- CSI Team
- CSI Team

Timeline:

- Three times a year
- Weekly/Monthly
- Throughout Unit
- Trimester or as needed
- Monthly or as needed
- Monthly or as needed
- Weekly
- Weekly
- Monthly

- Weekly/Monthly Support
- Weekly/Monthly Support

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Mini-PAC Lesson Design, and analyzing assessment data
- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Mini-PAC planning meetings and district meetings.
- ELA and Math Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- One site-funded 3-hour Instructional Aides to support small group instruction in Kindergarten.
- Two district-funded 6-hour classified Instructional Aides in Kinder and one in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL Travel fees with CSI Funds
- Technology (projectors, tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, and other associated items to support instruction
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Student Planners for 4th-6th graders aligned with AMD with CSI Funds.
- Graphics printing for instructional posters and materials aligned to AMD with CSI Funds.
- Teacher professional learning books
- Parent Involvement Supplies
- Supplemental Contracts to pay for babysitting and interpreters for school events and parent meetings
- Vallarta Grocery Store card
- Direct Maintenance for technology & installation (EKC Enterprises)

- GWSchool Supply
- Office Depot
- CopyMachine lease

Specify enhanced services for EL students:

- Professional learning on Math Tasks and Math Progressions via TNTP with emphasis on reading, writing, consensus and presentation to support English Learner's language development.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ELSP) opportunities will be communicated to parents by Home School Liaison.

Specify enhanced services for low-performing student groups:

The following supports will be implemented for struggling students in K-6th grades; under-performing African American students, Foster Youth, English Learners and Special Education students.

- RtI with Certificated Tutor and Instructional Assistants, or guest RtI with RSP teacher and RSP paras
- RtI progress monitoring for academic growth every other week to ensure fluidity of RtI groups.
- RSP Teacher will meet once a month with each PLC and site leaders to go over RSP students' IEP goals and academic concerns and progress.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in support as available (mostly Fridays) with RSP paras for identified Special Education students.
- Small group instruction with Wonders Leveled Readers (4th-6th), Heineman Leveled Readers (1st-3rd) GoMath Personal Trainer, Khan Academy and i-Ready Reading and Math lessons.
- Targeted support in the After School Library Program
- Use of Homework help and Literacy support in the After-School Program
- Instructional coach will support with math and ELA through PL and planning
- Increase use of Write to Sources and Close Reading Companion with PL on these resources
- Two site-funded 3-hour Instructional Aides to support small group instruction for K-1st students within the classroom.
- Three district-funded 6-hour Instructional Aides to support small group instruction for TK-Kinder students.
- Extended Learning Summer Program (ELSP) opportunities
- Extended School Year (ESP) for students that qualify on their IEP's.
- 4A Summer Programs for African-American students.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team meetings; **No IEPs**	2,424.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students **No IEPs**	8,404.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Coverage for teachers for Reading Assessment Goal 1, Action 1 **No IEPs**	2,161.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,277.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental Materials/supplies for students/staff to support Goals 1-5, Actions1-3 **No incentives or food**	2,708.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Personalized Learning Initiative - Blended learning instructional strategies, technology incorporation, PD, improving instruction for all students Goal 1, Actions 1-4	5,550.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Build Young Leaders - Site License	2,500.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies	915.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage for Personalized Learning Initiative teacher release for planning, walkthroughs, offsite professional learning Goal 1, Actions 1-4	6,602.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TSA Sub	18,040.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, planning, PLC/Data work, CSI PDSA work, etc in support of Goals 1-3, actions 1-4	7,392.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Brain POP subscription	3,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Materials/Supplies	35,200.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL support to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site school needs	700.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic Dept. will be utilized for various certificates and incentives, staff/family resources to support academic/social emotional learning needs of students Goals 1-5, Actions 1-3	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin - 10 days of coverage	5,881.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental instructional materials/supplies	1,946.00
G1A1		Instruction	Bks & Ref				1,100.00

