

Leavenworth Elementary

10621666111256

Principal's Name: Judith Sanchez

Principal's Signature:

A handwritten signature in blue ink, appearing to be 'JS', written over the text '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 - Judith Sanchez	X				
2. Chairperson – Teresa Perez				X	
3. Brenda Dominguez				X	
4. Miguel Sotelo		X			
5. Leonor Ramos		X			
6. Lori Parraz			X		
7. Marlene Ramirez			X		
8. MaryVasquez				X	
9. Francisca Ochoa				X	
10. Robert Spencer				X	
11. Esmeralda Salcedo			X		
12. Fernanda Lemus					
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	Judith Sanchez		3/31/2023
SSC Chairperson	Teresa Perez		3.31.2023

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

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

FY 2023/24

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	\$84,510 *
7090	LCFF Supplemental & Concentration	\$280,311
7091	LCFF for English Learners	\$118,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$27,429</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$511,050

* 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	\$2,504
Remaining Title I funds are at the discretion of the School Site Council	<u>\$82,006</u>
Total Title I Allocation	<u>\$84,510</u>

Leavenworth 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
SBAC ELA - Average distance from standard	✓		-24 pts	2021-2022	-14 pts
SBAC ELA - percentage of students met/exceeded standard	✓		42.58 %	2021-2022	47.68 %
SBAC Math - Average distance from standard	✓		-48 pts	2021-2022	-38 pts
SBAC Math - percentage of students met/exceeded standard	✓		30.17 %	2021-2022	35.27 %

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.

Leavenworth implements a balanced literacy program based on our Guaranteed Viable Curriculum in TK-6 focusing on identifying student gaps and strengths of the ELA State standards. TK-2 teachers focus on instructional minutes to address reading foundational skills during their ELA block along with additional Guided Reading instruction to ensure students are reading on grade level. Instruction in grades 3-6 focuses on reading comprehension, close reading strategies and writing to enhance literacy skills. Teachers develop rigorous tasks and assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

Lessons focus on essential reading standards with a high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, written, speaking and listening. Teachers provide instruction during all content areas using school wide close reading strategies, routines and deconstruction of standards to improve students reading comprehension skills. Teachers integrate foundational reading skills to develop fluency comprehension and writing to ensure that all students are reading at grade level.

PLCs focus on student learning, using data to set goals and drive instruction, as well as creating grade level appropriate common formative assessments.

2

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

Disproportional Student Groups:

- Students with Disabilities (very low 128.4 points below standard)
- Asian (Low 24.9 points below standard)
- English Learners (Low 39.2 points below standard)
- Hispanic (Low 26.7 points below standard)
- Socioeconomically Disadvantaged (Low 38.6 points below standard)
- African American (65.7 points below standard)
- White (37.1 points below standard)

Factors that may have caused these groups to be disproportionate or low performing in ELA:

- Professional Learning opportunities focused on high-leveraged strategies/practices that have been successful in previous years will be scheduled with more consistency. For example, Professional Learning opportunities for Guided Reading Instruction, Close reading strategies, Thinking Maps, Making Thinking Visible strategies, Lab School Key Stone Pedagogies, best practices for Integrated and Designated EL instruction, aligned use of Math Claim Sheets across all grade levels and within

ELA Implementation and Resources:

- ILT Regional meetings 4 times per year Foundational skills for grades K-2.
- PLCs create CFAs in ELA utilizing Wonders assessments and SBAC released items aligned to the ELA Claims and Targets.
- CFA results are analyzed, and misconceptions are identified for targeted reteaching.
- Literacy instruction includes guided and whole group reading with opportunities to apply literacy skills with a variety of texts. Literacy lesson design will include the Close Reading strategy to engage students in reading, speaking, and writing about texts.
- PLC teams in grades 3-6 will utilize the SBAC Interim Assessment Blocks (IABs and FIABs) throughout the academic school year to monitor student progress.
- PLC teams in grades 3-6 will utilize SBAC Claims and Targets information to improve instruction and assessment development.
- Planning days will be provided for K-6 teachers to develop quarterly planners to develop assessments and analyze CFAs/FIAB/IABs.
- Data analysis will determine targeted instruction to address misconceptions and to strategically plan and improve Tier 1 instructional strategies around student engagement.
- Data chats with students to reflect and set learning goals. Quarterly data chats with individual teachers to discuss student achievement and goal setting.
- Instructional coach will provide PL and coaching cycles to improve teaching practices and pedagogy.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, mathematics, and social emotional learning.
- Teaching fellows pushing in during RTI first semester with primary and second semester testing grades. Teaching fellows were under the supervision and guidance of site funded TSA.

Math Action:

Leavenworth implements mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices (Math Claim Sheets) through the lens of focus, coherence, and rigor. Supports centered on professional learning, with PLCs as the drivers, the use of common formative assessments, performance tasks and RTI.

Teachers utilize district GO Math curriculum and other supports to teach to the standards with depth of understanding. Staff utilize common formative assessments to monitor the progress of student's performance toward meeting grade level standards.

Math Implementation and Resources:

- ILT Regional meetings 4 times per year-Math claims and targets for grades 3-6.
- Students were instructed using GVC Go Math with a focus on ensuring the Think Smarter and Go Deeper problems.
- Site wide implementation of Close Reading Strategies. These are also implemented the deconstruction of math word problems so students are prepared to respond to complex math word problems.
- Grades 1-6 implement the site developed Math claims sheet to further develop our student's ability to respond to rigorous math problems using the mathematical practices and claims.
- PLCs create CFAs in math utilizing Go Math assessments and SBAC released items aligned to the Math Claims and Targets. CFA results are analyzed, and misconceptions are identified for targeted reteaching.
- CFA results are analyzed, and misconceptions are identified for targeted reteaching.
- PLC teams in grades 3-6 will utilize the SBAC Interim Assessment Blocks (IABs and FIABs)

programs, and foundational skills.

- Our staff, students, and families have had an increased need for social emotional learning supports. Struggles with mental health (depression, anxiety, stress, disruptive-impulse control, trauma and loss) were seen at a larger scale. Opportunities for Professional Learning on SEL supports and strategies will be scheduled in the 2023-2024 school year.
- We realize RTI instruction was not aligned across all grade levels and within programs. This will be a focus area.
- With support from Regional Instruction Manager, Professional Learning opportunities focused on inclusive practices for our students with disabilities will be scheduled.
- Chronic Absenteeism of students (43.2% grades 3-6) overall impacted learning.

Factors that may have caused these groups to be disproportionate or low performing in Math:

- Professional Learning opportunities will be provided to align best practices in math fluency and developing conceptual knowledge of math concepts.
- The implementation of the 8 mathematical practices by the Math Claim Sheet was not aligned across all grade levels and within programs. This will be a focus.
- There will be emphasis on providing professional learning opportunities for staff on SEL supports and strategies for students.
- Chronic Absenteeism of students (43.2% grades 3-6) overall impact learning.

Factors that may have caused these groups to be disproportionate or low performing in EL Reclassification:

- As needed and by using data, teachers will provide designated LED instruction for EL students to support building math vocabulary and concepts.
- EL students will have priority for after school support (tutoring). PLC Teams will continue to improve instructional supports to their EL students (Tier 1 and 2).
- PLC teams need to increase and improve their analysis of SWD data to continue to provide and improve interventions for students with disabilities.
- The ELRT will meet with each teacher, in the Fall and Spring, to review EL data and progress and research based strategies that move students to reclassification. TSA and Academic Coach will monitor teachers' goals for their EL students by providing consistent check-ins with individual teachers.
- Using the goals outlined within ELRT, PLC teams will increase and improve their analysis of EL data to continue to provide and improve interventions for EL students.
- SPED case managers and GE teachers will collaborate in implementing goal setting and best practices as agreed upon within IEP discussions.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.

throughout the academic school year to monitor student progress.

- PLC teams in grades 3-6 will utilize SBAC Claims and Targets information to improve instruction and assessment development.
- Planning days will be provided for K-6 teachers to develop quarterly planners to develop assessments and analyze CFAs/FIAB/IABS.
- Analysis of math standards assessed in the different claims are used to plan instruction that are reflective of those skills.
- Data chats with students to reflect and set learning goals. Quarterly data chats with individual teachers to discuss student achievement and goal setting.
- Instructional coach will provide PL and coaching cycles to improve teaching practices and pedagogy.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, mathematics, and social emotional learning.
- Teaching fellows pushing in during RTI first semester with primary and second semester testing grades. Teaching fellows were under the supervision and guidance of site funded TSA

English Learner Progress:

- Regional shared vision of instruction (IPG) Tenet 2B Designated ELD instruction.
- Interact Fellow tutoring after school for grades K ,2nd, 4th, 5th and 6th.
- English Learners in grades 4th-6th utilized Lexia Learning with an EL Services tutor.
- English Learners in grades K and 2nd worked on foundational skills.

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).

While most of the actions were implemented, there were changes due to a variety of factors. For example:

- Despite the expectation for implementation of an RTI program, there was inconsistency in the alignment of the RTI program across all grade levels to support students with academic gaps. GE students deployed within their grade level according to their EL level whereas students in SDC remained with their teacher.
- Focus and support was placed on RSP to ensure the schedule accounted all services minutes for all students. This led to a change for some students from only push-in only to a combination of push-in and pull-out or pull-out only. Emphasis was placed on protecting core instruction time as well as on the impact of pull-out services for DLI students.
- Despite the expectation for implementing Designated and Integrated ELD instruction there was inconsistency across all grade levels to support English Learners using the goals set within the English Language Review Team. For the 2023-2024 school year, the ELRT will once gain meet in the first and second semester.
- Site funded for 11 Teaching fellows to support in K-2 classrooms in the fall semester and extended the support to 3-6 classrooms for the spring semester.
- Site funded Family Foundations Counselor (Tier III) has been providing individual and group counseling allowing for students to develop coping strategies as well as building self-esteem and social skills.
- Split funded Intervention Specialist (Tier II) has been instrumental to support students with social emotional behavioral and attendance needs in support of student learning at grade level within MTSS.
- Site funded Hmong Home School Liaison / Resource Counselor Assistant has been instrumental to support students with social emotional behavioral and attendance 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.

Due to the historic success of our identified actions, we will continue to focus on creating alignment of implement actions and strategies that have led to the success within all grade levels. We will revisit key learning for teachers to

build their knowledge, especially new teachers to the site.

- Tier II Intervention Specialist, Family Foundations clinician, and All4Youth clinicians will ensure social emotional learning supports and academic success for all students. SEL supports will include building positive relationships with students with Tier 3 needs and their parents, developing GE behavior support plans, conducting individual/group sessions to build and repair relationships, teach students social skills, as well as providing continuous progress monitoring of student attendance and overall social emotional needs (Actions 1, 2, 3, and 4).
- Professional Learning opportunities will be focused on high-leveraged strategies/practices that have been successful in previous years (Actions 1, 3, 3, and 4).
- Teaching Fellows (5) will support in all classrooms K-6 grades with RTI (Actions 1,2,3, and 4).
- After school tutoring opportunities will be provided to our disproportionate student groups (Actions 1,2,3, and 4)
- Increased Supplemental contracts for DLI teachers for vertical articulation (1 meeting per quarter) (Actions 1,2,3, and 4)
- ELRT will meet in the Spring and Fall (Actions 1, 2, 3, and 4).
- Supplemental contracts for SDC and RSP teachers for job alike PLC (SPED) (Actions 1,2,3, and 4)
- In collaboration with grade level teams, TSA will provide RTI instruction and supports to ensure their alignment within grade levels and within programs (Actions 1,2,3, and 4)
- Bilingual HSL/RCA will continue to monitor student attendance and building relationships as a mentor (Actions 1, 2, 3, and 4).

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: During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback: Parent ratings were based on the following criteria: 1 star - Not important at all 2 stars - Somewhat important 3 stars - very important • Social emotional supports and instruction for students (Family Foundations Clinician, Tier II Intervention Specialist, Bilingual (Hmong) Counseling Assistant/Home School Liaison = 2.83 - 3 stars • Technology and educational website subscriptions to support learning at school and at home = 2.67 stars • Materials and supplies to support student instruction and learning = 2.67 stars • Fund staff to support, encourage, and promote parent participation (examples include: translators and babysitting for parent meetings) = 2.67 stars • Additional classroom instructional support and intervention for students. Funding personnel such as a Teacher on Special Assignment and Teaching Fellows - 2.83 stars. • Engagement activities considered most valuable for students:	2 ELAC: During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students: • After school tutoring for students. • SEL support for students in the form of small group and individual social skills building, check-ins, and counseling. • Access to technology and website subscriptions for students. • Engagement activities for students such as; Talent Time Enrichment, structured recess activities, and Noon Time League. • English Learner supports and monitoring of EL progress by teachers and English Learner Review Team (ELRT). • Promoting and supporting literacy at school and home. • Additional support using Teaching Fellows in classrooms. • Parents were in agreement with the supports that were discussed. Additional ELAC input and feedback: Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following supports: English Learner Parent Needs: • Help with homework	3 Staff: • To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC. Staff ratings were based on the following criteria: 1 star - Not important at all 2 stars - Somewhat important 3 stars - very important • Continue to fund Teaching Fellows to support instruction and intervention, Noon Time League, mentoring and other school supports - 76% responded, yes • Teacher on Special Assignment (TSA) = 3 stars • Technology Needs and Replacements - 2.9 stars • Continue to fund additional Copy Machine lease- 100% responded, yes • Continue to fund district approved Online Subscriptions - 95% responded, yes • Family Foundations Clinician (continue with 2 days a week) = 2.76 stars • Bilingual Resource Counseling Assistant/Home School
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- Noontime League 16%
- Student Clubs 16%
- After School Extra-Curricular Activities 83%
- Talent Time 83%
- Character Counts Reward Assemblies 50%
- Engagement Days 33%
- **Opportunities for parent involvement to support their child/children education:**
- Family Engagement Meetings 50%
- Parent Workshops 33%
- Parent Volunteer Opportunities 66%
- Parent Meetings 66%
- Other: Each family member responsible for a set amount of volunteer hours. Then have opportunity to fill those hours.

