

Norseman Elementary

10621666006423

Principal's Name: Maribel Rodriguez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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 – Maribel Rodriguez	X				
2. Chairperson - Angelica Lopez				X	
3. Vice-Chairperson – Celene Garcia				X	
4. Secretary – Laura Walker				X	
5. PAC Representative – Mai Shoua Yang				X	
6. PAC Alternative – Myisha McNairy				X	
7. Diedre Brooks		X			
8. Rachel Behan		X			
9. Rom Orm		X			
10. Joyce Morris			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Norseman Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Maribel Rodriguez		4/15/26
SSC Chairperson	Angelica Lopez		4/15/26

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

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

FY 2026/27

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$69,276 *
7090	LCFF Supplemental & Concentration	\$208,896
7091	LCFF for English Learners	\$42,320

TOTAL 2026/27 ON-SITE ALLOCATION

\$320,492

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,008
Program Budget	<u>\$67,268</u>
Total Title I Allocation	\$69,276

ESSA Assistance Status: Not Identified for Assistance

Norseman Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		16.2 %	2024-2025	17.3 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		55.8 %	2024-2025	56.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		49.3 %	2025-2026	50.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.7 %	2025-2026	41.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		32.8 %	2025-2026	33.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.2 %	2025-2026	58.3 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		25.9 %	2025-2026	27 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		52.1 %	2025-2026	53.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40 %	2025-2026	41.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		43.3 %	2025-2026	44.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.8 %	2025-2026	55.9 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		16.9 %	2025-2026	18 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-36.1 pts	-51.8 pts	2024-2025	-36.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-110.5 pts	2024-2025	-95.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.9 %	2024-2025	32.9 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-50.9 pts	-68.6 pts	2024-2025	-53.6 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-121.4 pts	2024-2025	-106.4 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		23.7 %	2024-2025	28.7 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	24.5 %	22.3 %	2025-2026	21.7 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	86.4 %	86 %	2025-2026	87.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate - (African American)		16.7 %	2024-2025	16.37 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.17 %	1.5 %	2025-2026	1.17 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

ELA

SBAC ELA data shows that students in grades 3-6 are not reading at grade level. Only 28% are meeting or exceeding grade-level standards, with an average distance from the standard of -54.76. The learning gap is even wider for key subgroups, including socioeconomically disadvantaged students, students with disabilities, African American students, and Asian students.

ELA

SBAC ELA data also reveals that only 7.4% of English Learner students are meeting or exceeding grade-level standards, with an average distance from the standard of -84.

Math

SBAC Math data indicates that students in grades 3-6 are not performing at grade level. Only 23% are meeting or exceeding grade-level standards, with an average distance from the standard of -72.02. The achievement gap is even more significant for key subgroups, including socioeconomically disadvantaged students, students with disabilities, English Learners, and African American students.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Chronic Absenteeism

Chronic Absenteeism is currently at 22.3% (As of March 2026), notably higher among Hispanics and African Americans.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Academics-

School-wide, students in the primary grades are struggling to master basic reading and writing skills, making it harder for them to understand what they read as they move forward. There is also a lack of consistent early intervention to help close these learning gaps. Additionally, many students are not becoming fluent in their math facts before leaving the primary grades, which makes it more difficult for them to grasp advanced math concepts later on. There is also insufficient support for student with disabilities, this lacks support in staff and training.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism-

Higher percentage of students that have social emotional needs and are in need support

Students with social emotional needs tend to miss school more often

Lack of parent accountability in bringing student to school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address underachievement in ELA and Math among key student groups, the following needs must be met:

- **Early Intervention** – Implement universal screening for all students in TK-6, strengthen the three-tiered intervention system in K-6, expand the push-in program with Interact Fellows, and enhance the push-out program with certificated tutors.
- **Language Barriers (English Learners)** – Provide structured ELD instruction (K-6) and offer teacher training on effective designated and integrated ELD strategies.
- **Limited Resources (Socioeconomically Disadvantaged Students)** – Increase tutoring opportunities during and after school, and establish structured goal-setting practices.
- **Support for Students with Disabilities** – Provide tutoring opportunities, strengthen student intervention programs, and enhance teacher training focused on student group.
- **Teacher Readiness** – Strengthen PLC+ Foundations and collaboration, enhance instructional planning, implement formative assessments, and provide continuous professional development and instructional coaching.

These targeted strategies will help close achievement gaps and promote educational equity.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Cultural and Socioeconomic Challenges** – Improve parent engagement, expand social-emotional and mental health support services, and reinforce attendance initiatives.