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	One-time School	Instruction	Bks & Ref			Nearpod Library - Additional resources for improving academic performance for all students, Goal 1, Actions 1-4	1,100.00
G1A1	One-time School	Instruction	Bks & Ref			: iReady toolbox and workbooks to supplement instruction Goal 1, Actions 1-4	16,318.00
G1A1	One-time School	Instruction	Mat & Supp			Supplemental instructional materials and supplies **No incentives or food**	3,369.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for tier II/III support **No IEPs**	1,500.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 1 Teaching Fellow @ 5 hours for RTI support	20,038.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4688		58,704.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2812		35,212.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Coverage for teachers to support with ELPAC testing	1,680.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	2,337.00
G1A4	ESSA-CSI	Instruction	Nc-Equipment			Purchase of technology - tablets/laptops and other necessary tech to support instruction, Goals 1-5, actions 1-3	1,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Instructional Leadership Team Planning Goal 1, Actions 1-4	6,604.00
G1A4	Sup & Conc	Instruction	Travel			Travel - Conferences for teachers/staff to improve/support Goals 1-4, Actions 1-3	4,000.00
G1A4	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin coverage for site leaders Goal 1, Actions 1-4	8,404.00
G1A4	Sup & Conc	In-House Instructional Staff Development	Crt Supr-Sub			Administrative coverage to support site leaders during professional learning with teachers Goal 1, Actions 1-4	3,362.00

\$290,100.00

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	✓	88.96 %	83.47 %	2022-2023	84.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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

- School music program increased student participation with return of music teacher and new strings, band and recorders teacher.
- Sports returned and strong participation with boys' teams and need to recruit female athletes, so provided the opportunity to 4th grade girls to join sports.
- Polled students on their interest for Meaningful Jobs and this will be an area of focus in the upcoming year.
- Drama Club with performances this year and Morning Announcements Club provided weekly school-wide video announcements.
- Black Student Union launched in Quarter 3 with African-American students and allies participating and planning a community project.

Action 2-Increase student exposure to careers

- We are rebuilding relationships with Fresno City College and Design Science, so students had the opportunity to attend a field trip with the high school.
- Fresno High Young Men and Young Women's Alliance have a new schedule which impedes them from coming to Heaton in the mornings, so the high school students are working as Interns, Cheer Coaches, and providing support to our school Carnival and After-School Program.
- Drones and Cooking Matters are offered in the After-School Program, so the ask is how to bring these opportunities into the school day for more access to students.
- Field trips returned so each grade level participated.
- Fort Miller reached out to co-plan Career Day at Heaton, which will take place in the Fall in following school year.

Percentage of Favorable Responses: Student Real-World Experiences Fall 22/23

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

- Busing for the after-school program needed for many students who take the school bus to Heaton and this impacted students needing transportation being able to participate in clubs, sports and the After-School Program.
- Teacher on Special Assignment covered classrooms due to a shortage of substitute teachers, which impacted the implementation and diversification of school-wide activities for students.

- Asian 90.5%
- White 86.7%
- Hispanic 85.3%
- English Learner 84.5%
- RFEP 84.1%
- All Students 83.5%
- Students with Disabilities 83.5%
- Socioeconomically Disadvantaged 83.5%
- Migrant Education 80%
- Multiple Races 75%
- Black/African American 74.3%
- Foster Youth 68.8%

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).

- Partnerships and relationships within the community are taking time to re-establish and take time to develop, especially as people have changed jobs and positions and new contacts are being established.
- TSA support has been diverted to covering classrooms for SST and IEP meetings, and covering classrooms, so time for planning and implementation has been impacted.

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 2023/24 SPSA.

- Recruit parent volunteers and increase outreach to community to provide mentorships and connections to real-world learning.

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

1 SSC:

- More STEM opportunities during school day
- Relate core subjects to real world situations
- PL for teachers in integrating subjects/arts
- Culturally proficient teaching practices
- Career day

2 ELAC:

- Create an English-Learners Club for students (i.e. like BSU) to support English Learners retaining their primary language; EL students and allies. Spanish, Hmong and other languages.
- More opportunities for field trips and inviting our EL parents to chaperone—better outreach; parents did not know they could attend the field trips to chaperone.
- ASP has STEAM and cooking, drones for student engagement.

3 Staff:

- Guest Speakers and Field Trips.
- "Challenge Day" at the beginning of the year and possibly again at the end of the year or beginning of the second semester.
- More Bricks4Kidz

- Can students attend Saturday Sports at Parc Grove even if they do not live there?

Action 1

Title: Increase student involvement in extra-curricular activities

Action Details:

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

- Increase student involvement at school.
- Develop and communicate to students and parents the extra-curricular activities for student participation.
- Engage students in activities of interest to them through the use of a student interest survey.
- Increase the diversity of Goal 2 opportunities.
- Parent and Community outreach to support and provide volunteers for activities.
- Provide funds for teachers and staff to lead and facilitate extra-curricular activities.
- Increase recognition for student participation.