Additional SSC Input and Feedback:

- More after school tutoring sessions for students that need extra support
- No lottery for after school program
- More murals, more focused activities for recess
- After School Program availability for all students
- More involvement with prek and kinder.
- More activities for students with special needs.
- Continue with staffing as is.
- During the 4th SSC meeting, the council was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 8 pts
 - 5-6 Teaching Fellows - 17 pts
 - Bilingual HSL/RCA - 14 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 24 pts
 - Family Foundations Clinician (2 days) - 27 pts

- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting
- Information on my rights and responsibilities as the parent of a public school student
- Information on services provided by my school and school district

English Learner Student Needs:

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- Counseling and information about college requirements
- Information on graduation requirements and credits
- Differences between elective and required credits for graduation
- Information on school culture, procedures, and expectations
- Parents choose the above bullet points in the needs assessment but they do not pertain to services we offer at Leavenworth. I think last year we did not include these in the SPSA. Perhaps we can leave them and offer a course on this for parents? Maybe call parent university to do a workshop?
- How to get involved in extracurricular activities (sports, clubs)

Liaison = 2.90 stars

- Tier II Intervention Specialist (continue to fund the .5 FTE for a full time position. DPI funds the other .5 FTE) = 2.67 stars
- Funding of fingerprinting for parent volunteers who can support in supervision of common areas, dismissal, recess, CC Reward Assemblies/Reward Day, and other supervision duties outside of the classroom - 57% responded, yes
- **Additional Input:**
- Additional materials and supplies such as; art supplies (acrylic paints, canvas, paint brushes), agendas for 3rd-6th student table/desks, dry erase markers, magnetic whiteboards, sticky easel note pads, highlighting tape, spiral notebooks, vinyl/plastic homework folders, sheet protectors, small white boards, thicker quality laminating paper, monitors instead of white boards in classrooms.
- Continue with tiered supports for students.
- Lunch clubs that are with the purpose of mentoring and motivating students
- Teaching Fellows are needed in primary grades, especially for RTI
- Teaching Fellows should have monthly training, kind of like mini PLs, but in the morning
- Conference opportunities for teachers to learn and grow as leaders.
- Possible transition room where students are supported to complete late work, be given focus time, etc.
- Afterschool ELD tutoring and intervention support
- Adding 2 paras for kindergarten.
- Have students help other students in Math and ELA, learn how to make friends, and welcome new students. .

Additional Input from ILT and PLCs:

- During our ILT meeting on 3/9/23, the ILT was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 9 pts
 - Bilingual HSL/RCA - 19 pts
 - 5-6 Teaching Fellows - 23 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 33 pts
 - Family Foundations Clinician (2 days) - 36 pts

The ILT was then asked to to meet with their PLC and go through the ranking process of the site commitments. The PLC rankings results are as follows:

- 71% of teacher ranked the TSA as the #1 priority
- 71% of teachers ranked the Bilingual HSL/RCA as the #2 priority
- 71% of teachers ranked the 5 or 6 Teaching Fellows to support during RTI as the #3 priority
- The priority of the Family Foundations Clinician (2 days) and the Tier II Intervention Specialist (.5 FTE) was tied at #4 (35% for each position)

Action 1

Title: All students will excel in reading and writing.

Action Details:

Leavenworth will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence. CCT will review surveys and attendance data looking for trends and patterns and compare with site goals quarterly. Team will implement plan in collaboration with staff and share plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

In addition, Leavenworth will implement a comprehensive reading support program with an emphasis on guided reading for all students and early literacy skills for students in grades K-2. Teachers will continue to implement and refine school wide reading comprehension strategies, participate in professional development and best practices for early literacy development, and increased daily opportunities for students to engage in reading, writing, and speaking. Teachers will embed effective writing strategies and utilize Performance Tasks when teaching the three types of writing to ensure students become proficient writers. Teachers will create Common Formative Assessments that include short constructed responses.

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

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Common Assignments for Writing
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG data report
- ASR

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Culture and Climate Team (CCT)
Vice Principal/s
TSA/ Intervention teacher
Instructional Coach
Classroom teachers

Timeline:

August CAASP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).
K-6 students will be BAS tested quarterly by classroom teachers, TSA, and Instructional Coach.

- BAS will be administered quarterly for grades K-2 to monitor reading progress.
- BAS will be administered quarterly for students in grades 3-6 who are performing below grade level in i-Ready.

K-6 students will be administered BPST quarterly by

- CCSS
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school wide and grade level goals.

2. i-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.

3. PLC common formative assessment will be refined to monitor student mastery of standards prior to i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.

4. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

5. SPED PLC will review and progress monitor student IEP benchmarks.

6. DLI teachers will review and progress monitor students' language proficiency during Vertical Articulation.

CCT Support Monitoring Tools:

1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.

2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

Instructional Aides

Parents and Students

Home school Liaison/s

Intervention Specialist

School psychologist

classroom teachers, TSA, and Instructional Coach.

- BPST will be administered quarterly for grades K-2 to monitor basic phonic skills.
- BPST will be administered as needed for students in grades 3-6 who are performing below 3rd grade decoding level and receiving intervention support.

PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards.
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

FSA will be administered by trimester to progress monitor students in kindergarten.

TK benchmarks will be utilized to monitor students' academic progress.

SPED (SDC and RSP) will utilize benchmarks/objectives with support of goal book to monitor student progress towards their annual goal.

DLI will utilize SRA and CSA to monitor progress towards Spanish language proficiency.

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring

- Analyzing data
- Identifying trends
- Actions using STOIC

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

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can reflect on learning goals.
- TK-6th grade students will have daily access to tablets in order to learn, practice, and apply language content in context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry erase markers, etc. will be provided as needed.
- Leasing, Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation-based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- Implementation of the Teaching and Learning Cycle and Keystone Pedagogies.
- All4Youth Counseling and Family Foundations will support students with social and emotional needs in order to impact academic performance. A part time All4Youth counselor will be available 3 days a week and Family Foundations counselor 2 days a week. Services include working with students on coping strategies, social skills, anger management and building self-esteem.
- A full time Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with intensive students and their parents, conducting individual and small group sessions to build and repair, teaching students' social skills as well as providing continuous progress monitoring of student's overall social emotional needs.
- RCA to support students with social emotional behavioral and attendance needs.
- HSW to support attendance needs in support of student within MTSS.
- Site funded TSA will be utilized to provide targeted instruction to support struggling readers (RTI).
- Site funded TSA will be utilized to support student assessment as needed for BPST and BAS.
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support classroom teachers during RTI.
- Supplemental contract offered for after school tutoring to support reading foundational skills and comprehension.
- Supplemental contract offered to DI Teachers for PLC Vertical Articulation quarterly (4).
- Supplemental contracts for SDC and RSP teachers for job alike PLC.
- Teachers will utilize strategies from Leading with Learning Lab School.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEPs, 504s and quarterly data chats (4).
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenance.
- Purchase of supplemental books and reading materials to support student literacy.
- Purchase of district approved software, subscriptions, and/or licenses to support student literacy.
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenance.
- Students in grades 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy and mathematics as well as Social Emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systemic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout content areas.

Specify enhanced services for EL students:

EL students will access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

Literacyblock will include both Designated and Integrated ELD to support ELs with acquiring the English Language.

Ongoing PL around designated and integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.

When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (ELPAC and i-Ready) to ensure students are making progress towards reclassification. RFEP students will also be progress monitored.

TSAand teaching fellows will provide additional support to students not yet reading on grade level.

ELERT will be provided by TSA to focus on reading, writing, speaking, and listening skills.

Specify enhanced services for low-performing student groups:

Targeted student groups are Students with disabilities, Hispanic, African American, White, Asian, Homeless, Foster Youth, English Language Learners, SPED, and socioeconomically disadvantaged.

School wide RTI programs for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at student's instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

Action 2

Title: ELs will advance at least one proficiency level

Action Details:

Acoordinated effort by staff will be mounted to increase the redesignated rate for English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Common Assignments for Writing
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG data report
- ASR
- CSA
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

Owner(s):

Instructional Leadership Team (ILT)
Professional Learning Communities (PLCs)
Principal
Culture and Climate Team (CCT)
Vice Principal/s
TSA/ Intervention teacher
Instructional Coach
Classroom teachers
Instructional Aides
Parents and Students
Home school Liaison/s
Intervention Specialist
School psychologist

Timeline:

- ELPAC will be administered in the Spring of each academic year and results will be reviewed in the fall.
- EL Goal Setting Reports will be reviewed on an ongoing basis.
- 2-3 Common Formative Assessments will be administered each quarter.
- School wide writing performance task will be administered trimester with prompts reflective of each writing type.
- i-Ready will be utilized as a criterion to determine redesignation.

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

- Teachers will conduct ELPAC and i-Ready/IAB/FIAB/CFA chats with students to review academic progress and EL status for reclassification.
- Admin will conduct quarterly data chats with teachers to discuss goals as well the ELA and math academic progress of ELs needed for improving student achievement.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both processes writing and short-term writing responses.
- Students will participate in class discussions through productive talk using "text talk" frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking and listening opportunities in all their lessons throughout the day.
- Online resource such as ... be used as supplemental resource for applying reading comprehension skills. Materials and supplies will be purchased in order to support students' academic achievement.
- Home School Liaison will support with school wide activities such as..
- Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP meetings.
- Site funded TSA will be utilized to provide targeted instruction to support struggling readers (RTI).
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support classroom teachers during RTI.
- Supplemental contract offered for after school tutoring to support reading foundational skills and comprehension.
- Supplemental contract offered to DI Teachers for PLC Vertical Articulation quarterly (4).
- Teachers will utilize strategies from Leading with Learning Lab School.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEPs, 504s and quarterly data chats (4).
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- Teachers will be provided consistent professional learning on ELD instruction (designated/integrated).
- Instructional coach will provide PL and coaching cycles to improve teaching practices and pedagogy.
- Provide EL appropriate Tier I instruction and Tier II and Tier III interventions based on student need and data trends.

* Professional learning emphasizing access for EL students to CCSS and academic language utilizing ELD Standards and driven by the ELA/ELD Framework (i.e. scaffolding, academic discourse, complex relevant texts, explicit language instruction, etc.).

*Data chats that include all learners at all levels of English proficiency.

culturally

*Newcomer ELs (less than 2-3 years in U.S. schools) placed in DLI classrooms to receive appropriate language supports for initial language development.

*At-Risk and LTELs receive appropriate language support for areas of needed growth with a tutor.

*Provide site-based interventions that align to the needs of RFEP student to ensure academic success and prevent potential academic regressions.

*Designate and Integrated ELD instruction will be provided to students on a daily basis across all curricular areas of literacy, math, science and social studies.

- Teachers will plan and utilize ELD components of the adopted programs aligned to the ELD standards and Frameworks to provide differentiated support for students at all English proficiency levels.
- EL/RFEP Data Chats between classroom teachers/admin team, classroom teacher/students and classroom teacher/parents:

*Review and monitoring of EL and RFEP students linguistic and academic progress will be shared and discussed during the data chats.

*Action plans will be developed to address student needs/enrichment while working towards re-designation and meeting grade level standards.

Specify enhanced services for EL students:

- EL students will receive targeted instruction aligned to ELPAC and their specific needs in reading, writing, listening, and speaking as indicated by ELPAC results.
- Supplemental materials, incentives and supplies will be purchased for ELL students to recognize and promote and increase in reclassification.
- ELPAC assessors will support with administering the ELPAC. Translators will be provided to support during parent/teacher conferences and school meetings.
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards reclassification.
- Reclassified students will be celebrated and recognized with a Principal's Award during quarterly award assemblies.
- Students will receive daily guided instruction where they are engaged in appropriate text sets at their instructional level.
- Students will have access to daily use of technology and tablets for additional language practice to acquire the English language.
- Literacy instructional block will include both designated and integrated ELD to ensure EL students are provided with necessary learning to proficiently master the English language.
- Students will receive instruction in reading, writing, speaking, and listening that supports all learning modalities (visual, auditory, and tactile learners). Strategies include SDAIE, visual representations, vocabulary development and TPR.

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, African American, Homeless, Foster Youth, English Language Learners, SPED, and socioeconomically disadvantaged.

School wide RTI programs for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at student's instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include Principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

Action 3

Title: All students will excel in math

Action Details:

Leavenworth will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence. CCT will review surveys and attendance data looking for trends and patterns and compare with site goals quarterly. Team will implement plan in collaboration with staff and share plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

All students will engage in rigorous math instruction that encompasses fluency, conceptual understanding, and application of mathematical knowledge with real world word problems. Students will have opportunities to apply literacy

skills in mathematics through reading, writing, and talking about math.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Grade 3- 6 CASSP
 - Grade 3-6 SBAC IABs/FIABs (Literacy)
 - Grade K-6 iReady
 - PLC generated Common Formative Assessments
 - PLC generated Performance Task
 - FSA
 - IPG data report
 - CSA
 - IEP benchmarks/objectives
 - Instructional Practice walks
 - Power BI
 - Staff, Student, and Parent CCT Survey
1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school wide and grade level goals.
2. i-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.
3. PLC common formative assessment will be refined to monitor student mastery of standards prior to i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.
4. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

CCT Support Monitoring Tools:

1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.
2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

Owner(s):

- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Culture and Climate Team (CCT)
- Vice Principal/s
- TSA/ Intervention teacher
- Instructional Coach
- Classroom teachers
- Instructional Aides
- Parents and Students
- Home school Liaison/s
- Intervention Specialist
- School psychologist

Timeline:

- August CAASP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).
- PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration with administration.
- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for fluency, procedural, application, and conceptual knowledge.
 - Monthly ILT and CCT meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.
- All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.
- teachers will conduct data chats with students to review academic progress.
 - Common Formative Assessments to assess progress on reading standards.
 - Common Assignments to assess progress on writing standards.
 - Admin will meet with individual teachers every quarter to discuss student achievement.
- FSA will be administered by trimester to progress monitor students in kindergarten.
- TK benchmarks and DRDPs will be utilized to monitor students' academic and social emotional progress.
- SPED (SDC and RSP) will utilize benchmarks/objectives with support of goal book to monitor student progress towards their annual goal.
- DLI will utilize CSA to monitor progress towards Spanish language proficiency.
- CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:
- Set SMART goals.
 - Progress monitoring
 - Analyzing data
 - Identifying trends
 - Actions using STOIC

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

- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can reflect on learning goals.
- TK-6th grade students will have daily access to tablets in order to learn, practice, and apply language content in context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry erase markers, etc. will be provided as needed.
- Leasing, Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation-based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- All4Youth Counseling and Family Foundations will support students with social and emotional needs in order to impact academic performance. A part time All4Youth counselor will be available 3 days a week and Family Foundations counselor 2 days a week. Services include working with students on coping strategies, social skills, anger management and building self-esteem.
- A full time Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with intensive students and their parents, conducting individual and small group sessions to build and repair, teaching students' social skills as well as providing continuous progress monitoring of student's overall social emotional needs.
- RCA to support students with social emotional behavioral and attendance needs.
- HSW to support attendance needs in support of student within MTSS.
- Site funded TSA will be utilized to provide targeted instruction to support struggling readers (RTI).
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support classroom teachers during RTI.
- Supplemental contract offered for after school tutoring to support reading foundational skills and comprehension.
- Supplemental contract offered to DI Teachers for PLC Vertical Articulation quarterly (4).
- Teachers will utilize strategies from Leading with Learning Lab School.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEPs, 504s and quarterly data chats (4).
-
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenance.
- Students in grades 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy and mathematics as well as Social Emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systemic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout content areas.