These targeted strategies will help close and promote educational equity.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Language Arts

Fully Implemented

The 25-26 SPSA actions were fully implemented. However, improvements are needed in how instructional minutes are used for both intervention time and grade-level content. PLCs will continue implementing a comprehensive reading program, emphasizing early literacy and foundational skills in grades PK-2. Their focus will remain on using effective reading strategies and interventions to ensure all students are reading by 2nd grade.

Mathematics

Fully Implemented

The 25-26 SPSA actions were implemented. However, improvements are needed in how instructional minutes are used for both intervention time and grade-level content. PLCs will continue implementing math lesson design with the Go Math curriculum or SWUN, emphasizing early math fluency and math facts in grades 3-6.

Student-Centered and Real-World Learning

Fully Implemented

Current data reflects 81% favorable responses in the Student Engagement domain, marking a 2% decrease from Spring 2024. Norseman continues to prioritize student-centered opportunities and will refine and expand more options to ensure all students have access to these experiences, with the goal of achieving 85% positive responses on the Student Climate & Culture Survey.

During the 2025-2026 school year, the following actions were implemented:

TK-6th Grade: Read Across America with community volunteers

TK-6th Grade: PRIDE tickets

3rd-6th Grade: District-funded career engagement programs

Social-Emotional Learning: Second Step and class meetings, Growth Mindset, and Goal Setting lessons

Schoolwide Events: Kindness Campaign, Spirit Months, Carnival, Trunk a Treat, Veterans Day, Read Across America, Red Ribbon Week, Cultural Event reflecting the school community

Community & Leadership: Volunteer/service opportunities, leadership roles

Academic & Extracurricular: After-school clubs based on staff interests

VAPA (Visual and Performing Arts): Dance, Music, Choir, Band, Strings, and Arts engagement opportunities

Chronic Absenteeism

Partially Implemented

At Norseman Elementary School, average school attendance is monitored daily (in classrooms with incentives), quarterly with certificate awards and weekly *Attendance Track* (incentives for *awesome 95%* positive attendance. Some of these incentives started after the second semester.

Suspension

Fully Implemented

All classroom teachers give daily SEL instruction (Second Step) and support their classroom social emotional needs during daily Morning Meetings. Every Morning Meeting includes structure that fosters building classroom community and ownership.

Create a Positive, Family-Centered Community

Fully Implemented

This action was fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Language Arts

Effective

All 2025–2026 SPSA actions were fully implemented. However, there is a need to improve the use of instructional minutes for both intervention and grade-level instruction. PLCs will continue implementing a comprehensive reading program, with a strong focus on early literacy and foundational skills in grades PK–2. The goal remains to ensure all students are reading by the end of 2nd grade through effective reading strategies and targeted interventions. Currently, only 26% of students in grades K–6 are meeting or exceeding expectations on the i-Ready Reading Diagnostic 2 assessment.

Mathematics

Effective

The 2025–2026 SPSA actions were implemented. However, improvements are needed in how instructional minutes are utilized for both intervention and grade-level content. PLCs will continue implementing math lesson design, with an emphasis on early math fluency and mastery of math facts in grades 3–6. Currently, only 17% of students in grades K–6 are meeting or exceeding expectations on the i-Ready Math Diagnostic 2 assessment.

Student-Centered and Real-World Learning

Effective

The student-centered and real-world experiences initiatives at Norseman Elementary have decreased by 2% in responses on the Student Climate & Culture Survey, reaching 81% positive feedback in the Engagement domain. This progress indicates that students are in need of expanded engagement opportunities, leadership experiences, and career exploration activities.

Key Indicators:

1. Increased Student Engagement:

- The variety of career exploration programs, such as meaningful jobs (2-6 grade) and, extracurricular activities (3-6), provided students with early exposure to real-world applications of learning.
- Volunteer and leadership opportunities through leadership club and meaningful jobs, empowered students to take active roles in their school and community.

2. Recognition and Motivation:

- Pride Tickets and School Wide reward incentive reinforced positive behavior and values, contributing to a stronger school culture.
- Academic and extracurricular activities (after-school clubs) fostered student confidence and provided additional opportunities for engagement.

3. Social-Emotional and Cultural Impact:

- The Second Step program, Growth Mindset lessons, and Goal Setting activities helped students develop essential SEL skills, improving their resilience and goal orientation.
- Cultural event and schoolwide initiatives like Red Ribbon Week and Kindness Week strengthened students' sense of belonging within the school community.

4. Access to Arts and Enrichment Programs:

- The VAPA programs (Dance, Music, Choir, Band, Strings, and Arts) enriched students' educational experiences that contribute to overall well-being and engagement.

Chronic Absenteeism

Ineffective

Chronic absenteeism remains stagnant.