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

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 Reports in ATLAS
- SEL Survey results
- Student feedback and interests
- ATLAS Engagement Reports-static reports
- Grades for Orchestra and Band

Owner(s):

- Admin/TSA
- Admin/TSA
- Teachers
- Admin/TSA
- Band and Orchestra Teachers

Timeline:

- Quarterly
- Annually
- Quarterly
- Quarterly, or as needed
- Quarterly

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Leverage mentoring programs to increase participation with African-American group and increase inclusion for students with disabilities.
- Targeted communication with African-American parents and parents of students with disabilities to

- chaperone field trips and sponsor/co-sponsor clubs.
- Support from Home School Liaison, CWAS/Tier II IS and Social Worker to build relationships with targeted subgroups and parents/guardians.

Action 2

Title: Increase student exposure to careers

Action Details:

- Partnership with Fresno City College with a focus on college and career education opportunities. Students will have exposure to various career paths in Engineering, Geology and Liberal Arts through FCC professors and students, and Design with Design Science High School.
- Collaborative Projects with Design Science High School Students (i.e. school garden/IdeaFest)
- Students will have the opportunity to attend a Career Day at Heaton. There will be a variety of professionals that will present to students and share their experiences.
- Young Men of Character mentors will connect and build character through the After-School Program.
- Leverage the Fresno High Men's Alliance and Women's Alliance to mentor and tutor students during After-School Program.
- Students will have exposure to technology and careers during their classroom weekly library time (i.e. learning engineering for 3D printing).
- Students will have the opportunity to recover attendance credit and engage in diverse learning activities during Heaton's Saturday Academy.
- Volunteers Literacy Tutors will be in 1st-2nd grade classrooms to support teachers and students with site words and connections with another adult.
- Our Teacher on Special Assignment will provide engagement activities, assemblies and rallies to increase student interest in college and careers.
- TSA will coordinate Meaningful Jobs hiring fair twice a year in the cafeteria for 4th-6th graders; jobs can include Cafeteria Workers, Library Helpers, Morning Announcements, Safety Patrol, Classroom Reading Buddies, New Student Outreach, Recess Equipment Monitors, etc.

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

Explain the Progress Monitoring and data used for this Action

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

- Climate-Culture Student Survey questions
- Attendance from Young Men of Character, Library After School Program, Saturday Academy, Meaningful Jobs.
- Feedback from mentors and students regarding the various programs and Career Day.
- ATLAS and Power BI behavior & attendance data

Owner(s):

- CCT/TSA/Site Leaders
- Mentors, librarian, teachers, admin
- Mentors, students
- Site Leaders
- Site Leaders, TSA and CCT

Timeline:

- October 2023 & March 2024
- September 2023 - June 2024
- September 2023 - June 2024
- September 2023 - June 2024
-

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Continuation of check-in/check-out and site-based mentoring to engage African American subgroup, English Learners and students with disabilities, and parent outreach from the Home-School Liaison, Social Worker and Tier II IS for targeted subgroups via parent meetings.

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	✓	49.96 %	51.23 %	2022-2023	41.63 %
Suspension Rate - Semester 1	✓	3.25 %	3.02 %	2022-2023	2.69 %

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.

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

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

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

- 2018-2019: 14.36%, 3.04%
- 2019-2020: 10.82%, 6.01%
- 2020-2021: 12.5%, 22.2%
- 2021-2022: 34.5%, 26.1%
- 2022-2023: 29.0%, 19.3%

Absenteeism by Subgroups

- White 66.7%, 20 students
- Students with Disabilities 66.2%, 47 students
- Multiple Races 65%, 13 students
- Black/African American 58.2%, 46 students
- All Students 51.2%, 129 students
- Socioeconomically Disadvantaged, 50.6%, 275
- Hispanic 48.5%, 198 students
- Asian 42.9%, 12 students
- English Learner 38.5%, 30 students
- Migrant Education 38.5, 5 students

2

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

- CWAS/Tier II Specialist moved to new site which impacted the number of students being supported in small skills groups.
- Multiple changes with Hand-in-Hand Mentors impacted student mentoring support..
- Attendance and tardiness impacted student participation.

- RFEP 14.3%, 2 students
- Foster Youth 10%, 1 student

Action 2-PAWS**Guidelines for Success**

- Implemented a school-wide PAWS incentive program with "blue" tickets and a student store to shop on a monthly basis; however, not all staff members implement the plan consistently, so looking to clarify and refine the program.
- Increase in student suspensions required reallocation of resources to three mentors to support students SEL needs, which are more intense.
- High number of new students to the school site impacted suspensions, as 50% of suspensions are from students new to Heaton this year or last year.
- Lack of a Tier II Specialist for the majority of the school year impacted the number of students supported in small skills groups.
- Re-establishing Quarterly Recognition with new criteria has been very positive with staff, students and families.