Specify enhanced services for EL students:

EL students will access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

Ongoing PL around designated and integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.

When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, African American, Homeless, Foster Youth, English Language Learners, SPED, and socioeconomically disadvantaged.

School wide RTI programs for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at student's instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

and designated ELD.

EL student progress will be monitored after each assessment period (DRP , ELPAC, i-Ready) to ensure students are making progress towards reclassification. RFEP students will also be progress monitored.

TSAand teaching fellows will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSAto focus on reading, writing, speaking, and listening skills.

Action 4

Title: Reading by third grade

Action Details:

Leavenworth will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identifytrends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. CCT will review surveys and attendance data looking for trends and patterns and compare with site goals quarterly. Team will implement plan in collaboration with staff and share plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

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

- Grade 3- 6 CASSP
 - Grade 3-6 SBAC IABs/FIABs (Literacy)
 - Grade K-6 iReady
 - PLC generated Common Formative Assessments
 - PLC generated Common Assignments for Writing
 - K-6 BAS results
 - FSA
 - BPST
 - ELPAC
 - IPG data report
 - ASR
 - CSA
 - IEP benchmarks/objectives
 - Instructional Practice walks
 - Power BI
 - Staff, Student, and Parent CCT Survey
1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school wide and grade level goals.
2. i-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.

Owner(s):

- Instructional Leadership Team (ILT)
- Professional Learning Communities (PLCs)
- Principal
- Culture and Climate Team (CCT)
- Vice Principal/s
- TSA/ Intervention teacher
- Instructional Coach
- Classroom teachers
- Instructional Aides
- Parents and Students
- Home school Liaison/s
- Intervention Specialist
- School psychologist

Timeline:

- August CAASP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).
- K-6 students will be BAS tested quarterly by classroom teachers, TSA, and Instructional Coach.
- BAS will be administered quarterly for grades K-2 to monitor reading progress.
 - BAS will be administered quarterly for students in grades 3-6 who are performing below grade level in i-Ready.
- K-6 students will be administered BPST quarterly by classroom teachers, TSA, and Instructional Coach.
- BPST will be administered quarterly for grades K-2 to monitor basic phonic skills.
 - BPST will be administered as needed for students in grades 3-6 who are performing below 3rd grade decoding level and receiving intervention support.
- PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration

3. PLC common formative assessment will be refined to monitor student mastery of standards prior to i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.

4. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

CCT Support Monitoring Tools:

- 1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.
- 2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

with administration.

- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards.
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

FSA will be administered by trimester to progress monitor students in kindergarten.

TK benchmarks and DRDPs will be utilized to monitor students' academic and social emotional progress.

SPED (SDC and RSP) will utilize benchmarks/objectives with support of goal book to monitor student progress towards their annual goal.

DLI will utilize SRA and CSA to monitor progress towards Spanish language proficiency.

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

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

- All K-6 students will receive daily Guided Reading instruction targeting students' instructional level. Instruction will include both reading foundational skills (phonics, phonemic awareness, fluency with sight words) and reading comprehension skills. In addition, students will apply early literacy skills using leveled readers.
- Students will be strategically grouped by instruction base and/or BAS results.
- Guided reading instruction will be 60 minutes daily with minimum of 4 rotations.

- Reading groups will be fluid with the intent that students are continuously moving up and within their reading levels.
- All students will receive daily rigorous instruction from the adopted program where they will:
 - *use complex text, talk, and task to make connections, inferences, and construct viable arguments both verbally and written, about text purpose and author's point of view.
 - *engage in discussions and writing about texts, support responses with text evidence.
 - *implementation of the keystone pedagogies
- Students will make sense of both literary and informational selections by analyzing complex texts using a variety of reading strategies:
 - *close reading, text annotations, verbal and written responses to Text Dependent Questions
 - *response to writing tasks that are reflective of the three writing genres, using 2 column notes or thinking maps when processing texts to determine the main ideas, key details, central theme/idea and overall structure.
- Academic incentives will be provided to students to promote reading at home and school.
- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats every quarter with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks. Materials and supplies will be purchased in order to support students' academic achievement. Students will develop data notebooks where they can reflect on learning goals.
- TK-6th grade students will have daily access to tablets in order to learn, practice, and apply language content in context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry erase markers, etc. will be provided as needed.
- Leasing, Maintenance and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation-based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- All 4 Youth Counseling and Family Foundations will support students with social and emotional needs in order to impact academic performance. A part time All 4 Youth counselor will be available 3 days a week and Family Foundations counselor 2 days a week. Services include working with students on coping strategies, social skills, anger management and building self-esteem.
- A full time Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with intensive students and their parents, conducting individual and small group sessions to build and repair, teaching students' social skills as well as providing continuous progress monitoring of student's overall social emotional needs.
- RCA to support students with social emotional behavioral and attendance needs.
- HSW to support attendance needs in support of student within MTSS.
- Site funded TSA will be utilized to provide targeted instruction to support struggling readers (RTI).
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support classroom teachers during RTI.
- Supplemental contract offered for after school tutoring to support reading foundational skills and comprehension.
- Supplemental contract offered to DI Teachers for PLC Vertical Articulation quarterly (4).
- Teachers will utilize strategies from Leading with Learning Lab School.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEPs, 504s and quarterly data chats (4).
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenance.
- Purchase of supplemental books and reading materials to support student literacy.
- Purchase of district approved software, subscriptions, and/or licenses to support student literacy.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy and mathematics as well as Social Emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout content areas

Specify enhanced services for EL students:

EL students will access ELD components of the adopted programs based on student need as necessary to

Specify enhanced services for low-performing student groups:

Targeted student groups are Hispanic, African American, Homeless, Foster Youth, English Language Learners,

support with developing reading, writing, speaking, and listening skills.

Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.

Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.

Ongoing PL around designated and integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.

When analyzing quarterly CFAs, FIABs/IABs, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs. Learning needs will be addressed during integrated and designated ELD.

EL student progress will be monitored after each assessment period (DRP, ELPAC, i-Ready) to ensure students are making progress towards reclassification. RFEP students will also be progress monitored.

TSA and teaching fellows will provide additional support to students not yet reading on grade level.

ELPAC Bootcamp will be provided by TSA to focus on reading, writing, speaking, and listening skills.

SPED, and socioeconomically disadvantaged.

School wide RTI programs for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at student's instructional level.

Teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.

Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify Tier 1 interventions and strategies. TST will be utilized as a safety net before an SST. TST members will include Principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth 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	Bks & Ref			Professional reading, leveled texts, and grade level curriculum and online subscriptions (Brainpop English/Spanish) for classrooms to support student achievement. Additional Actions: G1A2-A4, G2A1, G3A1-A2	3,733.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Actions: G1A2-A4, G2A1, G3A1-A2	21,432.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows (3 at 4 hrs. for 166 days) Additional Actions G1A2-A4, G2A1, G3A1-A2	56,841.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900	Leavenworth Site TSA	106,980.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs and academic data chats. Additional goals: G1A2-A4, G2A1-A2, and G3A1-A2	3,520.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for Site based SPED PLC. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, and G4A1	1,906.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Online subscription for Starfall English/Spanish. Additional Actions G1A2-4	1,109.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career relationships, SEL and cultural proficiency. Additional Actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	36,698.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 for 4hrs for 166 days). Additional actions G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	5,238.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH Staff Copy Machine. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	7,698.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	500.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental contracts for classified for afterschool tutoring, events and activities to support in student and family engagement.	9,493.00

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Ancillary Services	Oth Cls-Supp			Additional actions: G1A2-4, G2A1-A2, G3A1-A2, G5A1	9,493.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100	Leavenworth Site TSA	48,064.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support literacy and math in the support of site goals for EL students. Additional actions: G1A2-4,G2A1-2, G3A1-2,	4,390.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and Incentives - Food for EL Reclassification Celebration and SBAC Academic Dinner. Goa 1, Actions 1-4. Goal 5, Action 1	4,800.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 for 4hrs for 166 days). Additional actions G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	10,709.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Additional Actions: G1,A1 and G1,A4	10,600.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Online Subscription PebbleGO Spanish G1,A1. G1,A3	500.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT Data Chats and Goal Setting. One session in Fall and one session in Spring. Additional Actions: G1,A1,A2,A3	1,242.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for DI Vertical Articulation. One 1.5hr meeting per quarter. Additional Actions: G1,A1-3	4,770.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 1 Teaching Fellow at 4hrs per day for 166 days. Additional Actions: G1,A1. G1,A2, G1A3, G2,A2	21,947.00

\$362,670.00

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	✓	96 %	89.69 %	2022-2023	96 %

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.

As a site, Leavenworth will expand student centered and real world learning experiences through the following actions:

- Promote student participation in district offered experiences that expose students to careers. For example, opportunities offered by the College and Career Readiness Department (Bricks 4 Kids).
- Teacher will continue to work with their PLCs to integrate, hands out, real world learning experiences for their students.
- Continue to offer experiences that engage students in arts, activities, and athletics by providing supplemental pay contracts to teachers and classified staff to instruct and/or supervise students involved with engagement activities such as student council and Peach Blossom.
- Develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers. Special efforts will be made to invite parents and members of the community to present to students.
- Collaborating with ASES program to provide our students learning opportunities with WorkEd, Zoomobile, and STEM from CSU Fresno.
- Schedule Study Trips to support and broaden student learning beyond the classroom as students make connections between curriculum and real-world experiences.
- Provide opportunities for students to participate in mentoring programs such as Be You Club, Young Men of Character, Girl Power, and My Brothers Keeper in partnership with Department of Prevention and Intervention.

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

An analysis of our trend data shows that COVID-19 protocols impacted the expansion of student centered and real-world learning experiences. Our goal of increasing the participation percentage will assist in making sure all significant subgroups are engaged in student centered and real-world learning experiences; therefore, continuing to decrease disproportionality. Our historical participation rates are as follows:

- 2019-2020 - Participation data was only Q1, Q2, and Q3; therefore, the data for this school year is incomplete - 86.5%
- 2020-2021 - Due to COVID-19 protocols, student engagement activities outside of the classroom were not permitted.
- 2021-2022 - Due to COVID-19 protocols, student engagement activities were on hold until the 4th quarter. In the 4th quarter students were invited to participate in Softball and in Talent Time Enrichment - 95%
- 2022-2023 - currently at 94.6%

Participation rate disproportionality can be attributed to the following factors:

- Number of staff who is willing to facilitate, organize, and manage clubs.
- Difficulty in developing activities for our TK and Kindergarten students.
- Students not attending activities with consistency.
- Parents not willing to allow their child(ren) to participate in activities.
- Absenteeism on the day of the activity. Post COVID-19, the percentage of chronic absenteeism at Leavenworth has increased. Currently, according to PowerBI data, 17.6% of students are chronically absent and 8.1% are severely chronic. We will continue to have our Home School Liaison, Bilingual HSL/RCA, Tier II Intervention Specialist, and teachers connect with families to encourage and increase participation rates for all students.
- Not having an assigned Climate Culture Specialist (CCS) who can provide additional support to the Climate Culture Team in planning and carrying out additional student centered and real-world learning experiences.

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).

- While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those changes were as follows:
- We had the opportunity to further collaborate with ASES Program to address after school tutoring and engage with younger students in K-3.
 - We had an increase in providing students learning opportunities with ASES partnership with WorkEd, ZooMobile, and STEM from CSUE Fresno.
 - We furthered collaborated with the Department of Prevention and Intervention and the following initiatives were planned and carried out in the 3rd and 4th quarters: Be You Club, Young Men of Character, Girl Power, and My Brothers Keeper Mentoring Program.

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.

- To expand student centered and real world learning experiences, the following actions will take place in the 2023-2024 school year:
- Develop opportunities to promote a variety of career options by scheduling assemblies and guest speakers (Goal 2, Action 1).
 - Special efforts will be made to invite parents and members of the Leavenworth community to be guest presenters at assemblies and events such as Read Across America (Goal 2, Action 1).
 - As part of their planning, teachers will work with their PLCs to integrate hands on, real world learning experiences for their students (Goal 1, Actions 1-4; Goal 2, Action 1).
 - Continue to fund Teaching Fellows to help us in providing more student support and engagement. For example, having Teaching Fellows facilitate outdoor games, outdoor activity tables, and Noon Time League (Goal 1, Actions 1-3; Goal 2, Action 2).
 - Provide opportunities for CCT to conduct data analysis of common areas, behavioral system, and student engagement (Goal 2, Action 1 and 2).
 - Utilize our Home School Liaison, Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison, and Tier II Intervention Specialist to encourage and increase participation for all students (Goal 2, Action 1).
 - Work with ILT, CCT, and PLCs to identify ways to increase engagement opportunities for our TK and Kindergarten students (Goal 2, Action 2).
 - Implementation of tools such as logs for classroom walkthroughs, surveys, reflections, and parent suggestions-feedback (Goal 2, Action 1 and 2).
 - CCT will continue to use Climate Culture Rubric to develop SMART goals that are directly connected to this goal (Goal 2, Action 1 and 2).
 - Identify students not participating in an activity and encourage them to participate in a club, sport, and/or field trips (Goal 2, Action 2).
 - Continue to solicit student input through our Student Council to determine interest in activities, programs, and recognition/incentive system (Goal 2, Action 2).
 - Provide students opportunities to lead community building activities (Goal 2, Action 2).

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: During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback: Parent ratings were based on the following criteria:	2 ELAC: During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students: • After school tutoring for students. • SEL support for students in the form of small group and	3 Staff: To provide input and feedback, all staff were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC. Staff ratings were based on the following criteria:
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1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Social emotional supports and instruction for students (Family Foundations Clinician, Tier II Intervention Specialist, Bilingual (Hmong) Counseling Assistant/Home School Liaison = 2.83 - 3 stars
- Technology and educational website subscriptions to support learning at school and at home = 2.67 stars
- Materials and supplies to support student instruction and learning = 2.67 stars
- Fund staff to support, encourage, and promote parent participation (examples include: translators and babysitting for parent meetings) = 2.67 stars
- Additional classroom instructional support and intervention for students. Funding personnel such as a Teacher on Special Assignment and Teaching Fellows - 2.83 stars.
- **Engagement activities considered most valuable for students:**
 - Noontime League 16%
 - Student Clubs 16%
 - After School Extra-Curricular Activities 83%
 - Talent Time 83%
 - Character Counts Reward Assemblies 50%
 - Engagement Days 33%
- **Opportunities for parent involvement to support their child/children education:**
 - Family Engagement Meetings 50%
 - Parent Workshops 33%
 - Parent Volunteer Opportunities 66%
 - Parent Meetings 66%
 - Other: Each family member responsible for a set amount of volunteer hours. Then have opportunity to fill those hours.

Additional SSC Input and Feedback:

- More after school tutoring sessions for students that need extra support
- No lottery for after school program
- More murals, more focused activities for recess
- After School Program availability for all students
- More involvement with prek and kinder.
- More activities for students with special needs.
- Continue with staffing as is.
- During the 4th SSC meeting, the council was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5).

individual social skills building, check-ins, and counseling.

- Access to technology and website subscriptions for students.
- Engagement activities for students such as; Talent Time Enrichment, structured recess activities, and Noon Time League.
- English Learner supports and monitoring of EL progress by teachers and English Learner Review Team (ELRT).
- Promoting and supporting literacy at school and home.
- Additional support using Teaching Fellows in classrooms.
- Parents were in agreement with the supports that were discussed.

Additional ELAC input and feedback:

Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following supports:

English Learner Parent Needs:

- Help with homework
- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting
- Information on my rights and responsibilities as the parent of a public school student
- Information on services provided by my school and school district

English Learner Student Needs:

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- Counseling and information about college requirements
- Information on graduation requirements and credits
- Differences between elective and required credits for graduation
- Information on school culture, procedures, and expectations
- Parents choose the above bullet points in the needs assessment but they do not pertain to services we offer at Leavenworth. I think last year we did not include these in the SPSA. Perhaps we can leave them and offer a course on this for parents? Maybe call parent university to do a workshop?
- How to get involved in extracurricular activities (sports, clubs)

1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Continue to fund Teaching Fellows to support instruction and intervention, Noon Time League, mentoring and other school supports - 76% responded, yes
- Teacher on Special Assignment (TSA) = 3 stars
- Technology Needs and Replacements - 2.9 stars
- Continue to fund additional Copy Machine lease- 100% responded, yes
- Continue to fund district approved Online Subscriptions - 95% responded, yes
- Family Foundations Clinician (continue with 2 days a week) = 2.76 stars
- Bilingual Resource Counseling Assistant/Home School Liaison = 2.90 stars
- Tier II Intervention Specialist (continue to fund the .5 FTE for a full time position. DPI funds the other .5 FTE) = 2.67 stars
- Funding of fingerprinting for parent volunteers who can support in supervision of common areas, dismissal, recess, CC Reward Assemblies/Reward Day, and other supervision duties outside of the classroom - 57% responded, yes

Additional Input:

- Additional materials and supplies such as; art supplies (acrylic paints, canvas, paint brushes), agendas for 3rd-6th student table/desks, dry erase markers, magnetic whiteboards, sticky easel note pads, highlighting tape, spiral notebooks, vinyl/plastic homework folders, sheet protectors, small white boards, thicker quality laminating paper, monitors instead of white boards in classrooms.
- Continue with tiered supports for students.
- Lunch clubs that are with the purpose of mentoring and motivating students
- Teaching Fellows are needed in primary grades, especially for RTI
- Teaching Fellows should have monthly training, kind of like mini PLs, but in the morning
- Conference opportunities for teachers to learn and grow as leaders.
- Possible transition room where students are supported to complete late work, be given focus time, etc.
- Afterschool ELD tutoring and intervention support
- Adding 2 paras for kindergarten.
- Have students help other students in Math and ELA, learn how to make friends, and welcome new students.

Their results were analyzed as the position with the lowest amount of points is considered the highest priority.

- Teacher on Special Assignment - 8 pts
- 5-6 Teaching Fellows - 17 pts
- Bilingual HSL/RCA- 14 pts
- Tier 2 Intervention Specialist (.5 FTE) - 24 pts
- Family Foundations Clinician (2 days) - 27 pts

Additional Input from ILT and PLCs

- During our ILT meeting on 3/9/23, the ILT was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 9 pts
 - Bilingual HSL/RCA- 19 pts
 - 5-6 Teaching Fellows - 23 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 33 pts
 - Family Foundations Clinician (2 days) - 36 pts

The ILT was then asked to to meet with their PLC and go through the ranking process of the site commitments. The PLC rankings results are as follows:

- 71% of teacher ranked the TSA as the #1 priority
- 71% of teachers ranked the Bilingual HSL/RCA as the #2 priority
- 71% of teachers ranked the 5 or 6 Teaching Fellows to support during RTI as the #3 priority
- The priority of the Family Foundations Clinician (2 days) and the Tier II Intervention Specialist (.5 FTE) was tied at #4 (35% for each position)

Action 1

Title: Exposure to Careers Participation

Action Details:

Leavenworth will create equitable opportunities for all students in grades TK-6th to participate in a comprehensive program that promotes intellectual curiosity, critical thinking, and problem solving in order to be prepared for college and career pathways by developing partnerships with external organizations from the community to participate as guest speakers, hold workshops, and participate in the afterschool program. Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning. Providing opportunities for field trips, career days, mentorship opportunities, college visits, and job shadowing.

Exposure to Careers - will ensure that all students and families have information about the opportunities available for exposure to careers. Students will be exposed to a variety of career opportunities by utilizing the resources provided by the district and on-site school activities. As PLCs are planning their grade level experiences, they will ensure to have selected an optimum date, which allows for highest number of student participation.

- PLCs will develop career exposure opportunities and student activities throughout the year to promote the expectation and path of being College and Career Ready. (Tier I)
- Teachers will work with their PLCs to integrate hands-on, real-world learning experiences, for their students. (Tier I)

Students

- Student input will be solicited, to determine career interests. (Tier I)
- Efforts will be made to provide opportunities for students to participate in activities and engagements that promote career exposure. (Coding, Sports, STEM activities, etc.) (Tier I)
- A site funded Bilingual Resource Counselor will provide activities and experiences to targeted students, to further expose them to career options. (Tier II and Tier III)

Staff

- Teachers and classified staff will promote and encourage student participation in district offered experiences that expose students to careers.
- The TSA, Instructional Leadership Team (ILT), and Climate and Culture Team (CCT) will work together to develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers.

Families

- Special efforts will be made to invite parents and members of the Leavenworth community to present to students.
- Teachers, in conjunction with the Bilingual Resource Counselor and the Home School Liaison (district funded), will communicate with parents to ensure that permission slips get signed and are returned.
- The Home School Liaison and Bilingual Resource Counselor will communicate with parents of targeted students to support improved attendance and participation.

SMART Goal:

By the end of the 2023-2024 school year, all students in grades TK-6, will be provided opportunities to participate in activities that provide exposure to careers, as measured by site and district data reports and calendars.

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

1. Monitor and capture the attendance of students that are attending the Exposure to Careers experiences.
2. Log student participation in site based events.
3. Events for Career Day presentations will be planned and calendared.
4. Survey parents to determine potential participation in site based career events
5. Student input will be solicited, to determine career interests. (Surveys, class meetings and conversations.)

Owner(s):

1. VP or TSA
2. VP, TSA, and Teachers
3. Administrators, TSA, PLCs
4. Administrators, TSA, and parents
5. VP, TSA, ILT, CCT, teachers, students

Timeline:

1. Ongoing
2. Ongoing
3. Ongoing
4. Fall
5. Fall and Spring

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

- To support the increase student exposure to careers; computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment including, but not limited to: computers, computer carts, monitors, headphones, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed.
- To accommodate our large staff, an additional copy machine will be funded. The additional machine will accommodate the printing of materials that will support the increased student exposure to careers.
- Classroom materials and supplies including, but not limited to the following: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to increased student exposure to careers..
- Materials and supplies that support activities and engagements that promote exposure to careers.

Specify enhanced services for EL students:

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- The Home School Liaison, Bilingual Resource Counselor, and mentors will communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- Efforts will be made to utilize guest speakers that reflect the diversity of our school community.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Action 2

Title: Student Engagement

Action Details:

To increase student engagement in activities and build on the student’s sense of school connectedness, the following actions will be implemented:

- Safe and Civil Schools procedures inside and outside of the classroom, Olweus Bullying Prevention Program lessons, Social Emotional Learning lessons through Second Step Curriculum, class meetings, and Restorative Practices. These practices will result in a positive school climate and culture. (Tier I)
- The Climate and Culture Team (CCT) will work with staff and students to identify, promote, and implement additional engagement opportunities. (Tier I)
- The Targeted Support Team (TST) will work with staff, parents, and students to promote positive relationships and activities for students in need of targeted and intensive supports (Tier II and Tier III). The TST is comprised of administrators, The Restorative Practices Counselor (RPC), site admin member, CWAS, Bilingual Resource Counseling Assistant, TSA, Instructional Coach, and Home School Liaison.

Students

- Talent Time Enrichment sessions will be offered in the 3rd and 4th quarters, for all students in grade 1 through 6. (Tier I).
- Our Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will supervise a Care and Connect room during morning and lunch recess. (Tier II and Tier III).
- Teaching Fellows will manage a Noon Sports League, plan and implement structured recess activities, and positively interact with students. (Tier I).
- Assemblies, awards, and incentives will be offered to reward positive student behaviors. (Tier 1, Tier II, and Tier III).
- The RPC, Tier II Intervention Specialist, Teaching Fellows, and Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will work with students in TK-6, to promote positive relationships and activities. (Tier II and Tier III)
- The CCT will work with TK and Kindergarten teachers to explore ways of involving TK and Kindergarten students in engagement activities. (Tier I).

Staff

- Teachers, in collaboration with CCT, will develop and implement a Multiple Tiered Support System (MTSS) to support productive and positive student behaviors.
- Supplemental contracts will be offered to staff who facilitate after school, during lunch, or before school engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of the site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Families

- The district funded Home School Liaison and site funded Bilingual (Hmong) Resource Counselor will communicate with parents of target students to support improved attendance and participation.
- Efforts will be made to recruit community volunteers to lead student engagements.
- Family members will be invited to grade level performances, when possible.

SMART Goal:

By the end of the 2023-2024 school year, the percentage of students that are engaged in a Goal 2 activity will increase to 96% as measured by district data reports.

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

1. Office discipline referral data
2. Power BI and Panorama data
3. Review and reflect on SEL data to inform actions and identify areas of need (DESSA, Second Step, Student feedback and CC student surveys, discipline referrals, and Power BI).
4. Student survey responses (analyzed by the CCT and ILT)
5. Weekly Classroom Meetings and Second Step lesson (implemented and logged quarterly).
6. Climate and Culture Monthly Team Meetings to address school-wide climate and culture concerns and create action plans based on data and feedback.
7. Culture and Climate team will monitor student participation data and activities to identify trends and patterns.
8. VP, ASP Coordinator and teachers will enter student engagement Goal 2 opportunities and participation to be logged into Atlas.
9. Student Goal Setting
10. Leavenworth will sponsor additional fieldtrips and activities for all grades.

Owner(s):

1. Administrators, TST
2. Teachers, Administrators, Students, CCT
3. CCT
4. Teachers and VP
5. Administrators, CCT
6. Teachers, Administrators
7. Administrators, CCT
8. Students and Teachers

Timeline:

1. Ongoing
2. Ongoing
3. Quarterly
4. Monthly
5. Ongoing
6. Quarterly
7. Ongoing
8. Ongoing
9. All clubs, sports, and after school rosters are uploaded on the Engagement tool at the beginning of the year and following each quarter.
10. Data is utilized consistently at regular intervals to guide decisions documented on CCT MAP.
11. Student voice sought and collected frequently through student council, community building activities, and surveys.

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

- Activities and events will be planned that reflect the diversity of our school community.
- Supplemental contracts will be offered to staff to facilitate clubs, activities, and engagements.
- Purchase orders and funds will be used to purchase the following:
 - Athletic gear
 - Materials and supplies needed for clubs, activities, and engagements.
 - Transportation to accommodate higher numbers of student participation.
 - Direct food services
 - Student awards and incentives
 - Food for celebrations and incentives
- Purchase of materials, supplies, and equipment to support successful implementation of clubs and activities.

Specify enhanced services for EL students:

- Teachers, in conjunction with the Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison and the Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and site funded Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- EL Students will be encouraged to participate in arts, activities, and athletics.
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teachers, in conjunction with the Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison and the Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- The Home School Liaison and Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will communicate with parents of students identified as in need targeted supports to support improved attendance and participation.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- TST will connect students with services needed to develop positive social skills, self-management, and social awareness.

- Staff will work to create engagement activities that reflect the diverse interests of our student population.
- Students will develop relational capacity with adults and peers to improve positive self-image and confidence when participating in student engagement activities.
- Goal setting and Data Chats with students.
- Monitoring student progress.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for educational fieldtrips in support of student engagement and connection to real world experiences. Additional Actions: G1,A1-A4, G2A2, G3A1-2	3,000.00

\$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	20.22 %	28.43 %	2022-2023	25.83 %
Suspension Rate - Semester 1	✓	1.41 %	0.5 %	2022-2023	0.17 %

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.

Chronic Absenteeism

We understand that to address the established goal of increasing student engagement in their school and community, we need to institute actions that promote student attendance. As a result many of our actions are designed to improving student attendance through providing engagements that connect students to the school.

An analysis of our 5 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows:

2017-2018 - 9.16%

2018-2019 - 9.8%

2019-2020 - 11.76%

2020-2021 - 20.75%

2021-2022- 28%

As evident in our data, has had a major impact on the percentage of students that had chronic absenteeism as we returned from COVID one year back full time into in-person schooling and student engagement activities in session.