Power BI Data: Suspensions for All Students

- 2018-2019: 159 Suspensions; 59 Students
- 2019-2020: 99 Suspensions; 37 Students
- 2020-2021: 2 Suspensions; 2 Students
- 2021-2022: 54 Suspensions; 33 students
- 2022-2023: 70 Suspensions; 35 students

Suspensions by Subgroups

- Black/African American 12.8%
- Foster Youth 10%; 10 students
- Multiple Races 10%; 2 students
- All Students 3%; 17 students
- Socioeconomically Disadvantaged 3%, 16 students
- Students with Disabilities 1.4%, 1 student
- Hispanic 1.5%, 5%
- White 0%
- RFEP 0%
- English Learner 0%
- Asian 0%

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

- Attendance Program not implemented, so currently training Office Assistant, new Office Manager and full-time Home-School Liaison to take a more active role in progress monitoring attendance and tardies and early checking-out of students.
- Revisit CSI work from previous two years on building relationships teacher-student, staff-families, and student-student with Morning Meetings, Second Step lessons, and more school-wide opportunities to bring families together.

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 2023/24 SPSA.

- Hire a new Tier II Specialist and provide clarity on their role and responsibilities and site's roles and responsibilities in training and providing feedback and participation in the Tiers of Support program.
- Building stronger parent relationships through School Site Council and ELAC to increase parent/guardian presence on campus.
- Address ongoing busing issues as equity and access accountability.
- Add Leadership/Mentorship Program targeted to African American male students to support specific SEL needs.
- Targeted work at Parc Grove with Fresno Housing, Parent University, A4 and Mentoring to provide parents a voice.
- Bring back Heaton Voices in collaboration with Parent University for parents/guardians of Black/African American students.

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

- 1** SSC:
- Refine student store/PAWS ticket system (pricing of items, handing out more tickets) - from student voice committee
 - Student suggestion box (physical or digital)
 - How do we get our kids more connected?
 - Real world connections from PAWS tickets to real world responsibility
 - Heaton character score

- 2** ELAC:
- Parents like the idea of mentoring has helped out students.

- 3** Staff:
- More rallies, possibly with activities.
 - Students earning more things like they did with second iReady Diagnostic; students were pumped.
 - End of the Year celebration, but earning it.
 - More Clubs; variety of clubs for students.
 - Attendance Celebrations.
 - Tardy and absences are too high; Consequences for late tardies and too many tardies.
 - Places for students to go during lunch if they want to be inside.
 - Opportunities for school spirit pride; history of "Heaton" and Fresno.
 - BSU and Student Voice committee have been a great start.
 - All teachers and grade levels putting student work in hallways.

Action 1

Title: Attendance: School-wide incentive program

Action Details:

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

- Increase parent awareness on attendance, late and tardies.
- Clarify school-wide attendance incentive with staff, students and families.
- Provide services and supports to at-risk students/families with severe and chronic-severe absenteeism.

- Teachers will have a variety of ways in which to recognize and reward their class and individual students throughout the school year.
- The Tier 2 Intervention Specialist, HSL and Attendance Clerk will monitor student attendance daily and provide home-school connection with parent contact as needed.
- Site leaders/TSA will recognize classrooms and individual students who meet attendance goals during Recognition Assemblies and Monthly PAWS Celebrations.
- Attendance goals and rates will be communicated to parents and to staff.
- Attendance meetings will be facilitated by the HSL, Tier 2 Specialist and Social Worker for SARB meetings; data collected and input into ATLAS for progress monitoring.

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

- CWA will track tardy, late and absent students on a weekly basis
- HSL, SW and CWA will make phone calls home and home visits
- Attendance Clerk clears absences by phone calls home.
- Attendance, grades and behavior expectations will be shared at Back-to-School Night and through the Parent-Student-Teacher compact.
- Attendance monitoring in ATLAS with SARB Meetings
- Admin celebrates attendance rates on morning announcements and through email communication

Incentives for good attendance:

- Classrooms will earn a popcorn party for every 5 days (TK -1 grade) and every 10 days (2 -6 grade) of perfect attendance.
- The class with the most days of perfect attendance will earn a pizza party at the end of each quarter.
- Students with perfect attendance will receive a perfect attendance certificate at the end of each quarter.
- Students with perfect attendance for each semester will receive a "I'm Perfect and so is my attendance", T-shirt.
- TK-1 grade teachers will have daily drawings for students who are present at school on time.