To following actions were put into place to address Chronic Absenteeism:

- An attendance team was composed of the following support staff: attendance clerk, Bilingual HSL/RCA, Tier II Intervention Specialist, RP counselor and admin.
- HSL and HSL/RCA conducted frequent home visits.
- ILT was informed of all attendance data to increase parent connectedness, specifically for chronically absent students in an effort to reinforce the importance of attendance and offer supports, as

2

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

Student Group Data:

- 13% of our African American student population was disproportionately chronically absent.
- Out of 5 identified homeless students, 3 (40%) were disproportionately chronically absent. This was due to instability with housing and living arrangements.
- 21.3% of our Hispanic student population was disproportionately chronically absent.
- 14.4% of our EL student population was disproportionately chronically absent.
- 19.6% of our SPED student population was disproportionately chronically absent.

As reported by parents, resource inequities and key factors that contributed to the disproportionality of low-performing student groups as it relates to chronic absenteeism and poor attendance are the following:

- Students are chronically sick and have to miss school. COVID and Influenza continue to impact families and students.
- Family travels to out of the country continue. For example, we had 54 students on short term study, and they did not return classwork completed for credit.
- Families continue to struggle with severe circumstances related to poverty where daily attendance is not a priority.

Another factor that could have contributed to chronic absenteeism or poor attendance, was suspensions of 1 or more days.

Leavenworth is in its 2nd year of in-person learning and our suspension rate has increased due to an increased in behavior that met EdCode Violations. To date 15 suspensions have been recorded. From our identified sub-groups, the following were part of the suspension data:

- 83% of the suspended students were Hispanic.
- 11% of the suspended students were African American
- 61% of the suspended students had a disability (SPED)

necessary.

- Staff was able to support several families with Social Emotional needs with referrals to our Bilingual HSL/RCA and/or RP counselor.
- Teachers also reached out to parents during the designated Family Connection Time and Office Hours to promote positive attendance and offer supports.
- Teachers monitored attendance and rewarded 100% attendance with weekly pizza parties for the whole class.
- Students were recognized for attendance at our quarterly awards assemblies.
- In cases where attendance did not improve, despite the supports that were offered, district resources were utilized, to follow up with the family.

To following actions were put into place to address the increase in suspensions:

- Re-entry conferences
- Referrals to on-site counseling services with our Family Foundations Clinician or referral to off-site counseling through Care Solace.
- Referrals to Tier II Intervention Specialist or RP Counselor for individual or small group social skills building.
- Referrals to Care and Connect Center with Bilingual HSL/RCA for individual check-ins or Young Men of Character group.
- Referrals to School Psychologist for Tier III Check-in/Check-out or Girl Power small group.
- Monthly CCT meetings to review the progress of classroom supports, strategies and school wide procedures to improve the climate of the school. The team reviewed the data for suspension, misbehaviors, and office referrals to develop a plan for areas of concern for improvement.
- TST to SST then possible IEP meetings to address needs of students.

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).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The district provided a full-time instructional coach to all sites this year; nonetheless, due to this being the first year of this position and the district laying out its best practices, the experience of the Academic Coach in providing individual coaching, and our teachers understanding the role of the academic coach, the number of teachers that received 1-on-1 supports was limited. Next school year, the Academic Coach will have a full year of training and experience, the position expectations will continue to be clearly communicated, and a system for referring to the academic coach will be streamlined; therefore, the number of teachers that they coach through a Cycle of Continuous Improvement will increase.
- The Family Foundations Clinicians was budgeted for 2 days a week through the site budget; however, their full case load capacity was not fully reached until the end of the 3rd quarter. Next school year the caseload number will be reached earlier in the year as the clinician will continue to serve a certain number of students that were on her caseload this year, and the TST has already pre-identified students who can be referred to the clinician at the beginning of the year.
- The district assigned our site a part time RP Counselor (2.5 days) for Targeted (Tier 2) and Intensive (Tier 3) social emotional supports; however, attendance was a concern, and students on the caseload were not serviced with fidelity.
- 12 Teaching Fellows were paid for by the site budget to support academic instruction in classrooms and student engagement through outdoor activities (Noon Time League); however, the attendance of all but 6 TFs was not consistent and this made it difficult track and monitor their effectiveness.

In effort to decrease Chronic Absenteeism, poor attendance, and suspension rates, the following will continue to be provided by classroom teachers next school year:

- Clear classroom expectations through CHAMPS, Weekly Class Meetings, Weekly SEL Lessons through Second Step curriculum, and a Cool Down area in the classroom.
- Continued relationship building. Emphasis in Quarter 1 will be on recording positive behavior into ATLAS; continued as needed for students.
- Consistent use of ratio of positive interactions (3:1).
- Completed and followed classroom management plan for the year reviewed and reflected on by administrators.
- Antibullying lessons through the Olweus Bullying Prevention Program.
- CCS provided by DPI to support Tier I school wide.

The following engagement activities were planned and carried out this school year and are planned for 2023-24:

- Sports: Flag football, Volleyball, Soccer, Basketball, Track, Cross Country Softball
- Goal2 Field trips for all grades TK-6th grades
- Talent Time: Variety of enrichment classes offered in Q3 and Q4
- Music: Band, Orchestra, Choir, Mariachi, morning programs
- ASES activities

- Clubs: Guitar, 100 mile, Art, Folkloric Dance, K-Kids, Peer Mentoring (Girl Power), Peach Blossom, Young Men of Character.
- Schoolwide Activities: Read Across America, Kindness Week, Red Ribbon Week, Fall Festival, Open House Walk About Tour, Character Counts Reward Assemblies for Q1-Q4.
- Cultural Awareness: Native American celebration, Hmong New Year Celebration, Black History celebration, Dia de Muertos Celebration, Cinco Day Mayo celebration.

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.

To following changes will be made next school year in this goal:

- Professional Learning will be scheduled to revisit specific supports such as; classroom management strategies, behavioral interventions, restorative practices, culture responsive teaching, social emotional strategies, and trauma-based strategies (Tier1) (Goal 1, Actions 1-4), Goal 2, Actions 1 and 2, Goal 3, Actions 1 and 2).
- All teachers will implement a Cool Down Area in their classroom (Goal 3, Action 2).
- The number of Teaching Fellows will be decreased to closely monitor their effectiveness by analyzing academics data. Administrators and TSA will plan a schedule of trainings for TFs to ensure their effectiveness (Goal 3, Action 1).
- Increased opportunities for parents and members of the community to be engaged in activities at our site. Such activities will include a schedule literacy night and an academic dinner for students who meet or exceed grade level standards on SBAC and iReady (Goal 2, Actions 1 and 2; Goal 3, Action 1).
- Supplemental contracts for teacher vertical articulation will increase from 1 contract per year to 1 contract per quarter (Goal 1, Action 1,2,3 and 4)
- Supplemental contracts for SPED teachers for additional monthly professional learning (Goal 1, Action 1,2,3, and 4).
- Climate Culture Team will once again begin to participate in additional professional learning in the form of conferences and district trainings from the Department of Prevention and Intervention (Goal 1, Actions 1-4), Goal 2, Actions 1 and 2, Goal 3, Actions 1 and 2).

The following actions will continue next school year in this goal:

- Leavenworth strives to create a culture and climate that fosters equity for all staff, students, and parents. All staff members will continue to deepen implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. (Goal 1, Actions 1, 2, 3 and 4; Goal 2 Actions 1 and 2; Goal 3, Action 1).
- Afterschool tutoring supports for students will continue to be a priority (Goal 1, Actions 1, 2, 3, and 4).
- TSA and Academic Coach will offer optional drop-in PL (Monday Mini PL) on best instructional practices (Goal 1, Actions 1, 2, 3, and 4; Goal 2, Action 1; Goal 3, Action 1).
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Actions 1, 2, 3, and 4; Goal 2, Action 1; Goal 3, Action 1)
- Administrators will work with the ILT, CCT, and PLC Teams to identify ways to increase engagements opportunities for all students and their diverse interests. (Goal 2, Action 2; Goal 3, Action 1)
- We will continue to explore ways to increase the inclusion of our SPED students. (Goal 1, Actions 1, 2, and 3; Goal 2, Actions 1 and 2; Goal 3, Action 1)
- Technology updates and replacement (Goal 1, Actions 1,2,3, and 4).
- Social Emotional supports for students through weekly classroom SEL lessons using Second Step Curriculum (Tier 1). Targeted (Tier 2) and Intensive (Tier 3) SEL supports will be provided through our Tier 11 Intervention Specialist, Family Foundations Clinician, RP Counselor, Bilingual HSL/RCA, and School Psychologist (Goal 1, Actions 1,2,3, and 4; Goal 2, Actions 1 and 2).
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning. (Goal 1, Actions 1, 2, and 3; Goal 2, Actions 1 and 2; Goal 3, Action 1).

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:

During our SSC meetings this year we have routinely reviewed budget, SPSAactions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following criteria:

1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Social emotional supports and instruction for students (Family Foundations Clinician, Tier II Intervention Specialist, Bilingual (Hmong) Counseling Assistant/Home School Liaison = 2.83 - 3 stars
- Technology and educational website subscriptions to support learning at school and at home = 2.67 stars
- Materials and supplies to support student instruction and learning = 2.67 stars
- Fund staff to support, encourage, and promote parent participation (examples include: translators and babysitting for parent meetings) = 2.67 stars
- Additional classroom instructional support and intervention for students. Funding personnel such as a Teacher on Special Assignment and Teaching Fellows - 2.83 stars.
- **Engagement activities considered most valuable for students:**
 - Noontime League 16%
 - Student Clubs 16%
 - After School Extra-Curricular Activities 83%
 - Talent Time 83%
 - Character Counts Reward Assemblies 50%
 - Engagement Days 33%
- **Opportunities for parent involvement to support their child/children education:**
 - Family Engagement Meetings 50%
 - Parent Workshops 33%
 - Parent Volunteer Opportunities 66%
 - Parent Meetings 66%
 - Other: Each family member responsible for a set amount of volunteer hours. Then have opportunity to fill those hours.

Additional SSC Input and Feedback:

- Mbre after school tutoring sessions for students that need extra support
- No lottery for after school program
- Mbre murals, more focused activities for recess
- After School Program availability for all students

During our ELAC meetings this year we have routinely reviewed budget, SPSAactions, and student data. ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students:

- After school tutoring for students.
- SEL support for students in the form of small group and individual social skills building, check-ins, and counseling.
- Access to technology and website subscriptions for students.
- Engagement activities for students such as; Talent Time Enrichment, structured recess activities, and Noon Time League.
- English Learner supports and monitoring of EL progress by teachers and English Learner Review Team (ELRT).
- Promoting and supporting literacy at school and home.
- Additional support using Teaching Fellows in classrooms.
- Parents were in agreement with the supports that were discussed.

Additional ELAC input and feedback:

Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following supports:

English Learner Parent Needs:

- Help with homework
- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting
- Information on my rights and responsibilities as the parent of a public school student
- Information on services provided by my school and school district

English Learner Student Needs:

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- Counseling and information about college requirements
- Information on graduation requirements and credits
- Differences between elective and required credits for graduation
- Information on school culture, procedures, and expectations

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC.

Staff ratings were based on the following criteria:

1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Continue to fund Teaching Fellows to support instruction and intervention, Noon Time League, mentoring and other school supports - 76% responded, yes
- Teacher on Special Assignment (TSA) = 3 stars
- Technology Needs and Replacements - 2.9 stars
- Continue to fund additional Copy Machine lease- 100% responded, yes
- Continue to fund district approved Online Subscriptions - 95% responded, yes
- Family Foundations Clinician (continue with 2 days a week) = 2.76 stars
- Bilingual Resource Counseling Assistant/Home School Liaison = 2.90 stars
- Tier II Intervention Specialist (continue to fund the .5 FTE for a full time position. DPI funds the other .5 FTE) = 2.67 stars
- Funding of fingerprinting for parent volunteers who can support in supervision of common areas, dismissal, recess, CC Reward Assemblies/Reward Day, and other supervision duties outside of the classroom - 57% responded, yes

Additional Input:

- Additional materials and supplies such as; art supplies (acrylic paints, canvas, paint brushes), agendas for 3rd-6th student table/desks, dry erase markers, magnetic whiteboards, sticky easel note pads, highlighting tape, spiral notebooks, vinyl/plastic homework folders, sheet protectors, small white boards, thicker quality laminating paper, monitors instead of white boards in classrooms.
- Continue with tiered supports for students.
- Lunch clubs that are with the purpose of mentoring and motivating students
- Teaching Fellows are needed in primary grades, especially for RTI
- Teaching Fellows should have monthly training, kind of like mini PLs, but in the morning
- Conference opportunities for teachers to learn and grow as leaders.

- More involvement with prek and kinder.
- More activities for students with special needs.
- Continue with staffing as is.
- During the 4th SSC meeting, the council was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 8 pts
 - 5-6 Teaching Fellows - 17 pts
 - Bilingual HSL/RCA - 14 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 24 pts
 - Family Foundations Clinician (2 days) - 27 pts

- Parents choose the above bullet points in the needs assessment but they do not pertain to services we offer at Leavenworth. I think last year we did not include these in the SPSA. Perhaps we can leave them and offer a course on this for parents? Maybe call parent university to do a workshop?
- How to get involved in extracurricular activities (sports, clubs)

- Possible transition room where students are supported to complete late work, be given focus time, etc.
- Afterschool ELD tutoring and intervention support
- Adding 2 paras for kindergarten.
- Have students help other students in Math and ELA, learn how to make friends, and welcome new students.

Additional Input from ILT and PLCs:

- During our ILT meeting on 3/9/23, the ILT was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 9 pts
 - Bilingual HSL/RCA - 19 pts
 - 5-6 Teaching Fellows - 23 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 33 pts
 - Family Foundations Clinician (2 days) - 36 pts

The ILT was then asked to meet with their PLC and go through the ranking process of the site commitments. The PLC rankings results are as follows:

- 71% of teacher ranked the TSA as the #1 priority
- 71% of teachers ranked the Bilingual HSL/RCA as the #2 priority
- 71% of teachers ranked the 5 or 6 Teaching Fellows to support during RTI as the #3 priority
- The priority of the Family Foundations Clinician (2 days) and the Tier II Intervention Specialist (.5 FTE) was tied at #4 (35% for each position)

Action 1

Title: Chronic Absenteeism and Suspension Rate

Action Details:

To reduce Chronic Absenteeism and the Suspension Rate:

- Professional Learning Communities (PLCs) will implement comprehensive instruction based on the Social Emotional Learning (SEL) components and Safe and Civil Schools strategies and procedures (Tier I) and utilize appropriate interventions and supports (Tier II and III) for identified students.
- Using the TST and CWAS, identified students (Tier II and III) will be offered site based, district, or community-based supports, to improve attendance and provide behavior and social-emotional supports.