Owner(s):

- CWA/Attendance Clerk
- HSL/CWA/SW
- Attendance Clerk
- Admin/teachers
- Attendance clerk/ CWA/ TSA/SW
- Admin
- Teacher
- Teacher/HSL/Admin
- Teacher/HSL/Admin
- Teacher/OM/Admin
- Teacher/OM/Admin
- Teacher/Admin
- Teacher/Admin

Timeline:

- Weekly
- Daily
- Daily
- Annually
- Bi-monthly after each SARB Meeting
- Weekly
- Weekly
- Daily
- Weekly
- Quarterly
- Semester
- Yearly
- Quarterly

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

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly (Hand in Hand)
- Materials and Supplies
- Supplemental Contract for HSL and OM to support initiatives to improve attendance
- Supplemental contract for babysitting/translating for attendance meetings & coffee chats
- On-site counseling contract
- Parent Involvement P.O. for parent engagement meetings
- Amark T-shirts for Perfect Attendance Winners

Specify enhanced services for EL students:

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly
- Use of HSL to provide Spanish translation and parent outreach, home visits and related services.
- Use of Social Worker to connect with parents on attendance concerns.

Specify enhanced services for low-performing student groups:

Use of Tiers of Support Team (TST) to connect with African-American, Foster Youth, Homeless and Special Education students and families to remove barriers leading to chronic absenteeism and truancy.

Action 2

Title: PAWS Guidelines for Success

Action Details:

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

- Implement the school-wide guidelines for success (PAWS Expectations: Practice Respect, Act Responsibly, Wise Choices, Safety First); two school-wide assemblies (first week of school and first week of return to school in January) and additional assemblies and rallies to reinforce expectations.
- Increase student on-task behaviors in the classroom with support from Hand-to-Hand Mentor.
- Reduce rate of suspensions occurring in and outside of the classroom; identify high suspension classrooms, high-suspension areas, high-suspension behaviors from Power BI trend data
- All students will participate in P.A.W.S. Guidelines for Success and monthly assemblies will be used to teach and reinforce school-wide behavior expectations.
- Teachers will utilize CHAMPS/MAC in daily lessons
- Teachers will implement Olweus Bullying Prevention, weekly Second Step lessons, daily morning meetings, and classroom meetings as needed, which will be monitored by site leader walkthroughs with designated times placed on the master calendar.
- Students will be recognized and provided incentives for positive behaviors.
- Support staff will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships.
- Site leaders will closely monitor suspension data.
- Tiers of Support Team (TST) will identify and provide needed interventions to students.
- Progress Monitoring using Power BI for number and percentage of students who subgroups are more than 10% negatively disproportionately represented (Foster Youth, African American, Homeless, SpEd, males of color, male students, and low income students).
- Progress Monitoring using Power BI for number and percentage of students with 1 or more out of school suspension incidents and Power BI for the number and percentage of suspension instances in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, library, playground, restroom)
- Marquee to support student/parent engagement

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

- Teachers will enter in positive behaviors into ATLAS during staff meetings.
- Parents/guardians will be contacted by the teacher and/or site leaders in regard to misbehaviors, suspensions and expulsions.
- Admin will monitor and share with School Climate and Culture Team and teachers the quarterly suspension/expulsion data through email and PL.
- TST will meet, monitor and track student behaviors for TST identified students
- TST will develop behavior support plans and daily behavior plans for Tier 2,3 students.
- ATLAS behavior reports pulled for SST meetings as needed.
- Classroom walk-throughs and feedback
- SST/504 Meetings; initials and follow-up, including Subs
- IEP Meetings initial, annual and triennial
- Mentoring Case Load Progress Monitoring Suspensions/ODR's

Owner(s):

- Teachers
- Teachers/Admin
- Admin/SCC Team
- TST
- TST
- TST, Admin, Teacher
- Admin
- TSA/Admin/Teacher
- Admin/RSP Teacher / Teacher/ School Psychologist
- TST

Timeline:

- Monthly
- Weekly as needed
- Monthly
- Weekly or Bi-weekly
- Weekly or Bi-weekly
- Monthly
- Weekly
- Monthly and as needed
- Monthly and as needed
- Weekly and Monthly

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

- Tier II Intervention Specialist and Social Worker to provide intervention to students with Tier 2 and Tier 3 needs.
- Contract with Hand-to-Hand Mentoring
- Materials and Supplies to support Guidelines for Success, P.A.W.S. (student incentives, awards, t-shirts, school improvement).
- All students will participate in P.A.W.S. Guidelines for Success, CHAMPS/MAC, and Olweus Bullying Prevention.
- Incentives for students reducing referral percentage and adhering to P.A.W.S. Guidelines for Success.
- All classrooms will implement weekly Class Meetings and Second Step.
- Deputy probation officer from the regional high school will implement Elementary Prevention and Intervention program to promote positive behaviors in the school, home, and community by fostering positive, proactive relationships with deputy probation officers.
- P. A.W.S. Guidelines for Success monthly assemblies my admin/TSA
- Supplemental Contract for Classified employee to support School Climate and Culture/PAWS Guidelines for Success.