Chronic Absenteeism

Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to takes

steps to improve student attendance. To address this issue, the following actions will be taken:

Students

- Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement. (Tier II and Tier III)
- Engagement activities will be provided to further connect students to school with the goal of improving attendance through increased engagement. (Tier 1)
- Promote student participation in district offered experiences that expose students to careers. (Tier 1)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors. (Tier 1)
- Promote student participation in district offered experiences that expose students to careers. (Tier 1)

Staff

- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Teachers will work with their PLCs to integrate hands-on, real-world learning experiences, for their students.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Families

- The office staff and administration will monitor attendance and work with parents of targeted students to improve student attendance.
- The district funded Home School Liaison and site funded Bilingual Resource Counseling Assistant will communicate with parents and do home visits, to address students attendance issues.

Suspension Rate

To reduce suspensions so that students are in school and learning, it's important that we implement the following actions:

Students

All students will participate in class meetings on a weekly basis, to foster and build positive relationships between students and adults.

- Safe and Civil Schools strategies will be taught and implemented. (Tier I)
- Second Step lessons will be implemented as needed based on student needs. (Tier I)
- Olweus Bullying Prevention lessons will be taught and the strategies implemented. (Tier I)
- Assemblies, awards, and incentives will be offered to promote and reward positive student behaviors. (Tier I)
- Character Counts will be promoted monthly to build the character competencies. (Tier I)
- To further support students with high a level of needs, our Bilingual Resource Counselor (BRC) will supervise a Care and Connect room during morning and lunch recess. The BRC and Restorative Practices Counselor (RPC) will also work with students to provide SEL support (Tier II and III).
- All teachers will establish and implement clear classroom behavior expectations (CHAMPS or MAC), Utilizing Safe and Civil Schools strategies. (Tier I) If needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning. (Tier II and III)
- The CWAS, Restorative Practices Counselor and BRC will be used to make positive connections with students and provide SEL support to targeted students. (Tier II and III)
- Family Foundations Counseling will be provided, to address specific student needs. (Tier III)
- Teaching Fellows will be utilized to positively interact with students and provide structured activities during recesses. (Tier I)
- Promote student participation in district offered experiences that expose students to careers. (Tier I)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Tier I)
- Positive behavior assemblies will be implemented by VP and Principal to review school wide behavior expectations and encourage good attendance. (Tier I)

Staff

- Class meeting verification forms will be collected by the VP. Both the Principal and VP will monitor class meeting implementation through walk through observations.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our student's behavior needs.
- We will calendar a monthly focus to be intentional about teaching the SEL competencies to all students.
- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- To implement class meetings and restorative conferences, the Restorative Practices Counselor will provide teacher and classroom support, as requested,

Families

- Teachers will communicate with parents, regarding student behavior.
- The Home School Liaison, Bilingual Resource Counselor, and CWAS will communicate with parents of target students to support improved attendance and participation.

SMART Goals:

By the end of the 2022-2023 school year, the school wide Chronic Absenteeism rate will decrease to 20.22%, as measured by district monitoring data reports.

By the end of the 2022-2023 school year, the suspension rate will not exceed 2%, as measured by district monitoring data reports.

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:
1. Utilization of ATLAS and district data reports to monitor chronic attendance rate. 2. Utilization of ATLAS and district reports to monitor suspension rate. 3. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at monthly attendance meetings will be logged into ATLAS. 4. Participation in engagement activities will be entered into ATLAS. 5. Weekly class meetings will be logged. 6. Office Referral Data	1. Office Staff, HSL, CWAS, Bilingual Resource Counselor (BRC) 2. Administrators, TSA 3. Administrators, HSL, CWAS, Bilingual Resource Counselor 4. VP, TSA 5. Teachers, VP, TSA 6. Administrators	1. Ongoing 2. Ongoing 3. Ongoing 4. Weekly 5. Ongoing 6. Ongoing

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

- The Principal, VP, Home School Liaison, or Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Engagement activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend engagement activities.
- Rewards and incentives may be provided for improved attendance.
- We will contact sites that are successfully implementing "Meaningful Work" opportunities for their students, with the goal of implementing a "Meaningful Work" program for our students. Additional materials, supplies, awards, and incentives may be necessary to support this program.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Specify enhanced services for EL students:

- Teachers, in conjunction with the Bilingual Resource Counselor and the Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A site funded Home School Liaison (Spanish), mentor, and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- To improve attendance, EL Students will be encouraged to participate in arts, activities, and athletics activities.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Conduct re-entry conference with students after suspensions
- We will target students with multiple suspensions and develop support services.
- The Home School Liaison and Bilingual Resource Counselor will communicate with parents of target students to support improved attendance and participation. These students will also be supported by The Targeted Support Team (TST). The TST will be comprised of site admin members, the Restorative Practices Counselor, Home School Liaison (district funded), Bilingual Resource Counselor (site funded), the Child Welfare and Attendance Specialist (site and district funded), and the Family Foundations Clinician (site funded) (Tier II and Tier III).

- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- A mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will work to create engagement activities that reflect the diverse interests of our student population.

Action 2

Title: Social Emotional Support for All Students

Action Details:

Leavenworth Elementary staff will work to ensure that all students receive the social-emotional supports needed to be successful in school and on target to graduate. The focus will be on building relationships with all students so that students are aware that there are adults that truly care about them. The staff at Leavenworth will also continue to implement school-wide socio emotional supports through the use of Second Step, Olweus Antibullying lessons, Class circles, and morning meetings. Students who need extra assistance will receive extra support through counseling services provided by Tier II intervention specialist, RP counselor, RCA, All4Youth Clinician, Family Foundations Clinician, Project Access case manager, and school psychologist. Counseling team will provide supports and build relationships with students who are struggling with school attendance and misbehaviors. The Culture and Climate team will monitor data Tier I supports such as Second Step curriculum, class circle observational data, and implementation of classroom management plan. Atlas entries for level 2 and 3 misbehaviors and suspension data for all students as well as significant subgroups in order to address trends to lower referrals for Tier II and III supports, Atlas entries for misbehaviors, office referrals and suspension rates.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. CCT will develop a modified SEL survey that will be used quarterly in order to measure how students view adults at school.
2. Attendance team will monitor attendance data to identify students who are experiencing difficulties with attending school and connect the students with available supports and interventions in order to improve their attendance.
3. TST will process student referrals by teachers and assign case manager to monitor student needs. Team will monitor attendance, academic, and misbehavior data to identify students who are experiencing difficulties with attending school, struggling academically and social skills. TST will connect students with available supports and interventions in order to improve their attendance, academic, and socio emotional needs.
4. Levels of Misbehavior:
 - staff receive professional learning on the three levels of misbehavior.
 - learning includes the potential limitations of using an office referral as a corrective procedure.
 - levels of misbehavior are calibrated and documented with the office referral.
 - staff receive professional learning in writing appropriate referrals and Atlas entries.
 - discipline data reflects the consistent use of levels of misbehavior.
 - accurate data is kept, analyzed and shared quarterly for all level 2 and 3 misbehaviors with the entire staff.
 - staff utilize levels of misbehavior consistently as intended.
 - staff receive professional learning on identifying the needs behind the misbehavior and how to match the

Owner(s):

- CCT
- ILT
- PLCs
- Principal
- Vice Principal(s)
- TSA
- Classroom Teachers
- Instructional Coach
- Parents and Students
- RCA
- RP counselor
- Tier II Intervention Specialist
- TST
- School Psychologist

Timeline:

- Quarterly
- Weekly
- Biweekly

response to the need.

HSL

- staff receive professional learning on how to provide feedback, respond appropriately, administer disciplinary actions, and use the continuum of restorative processes.

5. Setting Classroom Conditions:

- all teachers will receive professional learning on setting conditions for learning and implementing FUSD classroom management plan.
- classroom management plan will be available to substitute teachers.

6. Early Interventions:

- data collection protocol is identified as a required intervention for social emotional and behavior concerns (DESSA).
- data must be charted, and interventions are attempted with relentless fidelity for 2 weeks before submitting referral to TST.
- staff will be taught the concept of 3:1 Ratio of Positive Interactions (RPIs), and the importance of building positive relationships and improving student behavior and overall success.
- adults will receive professional learning on early-stage interventions, including tracking intervention and collecting data for monitoring progress, based on student needs and SEL skill development.

7. SEL:

- all teachers integrate SEL skills into all content areas.
- students have opportunities to practice SEL skills in all settings.
- observations and feedback from administrative, CCT, and ILT of explicit and implicit teaching throughout all content areas.
- adults will be provided professional learning in developing awareness of their own EQ skills.
- teachers will participate in professional learning on the importance and impact of SEL on student learning and the 5 FUSD competencies.
- teachers will be trained in district baseline SEL curriculum (Second Step K-6).

8. Olweus Antibullying Lessons:

- staff training on all bullying prevention modules.
- staff teaches BP rules in conjunction with the 4 mandated BP lessons annually.
- bullying prevention rules are posted around campus.
- evidence of student and staff activities that promote kindness.
- staff teach, model, and promote norms of kindness and inclusion.

9. Class Circles:

- all teachers will utilize class circles effectively to build and affirm relationships, establish norms of kindness and inclusion, create a venue for student voice, practice social emotional learning skills, address classroom community needs.
- administrative team, CCT, ILT, and counseling team conduct observations in all classrooms and provide feedback to ensure quality and fidelity.
- all staff will be provided with professional learning on the implementation of school wide conflict resolution practices.

10. Tier I Supports:

- all students receive differentiated Tier I supports based on individual needs and student outcome data.
- Second Step digital instruction will be provided to students with fidelity school wide.
- Second Step data will be monitored by CCT.

- use of Tier I implementation rubric as a guide for CCT (total score of 60 points or higher).

11. First Ten Days of School Processes and Procedures:

- common area and school wide expectations address all S.T.O.I.C. variables and are followed by all staff.
- lesson plans for all common areas and procedures will be developed and archived, and taught and practiced quarterly, or as needed, based on data collection results and feedback from staff.

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

Counseling services:

- provided by Tier II intervention Specialist, RP counselor, RCA, Clinicians from Family Foundations and All4Youth.
- 4 days a week counseling services provided to students and families that have had trauma in their life and has affected their learning.
- Tier II, RP counselor, and RCA develop plans and strategies to improve students' academic and social development.
- provide SEL support in building positive relationships, conducting individual/group sessions to build and repair relationships, continuous progress monitoring of students' overall social emotional needs.

Awards/Incentives:

- Quarterly perfect attendance awards given at student award assemblies.
- Perfect attendance medals given at student award assembly at the end of the year.
- Monthly incentives to students that were in good attendance.
- Quarterly incentives to students that were in good attendance.
- Small prizes given to students (from severely chronic-manageable) that reach their goal in increments of 2% and/or move up a band.
- weekly Friday popcorn to all students that were in attendance the full week bell to bell schedule.

Suspension Rate Goal:

- Provide training to Noon Time Assistants as they supervise students during lunch.
- Provide alternative recess activities for students such as Caren and connect room and/or Maker Space.
- Provide supports and incentives to perform socially and emotionally.
- Provide pre-suspension programs such as Alternative to Suspension and Behavior Support Plans.

Character Counts:

- classroom students along with teacher will nominate peers who demonstrate the qualities of given month for character counts to be recognized as student of the month.
- incentives and awards will be provided for all students in TK through 6th grade who demonstrate character counts competencies.

Student Engagement:

- supplies, apparel and materials to promote engagement and build school culture.
- fieldtrips, award assemblies, enrichment programs such as talent time and clubs.
- attendance team will conduct biweekly meetings with parents and students to set attendance goals.
- HSL will conduct home visits and work with families to improve student attendance.
- teachers will conduct parent teacher conferences as needed to discuss completion of assignments, grades, and academic/behavioral concerns.
- CCT will develop protocols to welcome and transition new families and students at the beginning of the year, or as new enrollments.
- school will provide multiple opportunities for positive family interactions and parent involvement with school and staff.

Student Safety:

- Safety team will devise safe school plan to ensure and address safety concerns.
- Drills (fire, shelter in place, lockdown, and earthquake) are scheduled and practiced throughout the school to empower and prepare staff, students, and parents in the event of an emergency.
- Professional learning provided to staff and parents regarding drills and school safety.
- Reminders and consistent communication to parents and students regarding Leavenworth's guidelines for success.
- First ten days of School lessons and resource binder provided to teachers for instruction allowing students to have the same message for safety, GFS, rules and expectations, and school wide theme.

- Levels of misbehavior and office referral document procedures are taught to students and utilized to reinforce school expectations for safety and learning.

Specify enhanced services for EL students:

- ELERT goal setting and data chats conducted by TSA to ensure EL students are progressing toward academic goals.
- After school tutoring through Extended learning and/or EL services.
- Family Literacy nights to promote literacy and relationship building with students and families outside of the learning environment.

Specify enhanced services for low-performing student groups:

- After school tutoring through Extended learning.
- Supplemental contracts for sports, clubs, tutoring, and professional learning for SPED and DI teachers.
- TST monitoring students identified for needing extra support in the areas of attendance, behavior, academics and trauma.
- Counselors to provide SEL supports to students and families.
- Teaching fellows and TSA providing intervention support.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth 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	Attendance & Social Work Services	Local Mileage			Mileage for Home school Liaisons' home visits. Additional actions G1A1-A4, G2A1,G3A1-A2	50.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Clinician (1day) Additional actions: G1A1-A4, G2A2, G4A1	16,721.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Transfer to Tier II Intervention Specialist; EmpId#1073590;04/10/23; EA	43,297.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Clinician (1 day) Additional Actions: G1,A1-4. G2,A2. G4,A1	16,720.00

\$76,788.00

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	✓	97.71 %	97.6 %	2022-2023	99.7 %

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 Survey Results: Organizational Culture Domain

Overall Favorable	Leavenworth	Fall 2022 Elementary	FUSD
This school prepares me to meet my student's needs.	96%	87%	86%
I feel valued at this school.	95%	83%	83%
I see the connection between my districts vision/mission.	100%	93%	91%

To promote a sense of belonging amongst our staff, Leavenworth, utilized a variety of collaborative teams, in order to solicit teacher input and voice. These teams included our grade level teams (PLCs), our Instructional Leadership Team (ILT), our Climate and Culture Team (CCT), our Social Committee, and our Parent Teacher Organization (PTO).

Actions that pertain to staff as it relates to this goal and the aligned metrics:

- Climate and Culture Team meets once a month to review data around Chronic Absenteeism, levels of misbehavior and student engagement (Power BI, Atlas entries, and Survey Results) and develop action plan to address needs.
- Instructional Leadership Team meets monthly as a site and participates in the regional meetings at McLane.

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 Climate Culture Survey - Overall Positive

We noted overall positive results in all areas of the Fall 2022 Climate and Culture staff survey. Specifically, we noted a 1% growth in the Organizational Environment domain (from 97% to 98%) from the 2021-2022 school year to the Fall 2022 survey. Within this domain we noticed that there was a decrease from 2021 in the following two questions:

- We have a culture that provide staff with the following: Recognition for the work we do. 1% decrease from 94% in 2021 to 93% in Fall 2022 survey.
- We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making. 1% decrease from 97% in 2021 to 96% in Fall 2022 survey.

Actions that will ensure we meet this goal, include:

- Ensure 100% of all staff members receive training to support school wide practices pertaining to social emotional, behavioral, mental health, culturally responsive, inclusion, keystone pedagogies, Teaching and Learning Cycle, and attendance needs aligned to site goals within the MTSS framework.
- Retain new teachers by building their confidence and knowledge around best instructional practices, providing research-based strategies and coaching support to best meet the needs of students at Leavenworth.
- Positive staff celebrations and recognition systems are implemented consistently by providing school apparel and incentives to promote school culture.
- Leavenworth has sustainable systems and structures to promote positive interactions and relationship building between staff-staff, staff-student, student-student, and with families and the community.

- Site and Regional ILT meetings are focused on rigorous instruction, student assessments, and intervention support and improving ELA and Math performance. The work of the region and at Leavenworth is developing and aligning tasks to SBAC Claims and Targets.
- Administrators provide ongoing support and communication with teachers to ensure clarity with school wide goals, academic and behavioral expectations, and safety procedures.

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).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- Post pandemic instruction has been a challenge for staff, students, and parents, resulting in a lack of clarity for expectations, goals, and procedures. Students, families, and staff have greater social emotional and academic needs.
- In October 2022, there was a change in administrators. All 3 administrators were new to the site. The administrators focused their time on building relationships with and amongst staff as well as on becoming acclimated to current school wide goals, academic and behavioral expectations, and safety procedures.

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.

- Administrators will plan and differentiate Professional Learning to support school-wide practices pertaining to social emotional needs, behavioral needs and strategies, trauma informed practice, cultural responsive teaching, SPED inclusion practice, Keystone pedagogies, TLC, and attendance needs aligned to site goals within the MTSS framework.
- Increased supplemental contracts will be provided for vertical articulation for DLI teachers.
- New teachers will meet with Academic Coach once a month for additional support around instruction, planning, developing assessments, grading, safety procedures, and school related activities and deadlines.
- Site budget will fund apparel and materials for staff engagement and school culture.
- Supplemental contracts will be provided to our SPED teachers for additional planning and alignment as a PLC.

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: During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback: Parent ratings were based on the following criteria:	2 ELAC: During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students: • After school tutoring for students. • SEL support for students in the form of small group and	3 Staff: To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC. Staff ratings were based on the following criteria:
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1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Social emotional supports and instruction for students (Family Foundations Clinician, Tier II Intervention Specialist, Bilingual (Hmong) Counseling Assistant/Home School Liaison = 2.83 - 3 stars
- Technology and educational website subscriptions to support learning at school and at home = 2.67 stars
- Materials and supplies to support student instruction and learning = 2.67 stars
- Fund staff to support, encourage, and promote parent participation (examples include: translators and babysitting for parent meetings) = 2.67 stars
- Additional classroom instructional support and intervention for students. Funding personnel such as a Teacher on Special Assignment and Teaching Fellows - 2.83 stars.
- **Engagement activities considered most valuable for students:**
 - Noontime League 16%
 - Student Clubs 16%
 - After School Extra-Curricular Activities 83%
 - Talent Time 83%
 - Character Counts Reward Assemblies 50%
 - Engagement Days 33%
- **Opportunities for parent involvement to support their child/children education:**
 - Family Engagement Meetings 50%
 - Parent Workshops 33%
 - Parent Volunteer Opportunities 66%
 - Parent Meetings 66%
 - Other: Each family member responsible for a set amount of volunteer hours. Then have opportunity to fill those hours.

Additional SSC Input and Feedback:

- More after school tutoring sessions for students that need extra support
- No lottery for after school program
- More murals, more focused activities for recess
- After School Program availability for all students
- More involvement with prek and kinder.
- More activities for students with special needs.
- Continue with staffing as is.
- During the 4th SSC meeting, the council was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5).

individual social skills building, check-ins, and counseling.

- Access to technology and website subscriptions for students.
- Engagement activities for students such as; Talent Time Enrichment, structured recess activities, and Noon Time League.
- English Learner supports and monitoring of EL progress by teachers and English Learner Review Team (ELRT).
- Promoting and supporting literacy at school and home.
- Additional support using Teaching Fellows in classrooms.
- Parents were in agreement with the supports that were discussed.

Additional ELAC input and feedback:

Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following supports:

English Learner Parent Needs:

- Help with homework
- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting
- Information on my rights and responsibilities as the parent of a public school student
- Information on services provided by my school and school district

English Learner Student Needs:

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- Counseling and information about college requirements
- Information on graduation requirements and credits
- Differences between elective and required credits for graduation
- Information on school culture, procedures, and expectations
- Parents choose the above bullet points in the needs assessment but they do not pertain to services we offer at Leavenworth. I think last year we did not include these in the SPSA. Perhaps we can leave them and offer a course on this for parents? Maybe call parent university to do a workshop?
- How to get involved in extracurricular activities (sports, clubs)

1 star - Not important at all

2 stars - Somewhat important

3 stars - very important

- Continue to fund Teaching Fellows to support instruction and intervention, Noon Time League, mentoring and other school supports - 76% responded, yes
- Teacher on Special Assignment (TSA) = 3 stars
- Technology Needs and Replacements - 2.9 stars
- Continue to fund additional Copy Machine lease- 100% responded, yes
- Continue to fund district approved Online Subscriptions - 95% responded, yes
- Family Foundations Clinician (continue with 2 days a week) = 2.76 stars
- Bilingual Resource Counseling Assistant/Home School Liaison = 2.90 stars
- Tier II Intervention Specialist (continue to fund the .5 FTE for a full time position. DPI funds the other .5 FTE) = 2.67 stars
- Funding of fingerprinting for parent volunteers who can support in supervision of common areas, dismissal, recess, CC Reward Assemblies/Reward Day, and other supervision duties outside of the classroom - 57% responded, yes

Additional Input:

- Additional materials and supplies such as; art supplies (acrylic paints, canvas, paint brushes), agendas for 3rd-6th student table/desks, dry erase markers, magnetic whiteboards, sticky easel note pads, highlighting tape, spiral notebooks, vinyl/plastic homework folders, sheet protectors, small white boards, thicker quality laminating paper, monitors instead of white boards in classrooms.
- Continue with tiered supports for students.
- Lunch clubs that are with the purpose of mentoring and motivating students
- Teaching Fellows are needed in primary grades, especially for RTI
- Teaching Fellows should have monthly training, kind of like mini PLs, but in the morning
- Conference opportunities for teachers to learn and grow as leaders.
- Possible transition room where students are supported to complete late work, be given focus time, etc.
- Afterschool ELD tutoring and intervention support
- Adding 2 paras for kindergarten.
- Have students help other students in Math and ELA, learn how to make friends, and welcome new students.

Their results were analyzed as the position with the lowest amount of points is considered the highest priority.

- Teacher on Special Assignment - 8 pts
- 5-6 Teaching Fellows - 17 pts
- Bilingual HSL/RCA- 14 pts
- Tier 2 Intervention Specialist (.5 FTE) - 24 pts
- Family Foundations Clinician (2 days) - 27 pts

Additional Input from ILT and PLCs:

- During our ILT meeting on 3/9/23, the ILT was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 9 pts
 - Bilingual HSL/RCA - 19 pts
 - 5-6 Teaching Fellows - 23 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 33 pts
 - Family Foundations Clinician (2 days) - 36 pts

The ILT was then asked to to meet with their PLC and go through the ranking process of the site commitments. The PLC rankings results are as follows:

- 71% of teacher ranked the TSA as the #1 priority
- 71% of teachers ranked the Bilingual HSL/RCA as the #2 priority
- 71% of teachers ranked the 5 or 6 Teaching Fellows to support during RTI as the #3 priority
- The priority of the Family Foundations Clinician (2 days) and the Tier II Intervention Specialist (.5 FTE) was tied at #4 (35% for each position)

Action 1

Title: Increase Sense of Belonging

Action Details:

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which certificated and classified staff feel appreciated, supported, and involved in the planning and decision making. To meet this goal, the following actions will be taken:

1. Certificated and Classified staff will:
 - plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
 - work to create engagement activities that deepen positive connections with students and school community.
 - be encouraged to participate in leadership roles and committees.
 - collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
 - plan staff appreciation events to honor and recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Leavenworth's guidelines for success.
 - ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback.
2. Admin will conduct weekly check-ins with certificated and classified staff as a way to build connections and relationships as well as address concerns/ideas they may have to maintain a positive culture at Leavenworth.
3. Monthly meetings will be held for classified and certificated (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input.

4. Opportunities will be provided to strengthen PLCs through additional planning time and vertical articulation.

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

- 1. Power BI Chronic Absenteeism
- 2. SPSA Power BI (School Plan for Student Achievement)
- 3. Power BI Student Behavior
- 4. Power BI SBAC Results by Testing Location
- 5. Panorama Fall and Spring Surveys (students, parents, and staff).
- 6. California Dashboard

Owner(s):

Culture and Climate Team (CCT)
Instructional Leadership Team (ILT)
Professional Learning Communities (PLC)
Principal
Vice Principal(s)
Teacher Special Assignment (TSA)
Instructional Coach
Classified Staff
Certificated Staff

Timeline:

- On-going basis as needed.
- Quarterly
- Annually

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

- Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.
- Site level PLC will have support from admin.
- Classroom observations with feedback to teachers will be routine with an increase with all newly hired teachers.
- To foster collaboration within PLC teams teachers will be expected to be aligned in their instructional planning and practices. PL will focus on building alignment within PLC teams and vertically throughout grade levels.
- Supplemental contracts will be provided to our Dual Immersion teachers for vertical articulation.
- Supplemental contracts will be provided for SPED teachers for professional learning once a month as a PLC.
- Activities and events will be planned that reflect the diversity of our school community.
- Tier II intervention Specialist and Resource Counselor Assistant will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.
- Care and Connect Room will be provided for when students need a safe spot to work on their SEL skills.
- Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.
- Admin and Home School Liaison will work with families to improve student attendance.
- Purchase orders and funds will be used to purchase the following:
 - materials and supplies needed for celebrations, engagements, and team building.
 - materials and supplies to support classroom instruction and school safety.
 - materials and supplies to support student SEL and character counts.
 - food for celebrations, engagements, and team building.
 - supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison(s), Tier II Intervention Specialist, and Office Assistant) to work with students that are chronically absent.

Specify enhanced services for Staff in support of EL students:

- District funded Home School Liaison to support Spanish speaking families.
- Site funded Bilingual Resource Counselor to support Hmong speaking families.
- Split funded site Tier II Intervention in building relationships and improving student SEL skills.
- Site funded TSA will utilize Elevation to monitor EL students' progress towards academic goals.
- After school tutoring for students identified as Long-Term English Learners.
- English Language Review Team, facilitated by the TSA, will meet twice each year to provide teachers with tools and strategies, to support their EL students.

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

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teaching Fellows and TSA will be funded to support teachers with RTI to improve students' academic progress.
- Staff will ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Tier II Intervention Specialist and Resource Counselor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.

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	✓	91.69 %	92.64 %	2022-2023	94.74 %

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

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

Family Goal - Site Defined

Increase opportunities for families to engage in activities that promote student success.

Parent Survey Results: Domain-Family Engagement

	Fall 2022 Survey		
	Leavenworth	Elementary	FUSD
Adults at my child's school treat me with kindness and respect.	94%	95%	94%
I have opportunities to provide input at my child's school.	92%	92%	90%
I feel like I am a partner in making decisions at my child's school.	85%	84%	80%
I feel like I am part of my child's school.	84%	86%	83%
My child's school encourages family participation.	93%	91%	89%
My child's school frequently updates me about my child's progress in class.	87%	91%	89%

Results based on number of responses from 128 Leavenworth parents.

To create a school environment that makes our families feel welcomed, respected, and safe, Leavenworth, will continue to provide several opportunities for families to engage in activities and events. Examples

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

- Although this school year was the 2nd year of in-person learning, there is still an impact of the pandemic for staff, students, and families. The entire school community has seen an increase in complex social emotional needs.
- There has been an increase in chronic absenteeism where students do not want to come to school and or family dynamics are presenting barriers for student attendance.
- An increase in student misbehaviors that have also led to an increase in suspensions.
- Low parent participation rate for attending meetings such as Family Engagement, SART, ELAC, and general site parent meetings, which were focused on supports for academic, social emotional needs, and attendance. This is possibly due to families being unable to attend because of meetings being held in the morning conflicting with work schedules.

*Nonattendance for parent meetings result in missed information pertaining to the safety and academic progress of students and school in general.

include:

- Back to School Night
- Parent Teacher Conferences
- Grade Level Parent Engagement Night (planned by grade level)
- Open House
- Fall Festival
- Family Engagement Meetings facilitated by full time Home School Liaison.
- PTO Parent volunteer opportunities
- Chaperones for field trips
- Family Literacy Nights
- Parent Workshops
- Academic Dinner
- Family Spring Dance

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).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those changes were as follows:

- The Family Foundations Clinicians was budgeted for 2 days a week through the site budget; however, their full case load capacity was not fully reached until the end of the 3rd quarter. Reasoning for low case load was due to TST was in its initial phase itself in pre-identifying and connecting students to the available resources.
- A district funded part time RP Counselor (2.5 days) was assigned to support (Tier 2) and (Tier 3) social emotional needs; however, attendance was a concern, and students did not receive the consistent support.
- Grade Level Parent Engagement Night was not scheduled on the master calendar; therefore, it did not take place.
- Site did not have a CCS assigned but with an increase in behavior and social emotional needs; DPI will be providing site with a CCS to support school wide Tier I support.
- Partnership with Fresno County in providing All4Youth Family Clinician at the end of 3rd quarter and intake beginning after spring break.