Specify enhanced services for EL students:

- Tier II IS and SW meets with Tier II and Tier III identified students and keep daily logs data
- ENP and District Mentors meet with Boys to Men and Girl Power students weekly in the ASP

Specify enhanced services for low-performing student groups:

The following supports will be additions to next year's MTSS and will target African-American, Foster, Homeless and Special Education students and families:

- Implementation of TST to clearly identify and differentiate students needing Tier 1,2,3 supports
- Tier 2 support - Intervention Specialist (district provided)
- Social Worker - Split-funded 3 days per week
- Campus Assistant- site funded
- PL on Restorative Practices and Tier 1 classroom strategies by RP Counselor--district funded two days per week
- Priority with Mentor

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			: Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **2 additional mentors to come**	11,045.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			: Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance/SEL - All Actions in Goals 1 & 4 **2 additional mentors to come**	10,955.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.4125	Split with Heaton 60% and Tatarian 40%.	55,309.00
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.1875	Split with Heaton 60% and Tatarian 40%.	25,141.00

\$102,450.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	94.37 %	84.14 %	2022-2023	89.14 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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

Percentage of Favorable Responses Power BI Data

- Staff Diversity 84.1%

Spring 2022/Spring 2023 Staff Survey Data

- This school prepares me to meet my students' needs: 97%
- I feel valued at this school: 93% I enjoy being at this school: 94%
- This school values understanding different races, ethnicities and cultures: 96%
- I see the connection between my role and the district's mission and vision for students: 94%
- Adults at this school model the social emotional skills we expect from students: 96%
- We have a culture that provides staff with the feedback to improve and grow: 96%
- We have a culture that provides staff with the recognition for the work we do: 93%
- We have a culture that provides staff with the opportunities to be involved in planning and decision making: 97%

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 professional learning and training on school-wide initiatives for new staff members, such as TNTP Math Tasks, Morning Meetings, CHAMPS, Second Step, and CCSS and use of online Tools and Assessments (IAB/FIAB, NextGenMath).

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).

- Majority of plan was implemented, but not always to fidelity due to TSA being impacted by covering classrooms as there was a shortage of substitute teachers.
- Site Leaders focused on classroom instruction, which created pressure compared to the previous year's focus on everyone staying healthy and focusing on SEL needs.

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 2023/24 SPSA.

- Create additional Teaming structures and engagement opportunities.
 - Master Calendar/Daily Schedule to create new opportunities for staff to engage with others.
 - Clarity of Vision, Mission and School-wide Goals and Staff ownership.
 - Increased visibility of Vision, Mission and School-wide Goals through branding.
 - Provide budget for substitute TSA and Sub Event# for CT so programs do not stop for absenteeism.

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

1 SSC:

- Recruit parent volunteers to support teachers
- Staff/teacher appreciation opportunities (yay for taco trucks!)
- Staff bonding/outings
- Monthly staffroom appreciation snacks/treats

2 ELAC:

- Parents are still interested in parent involvement at school.

3 Staff:

- Teachers need to be supported, heard, appreciated and there needs to be consistency.
- More activities as a staff.
- Make school more FUN, otherwise teachers will leave.
- Input on grade level staffing.
- I think we have a great open door policy with both Site Leaders that is not at every campus.

Action 1

Title: Staff Retention

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Climate-Culture Staff Survey	Climate-Culture Team & Site Leaders	Twice a year
Lateral Hiring Moves	Site Leaders	Throughout the year; Spring Lateral Fair

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Professional development with staff involvement/input and implementation cycles/feedback cycles (TNTP, Cultural Proficiency, Morning Meetings) as determined by walk-through IPG data and assessment/behavioral data.
- Conferences and Trainings
- PLC Weekly Agendas and Quarterly Planning Days (4 per year) to analyze student work and plan lessons
- CFA generator with NextGenMath to support PLC data analysis for progress monitoring
- Quarterly Data Chats
- Staff Meetings to increase communication, clarity, cohesiveness and celebrations on school-wide goals and progress/wins.
- IPG Walks with feedback from Site Leaders and Colleagues
- Staff surveys for District, Site and after each PL/Staff Meeting for feedback
- Hiring Practices that include current staff (PLC Team, classified staff, site team members from TST, ILT, CCT and parents from ELAC, SSC, Voices Council)
- SEL and Behavioral Support for Students and training for staff
- CSI goals that focus on "process" data and short cycles of continuous improvement
- Sunshine Committee Staff celebrations, monthly birthday celebrations, potlucks and support
- Staff and student engagement activities, events and competitions provided monthly by the Activities Coordinator and Team
- Staff Shout-outs on the Heaton Weekly Update
- Staff Recognition Trophies during monthly PAWS Celebrations

Specify enhanced services for Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

- Staff development on Foundational Skills in Literacy and Mathematics
- Rtl Deployment Model for Literacy
- Teaching Fellows to support Rtl and RSP
- Progress Monitoring between RSP, Rtl and Teachers/Site Leaders
- Quarterly Data Chats
- Hand-in-Hand Mentor, CWAS/Tier II Specialist for small group skills-building and one-on-one SEL and Academic support, goal-setting, and progress monitoring.

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	✓	88.81 %	87.22 %	2022-2023	92.32 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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

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

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

- Family Engagement 87.2%

Spring Climate/Culture Family Survey

- Family Engagement Domain--overall 88% to 89% increase from the Fall survey (+ 1%)
- Data and Growth by Question for this Domain
- Adults at my child's school treat me with kindness and respect 94% from 96% (-2%)
- I have opportunities to provide input at my child's school 92% from 86% (+6%)
- I feel like I am a partner in making decisions at my child's school 81% from 85% (-4%)
- I feel like I am part of my child's school 84% from 86% (-2%)
- My child's school encourages family participation 89% from 90% (-1%)
- My child's school frequently updates me about my child's progress in class 91% from 84% (+7%)

2

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

- Communication inequities related to access to Heaton Social Media and/or Class Dojo messaging.
- Some families prefer paper copies to be sent home.
- Polling families on the best methods of communication, including Parent Square.

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

- Budget allocations were redirected to other uses and family engagement events were facilitated virtually, rather than in-person, which impacted attendance.
- Virtual meetings continue to be beneficial for many parents and so hybrid opportunities for meetings with some virtually joining, while other prefer to be in-person for meetings, such as SSC, ELAC, Heaton Voices.
- Bringing back the School Carnival and already brought back Quarterly Recognition Assemblies for in-person, so looking for more ways parents can support and participate.
- Actively recruit parent volunteers to support with school-wide events, participate on school committees and fundraisers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

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

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

1 SSC:	2 ELAC:	3 Staff:
• Parent/family volunteer sign up on back to school night with calendared events • Using website, dojo, texts, all social media to relay information, blast out information • Parent/family easter egg hunt • Parent/family pencil grams • Social media challenges/giveaways to get involved in the school • Sharing photos of students doing dress up days or fun things from the week/student shout outs • Heaton spirit wear and merch- fundraisers	• We need more parking (maybe level parking) • Planning to sell pencils for Easter as a school fundraiser. • Sending Paper Flyers for any upcoming events.	• Field trips • Parent-teacher club. • Family or parent helpers in the classroom. • Room Parents. • Increase parent involvement for field trips. Incentive for field trips. • On thing that has helped this is the awards ceremonies for parents to attend. Maybe a donuts with dear ones or an after school Kona ice social for families.

Action 1

Title: Heaton Family Connections

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

- Attendance sheets from school-wide events (Back-to-School Nights, Open House, Parc Grove Family Nights)
- School Carnival ticket sales
- ELAC and SSC parent recruitment and attendance rosters
- Start a Parent Club and provide space on campus to gather
- Coffee Hours on campus and at Parc Grove Commons
- Increase on-campus events such as Pastries with Parents, Donuts with Dads, Muffins with Mom, etc.
- Heaton Voices Council monthly meetings for parents of African American students.
- CSI Goal and implementation cycles with "process" data to inform revisions and next steps to scale.
- Increase bilingual translation services for parents in IEP, SST, SSC, and at conferences
- Include translation services for ALS at school-wide events (as needed).
- Train student leaders to translate at school-wide events
- Continue with parent conferences at Parc Grove for easier access
- Increase busing opportunities for on-campus events and for students for ASP, Clubs and Athletics.
- ATLAS Portal Visits outreach and progress monitor increase
- Heaton Social Media
- Digital Marquee to support student/parent engagement