The following engagement activities were planned and carried out this school year and are planned for 2023-24:

- Back to School Night
- Parent Teacher Conferences
- Open House
- Fall Festival
- Family Engagement Meetings facilitated by full time Home School Liaison.
- PTO Parent volunteer opportunities
- Chaperones for field trips
- Cultural Awareness activities at opening: Native American celebration, Hmong New Year Celebration, Black History celebration, Día de Muertos Celebration, Cinco Day Mayo celebration.
- ELD Reclassification Breakfast recognition.

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.

To following changes will be made next school year in this goal:

- Our partnership with AI4Youth will be carried out for the entire 2023-2024 school year 2 days a week so that families and students can receive additional SEL supports.
- Grade Level Parent Engagement Night (Planned by grade level) will be planned for and carried out.
- Monthly Family Literacy Nights to promote family engagement and academic/cultural awareness through literacy and art.
- Quarterly Family engagement Events (Family picnic and a movie night and Family spring dance).
- Academic Dinner to celebrate students who meet or exceed grade level standards, as measured by SBAC and iReady scores.
- Attendance team will pre-identify early on and monitor students that are "Manageable" in Power BI Chronic Absenteeism by meeting and setting goals with students and families.
- Attendance team will pre identify early on and monitor students that are "Chronically Absent" in Power BI Chronic Absenteeism by meeting and setting goals with students and families.
- District resources and community agencies will provide parent Workshops around academic, social emotional learning and other needs as requested by parents.
- Our CCT and ILT will monitor focus student groups (ELs, African American, Hispanic, Homeless, Foster Youth, and Students with a Disability) to ensure academic progress.
- Parent engagement activities will be provided flexible to working schedules, as much as possible.

What will continue in the 2023-2024 school year:

- .5 FTE funding of the Tier II Intervention Specialist (split funded with DPI), so that they can service the site full time, to support with students on attendance and socio emotional needs (Tier 2).
- Funding of the Family Foundations Clinician for 2 days to support students and families who have higher socio emotional needs and/or been exposed to trauma (Tier 3).
- Partnership with AI4Youth for additional SEL support (Tier 3).
- Funding of our Bilingual HSL/RCA for additional support with attendance and mentoring students (Tier 2).

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: During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback: Parent ratings were based on the following criteria: 1 star - Not important at all 2 stars - Somewhat important 3 stars - very important • Social emotional supports and instruction for students (Family Foundations Clinician, Tier II Intervention Specialist, Bilingual (Hmong) Counseling Assistant/Home School Liaison = 2.83 - 3 stars • Technology and educational website subscriptions to support learning at school and at home = 2.67 stars • Materials and supplies to support student instruction and learning = 2.67 stars • Fund staff to support, encourage, and promote parent participation (examples include: translators and babysitting for parent meetings) = 2.67 stars • Additional classroom instructional support and intervention	2 ELAC: During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students: • After school tutoring for students. • SEL support for students in the form of small group and individual social skills building, check-ins, and counseling. • Access to technology and website subscriptions for students. • Engagement activities for students such as; Talent Time Enrichment, structured recess activities, and Noon Time League. • English Learner supports and monitoring of EL progress by teachers and English Learner Review Team (ELRT). • Promoting and supporting literacy at school and home. • Additional support using Teaching Fellows in classrooms. • Parents were in agreement with the supports that were discussed. Additional ELAC input and feedback: Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following	3 Staff: To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC. Staff ratings were based on the following criteria: 1 star - Not important at all 2 stars - Somewhat important 3 stars - very important • Continue to fund Teaching Fellows to support instruction and intervention, Noon Time League, mentoring and other school supports - 76% responded, yes • Teacher on Special Assignment (TSA) = 3 stars • Technology Needs and Replacements - 2.9 stars • Continue to fund additional Copy Machine lease- 100% responded, yes • Continue to fund district approved Online Subscriptions - 95% responded, yes • Family Foundations Clinician (continue with 2 days a week) = 2.76 stars • Bilingual Resource Counseling Assistant/Home School
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for students. Funding personnel such as a Teacher on Special Assignment and Teaching Fellows - 2.83 stars.

- **Engagement activities considered most valuable for students:**
- Noontime League 16%
- Student Clubs 16%
- After School Extra-Curricular Activities 83%
- Talent Time 83%
- Character Counts Reward Assemblies 50%
- Engagement Days 33%
- **Opportunities for parent involvement to support their child/children education:**
- Family Engagement Meetings 50%
- Parent Workshops 33%
- Parent Volunteer Opportunities 66%
- Parent Meetings 66%
- Other: Each family member responsible for a set amount of volunteer hours. Then have opportunity to fill those hours.

Additional SSC Input and Feedback:

- More after school tutoring sessions for students that need extra support
- No lottery for after school program
- More murals, more focused activities for recess
- After School Program availability for all students
- More involvement with prek and kinder.
- More activities for students with special needs.
- Continue with staffing as is.
- During the 4th SSC meeting, the council was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 8 pts
 - 5-6 Teaching Fellows - 17 pts
 - Bilingual HSL/RCA - 14 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 24 pts
 - Family Foundations Clinician (2 days) - 27 pts

supports:

English Learner Parent Needs:

- Help with homework
- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting
- Information on my rights and responsibilities as the parent of a public school student
- Information on services provided by my school and school district

English Learner Student Needs:

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- Counseling and information about college requirements
- Information on graduation requirements and credits
- Differences between elective and required credits for graduation
- Information on school culture, procedures, and expectations
- Parents choose the above bullet points in the needs assessment but they do not pertain to services we offer at Leavenworth. I think last year we did not include these in the SPSA. Perhaps we can leave them and offer a course on this for parents? Maybe call parent university to do a workshop?
- How to get involved in extracurricular activities (sports, clubs)

Liaison = 2.90 stars

- Tier II Intervention Specialist (continue to fund the .5 FTE for a full time position. DPI funds the other .5 FTE) = 2.67 stars
- Funding of fingerprinting for parent volunteers who can support in supervision of common areas, dismissal, recess, CC Reward Assemblies/Reward Day, and other supervision duties outside of the classroom - 57% responded, yes

Additional Input:

- Additional materials and supplies such as; art supplies (acrylic paints, canvas, paint brushes), agendas for 3rd-6th student table/desks, dry erase markers, magnetic whiteboards, sticky easel note pads, highlighting tape, spiral notebooks, vinyl/plastic homework folders, sheet protectors, small white boards, thicker quality laminating paper, monitors instead of white boards in classrooms.
- Continue with tiered supports for students.
- Lunch clubs that are with the purpose of mentoring and motivating students
- Teaching Fellows are needed in primary grades, especially for RTI
- Teaching Fellows should have monthly training, kind of like mini PLs, but in the morning
- Conference opportunities for teachers to learn and grow as leaders.
- Possible transition room where students are supported to complete late work, be given focus time, etc.
- Afterschool ELD tutoring and intervention support
- Adding 2 paras for kindergarten.
- Have students help other students in Math and ELA, learn how to make friends, and welcome new students.

Additional Input from ILT and PLCs:

- During our ILT meeting on 3/9/23, the ILT was provided an opportunity to rate the level of importance of our high leverage site commitments. They rated the 5 high leverage site commitments from most important (1) to least important (5). Their results were analyzed as the position with the lowest amount of points is considered the highest priority.
 - Teacher on Special Assignment - 9 pts
 - Bilingual HSL/RCA - 19 pts
 - 5-6 Teaching Fellows - 23 pts
 - Tier 2 Intervention Specialist (.5 FTE) - 33 pts
 - Family Foundations Clinician (2 days) - 36 pts

The ILT was then asked to meet with their PLC and go through the ranking process of the site commitments. The PLC rankings results

- are as follows:
- 71% of teacher ranked the TSA as the #1 priority
 - 71% of teachers ranked the Bilingual HSL/RCA as the #2 priority
 - 71% of teachers ranked the 5 or 6 Teaching Fellows to support during RTI as the #3 priority
 - The priority of the Family Foundations Clinician (2 days) and the Tier II Intervention Specialist (.5 FTE) was tied at #4 (35% for each position)

Action 1

Title: Increase Opportunities for Parent Involvement and Engagement

Action Details:

Increase Opportunities for Parent Involvement and Engagement: An analysis of our Parent Survey data and SSC feedback shows that we need to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education. To meet this goals, the following actions will be taken:

- The site will continue to provide several opportunities for parents to engage on activities and events. Examples include the following:
 - Back to School Night
 - Parent Teacher Conferences
 - Grade level performances
 - Open House
 - Fall Festival
 - Coffee Hours
 - PTO
 - Parent volunteer opportunities
 - Chaperones for field trips
- Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
- For student presentations, special efforts will be made to invite parents and members of the Leavenworth community to present to the students.
- SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns. To facilitate multiple meetings, subs will be provided, as available.
- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that they are kept up to date regarding events and student progress.
- The district funded Home School Liaison, Bilingual Resource Counselor, and CWAS will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
- Site based and district surveys will be utilized to solicit parent input and voice.

SMART Goal: By the end of the 2022-2023 school year, the percentage of parents that feel respected and welcomed, as measured by the FUSD Parent Survey, will increase to 100%

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

- 1. Parent input and voice to be gathered through parent meetings and surveys
- 2. Parent survey feedback and input will be monitored and reviewed
- 3. Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets

Owner(s):

- 1. Administrators, HSL, BRC
- 2. ELAC, SSC, Administrators, ILT, CCT
- 3. Teachers, Administrators, HSL, BRC

Timeline:

- 1. Ongoing
- 2. Ongoing
- 3. Ongoing

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

- Materials and supplies may be purchased to support parent meetings and trainings.
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected parent meetings.
- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.
- Babysitting and interpreters will be provided for specified parent meetings.

Specify enhanced services for Families of EL students:

- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs, and Direct Food Services contracts may be used to provide food and refreshments, for those meetings. Interpreters and babysitting will also be provided for those events.
- Using their home language, the district funded Home School Liaison (Spanish) and Site Funded Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, to promote parent participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

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

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- A district funded Home School Liaison (Spanish) and site funded Bilingual Resource Counselor (Hmong) will continue to communicate with the parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- We will continue to explore ways to increase the inclusion of our SPED students and their families.
- ACWAS will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and babysitting Additional goals G1A1-A4, G2A1, G3A1-A2	700.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent involvement. **No food or incentives**	1,754.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000	Resource Counselor Assistant/Bilingual Home School Liaison (Hmong)	43,651.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Conferences and Parent Meetings (ELs)	660.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500	Resource Counselor Assistant/Bilingual Home School Liaison (Hmong)	21,827.00

\$68,592.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0305 Leavenworth Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Professional reading, leveled texts, and grade level curriculum and online subscriptions (Brainpop English/Spanish) for classrooms to support student achievement. Additional Actions: G1A2-A4, G2A1, G3A1-A2	3,733.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Actions: G1A2-A4, G2A1, G3A1-A2	21,432.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows (3 at 4 hrs. for 166 days) Additional Actions G1A2-A4, G2A1, G3A1-A2	56,841.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900	Leavenworth Site TSA	106,980.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs and academic data chats. Additional goals: G1A2-A4, G2A1-A2, and G3A1-A2	3,520.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for Site based SPED PLC. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, and G4A1	1,906.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Online subscription for Starfall English/Spanish. Additional Actions G1A2-4	1,109.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career relationships, SEL and cultural proficiency. Additional Actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	36,698.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 for 4hrs for 166 days). Additional actions G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	5,238.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH Staff Copy Machine. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	7,698.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional actions: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	500.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental contracts for classified for afterschool tutoring, events and activities to support in student and family engagement. Additional actions: G1A2-4, G2A1-A2, G3A1-A2, G5A1	9,493.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100	Leavenworth Site TSA	48,064.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support literacy and math in the support of site goals for EL students. Additional actions: G1A2-4,G2A1-2, G3A1-2,	4,390.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and Incentives - Food for EL Reclassification Celebration and SBAC Academic Dinner. Goa 1,	4,800.00

G1A1		Parent Participation	Direct-Food			Actions 1-4. Goal 5, Action 1	4,800.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 for 4hrs for 166 days). Additional actions G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	10,709.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Additional Actions: G1,A1 and G1,A4	10,600.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Online Subscription PebbleGO Spanish G1,A1. G1,A3	500.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT Data Chats and Goal Setting. One session in Fall and one session in Spring. Additional Actions: G1,A1,A2,A3	1,242.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for DI Vertical Articulation. One 1.5hr meeting per quarter. Additional Actions: G1,A1-3	4,770.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 1 Teaching Fellow at 4hrs per day for 166 days. Additional Actions: G1,A1. G1,A2, G1A3, G2,A2	21,947.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for educational fieldtrips in support of student engagement and connection to real world experiences. Additional Actions: G1,A1-A4, G2A2, G3A1-2	3,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for Home school Liaisons' home visits. Additional actions G1A1-A4, G2A1,G3A1-A2	50.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Clinician (1day) Additional actions: G1A1-A4, G2A2, G4A1	16,721.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Transfer to Tier II Intervention Specialist; EmpId#1073590;04/10/23; EA	43,297.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Clinician (1 day) Additional Actions: G1,A1-4. G2,A2. G4,A1	16,720.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and babysitting Additional goals G1A1-A4, G2A1, G3A1-A2	700.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent involvement. **No food or incentives**	1,754.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000	Resource Counselor Assistant/Bilingual Home School Liaison (Hmong)	43,651.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Conferences and Parent Meetings (ELs)	660.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500	Resource Counselor Assistant/Bilingual Home School Liaison (Hmong)	21,827.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,510.00
Sup & Conc	7090	\$280,311.00
LCFF: EL	7091	\$118,800.00
One-time School	7099	\$27,429.00
Grand Total		\$511,050.00

\$511,050.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$362,670.00
G2 - Expand student-centered and real-world learning experiences	\$3,000.00
G3 - Increase student engagement in their school and community	\$76,788.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$68,592.00
Grand Total	\$511,050.00