Owner(s):

- Site Leaders, School Committees
- Carnival Committee
- Site Leaders, Staff, Parents
- Parents
- Site Leaders, TST Staff
- School Committee
- Site Leaders, District Leaders, Parent University
- CSI Team
- Bilingual Staff
- SLP
- Leadership Team
- Site Leaders and Teachers
- District & Site Leaders
- Teachers
- Library Technician

Timeline:

- Annually
- Annually
- Monthly
- Monthly
- Monthly
- Monthly
- Monthly
- Monthly
- As needed
- Monthly
- Annually
- Daily
- Weekly
- Weekly

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

- District-provided busing for school events and activities (Carnival, Parent-Teacher Conferences, Winter & Spring Concert, etc.).
- Supplemental Contracts for staff for Parc Grove events.
- Purchase Orders for Math and Literacy Nights
- CWAS, Hand-in-Hand Mentor and HSL to support parents with attendances and site-based needs/questions/outreach/Project Access

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies to support family engagement in school events and activities, such as SSC, family workshops, etc... **No incentives or food**	1,988.00

\$1,988.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0210 Heaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team meetings; **No IEPs**	2,424.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students **No IEPs**	8,404.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Coverage for teachers for Reading Assessment Goal 1, Action 1 **No IEPs**	2,161.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,277.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental Materials/supplies for students/staff to support Goals 1-5, Actions 1-3 **No incentives or food**	2,708.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Personalized Learning Initiative - Blended learning instructional strategies, technology incorporation, PD, improving instruction for all students Goal 1, Actions 1-4	5,550.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Build Young Leaders - Site License	2,500.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies	915.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage for Personalized Learning Initiative teacher release for planning, walkthroughs, offsite professional learning Goal 1, Actions 1-4	6,602.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TSA Sub	18,040.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, planning, PLC/Data work, CSI PDSA work, etc in support of Goals 1-3, actions 1-4	7,392.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Brain POP subscription	3,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental Instructional Materials/Supplies	35,200.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL support to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site school needs	700.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic Dept. will be utilized for various certificates and incentives, staff/family resources to support academic/social emotional learning needs of students Goals 1-5, Actions 1-3	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin - 10 days of coverage	5,881.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental instructional materials/supplies	1,946.00
G1A1	One-time School	Instruction	Bks & Ref			Nearpod Library - Additional resources for improving academic performance for all students, Goal 1, Actions 1-4	1,100.00
G1A1	One-time School	Instruction	Bks & Ref			: iReady toolbox and workbooks to supplement instruction Goal 1, Actions 1-4	16,318.00
G1A1	One-time School	Instruction	Mat & Supp			Supplemental instructional materials and supplies **No incentives or food**	3,369.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for tier II/III support **No IEPs**	1,500.00
G1A2		Instruction	Subagreements				20,028.00

G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 1 Teaching Fellow @ 5 hours for RTI support	20,038.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4688		58,704.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2812		35,212.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Coverage for teachers to support with ELPAC testing	1,680.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	2,337.00
G1A4	ESSA-CSI	Instruction	Nc-Equipment			Purchase of technology - tablets/laptops and other necessary tech to support instruction, Goals 1-5, actions 1-3	1,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Instructional Leadership Team Planning Goal 1, Actions 1-4	6,604.00
G1A4	Sup & Conc	Instruction	Travel			Travel - Conferences for teachers/staff to improve/support Goals 1-4, Actions 1-3	4,000.00
G1A4	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin coverage for site leaders Goal 1, Actions 1-4	8,404.00
G1A4	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative coverage to support site leaders during professional learning with teachers Goal 1, Actions 1-4	3,362.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			: Hand in Hand mentoring to increase student engagement, build relationships, and improve attendance **2 additional mentors to come**	11,045.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			: Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance/SEL - All Actions in Goals 1 & 4 **2 additional mentors to come**	10,955.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4125	Split with Heaton 60% and Tatarian 40%.	55,309.00
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.1875	Split with Heaton 60% and Tatarian 40%.	25,141.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies to support family engagement in school events and activities, such as SSC, family workshops, etc... **No incentives or food**	1,988.00
							\$394,538.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,095.00
ESSA-CSI	3182	\$63,119.00
Sup & Conc	7090	\$212,433.00
LCFF: EL	7091	\$31,104.00
One-time School	7099	\$20,787.00
Grand Total		\$394,538.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$290,100.00
G3 - Increase student engagement in their school and community	\$102,450.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,988.00
Grand Total	\$394,538.00