Suspension

Partially Effective

The suspension rate has decreased from 15 suspensions in the Fall semester of the 2024-2025 school year to 10 suspensions in the Fall semester of the 2025-2026 school year. However, African American and Hispanics continue to be our highest suspension rate.

Create a Positive, Family-Centered Community

Partially Effective

There was an increase to the family survey responses. However, there were about 50 less families that took the survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

In ELA, grades 3-6 will have a minimum of one FIAB per semester to connect classroom instruction to expectations on the end-of-year summative assessment (SBAC). Focused Professional learning to enhance writing instruction and phonics skills.

In Math, grades 3–6 will fully implement MLD with support from the academic coach. Grades K–2 will focus on developing math fluency while also embedding the MLD structure into their lessons. Provide AIMS tutors for math support during RTI time.

Section D: 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.

SSC:	ELAC:	Staff:
Keep the Teaching Fellows and the CTs. Add AIMS tutors for math support.	Provided ELAC opportunity to provide input to 2026-27 SPSA using SPSA family input. ELAC members agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Home School Liasion will support more with translation and communication with EL families.	Staff review updated draft SPSA and budget. Staff agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Staff approved 2026-27 SPSA and budget. Extra pay contracts for after school tutoring.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts

Action Details

Literacy Intervention

Norseman Elementary will implement a tiered balanced literacy program focused on ELA standards to support student comprehension.

Goal: By June 2027, Norseman Elementary School will decrease the distance from meeting standards at least 15 points as measured by SBAC.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Norseman Elementary School will use a three-tiered system to make sure every student gets the reading support they need. This system provides high-quality instruction for all students, extra help for those how need it, and intensive support for struggling readers.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Strong Core Instruction for ALL students -

- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust instruction to meet student needs.
- All teachers provide great first teaching to all students ensuring high quality and grade level instruction in reading using district adopted curriculum.
- Every student has access to rigorous grade level reading standards using district adopted ELA curriculum.
- Teachers use tests like i-Ready, SBAC (data used for the beginning of the year), IAB, and CFA to check student progress.
- 3rd-6th Teachers will administer a minimum of one IAB per semester for both ELA and Math.

- Intentional ELA lessons include scaffolding, small-group work to help all students succeed.
- Teachers will begin introducing RACE as a writing strategy to guide students in ELA within grades TK-2.
- Teachers uses RACES as a writing strategy to guide students in ELA within grades 3-6.

Tier 2: Targeted Small-Group Support- Students in this tier get small group instruction in class and additional support from tutors and interventionist.

- Small Group Instruction - Teachers work with students in small groups on specific reading skills like phonics, fluency, vocabulary and comprehension.
- Certificated tutors pull students in K-3 out for extra practice based on their Wonders Phonics Assessment, i-Ready, BAS, and other test results.
- Inter-Act Fellows push into Pre/K-6 classrooms to support students during RTI time.
- Teachers, Certificated Tutors, and Interact Fellows will monitor progress in cycles within each quarter.

Tier 3: Intensive Reading Support (RTI) - Students who are far below grade level get intensive, small-group instruction through Response to Intervention (RTI).

- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- K-3 teachers to use structured reading strategies such as Orton-Gillingham.
- Small Group Instruction - Teachers work with students in small groups on specific reading skills and out of out of grade level curriculum like phonics, fluency, vocabulary and comprehension.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- English Learner student population is performing at the lowest level in areas of 92.6% of students are not passing ELA Smarter Balanced Assessment (54 Students/ 280 Total Students Tested.)
- 54.2% of RFEP Students (24 Students) are meeting SBAC ELA.
- 45.8% of RFEP Students (14 Students) are not meeting SBAC ELA.

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

- Engage, inform and provide resources for parents of EL students by holding informational night about EL/ELPAC/ELAC/Tutoring services.
- Engage and encourage EL students with ELPAC rally and redesignation parties.
- Supplemental contracts for tutoring students before, during, and after school focusing on language development and EL strategies.

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

- During tiered 1 instruction, K-6 teachers will provide integrated ELD instruction to support EL students in core areas.
- K-6 teachers to provide designated targeted ELD instruction using district provided EL Services Scope & Sequence to support EL students daily.
- Teachers will monitor RFEP students' academic progress using ELlevation.
- Funds are set aside to fund district substitute to administer ELPAC.

- Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection for EL students.
- EL Services provide training on integrated ELD strategies and activities during ELA 120 Min.
- Supplemental contract made available for teacher's and contracted staff to provide before and after school tutoring for EL students.
- Supplemental contract and substitute coverage made available for teachers to meet to plan, analyze, and reflect on supports for EL students.
- Teachers will utilize the PLC+ structure to plan, implement, assess, and reflect on EL student data.
 - Data to monitor and support EL students will include but not limited to iReady, IABs, FIABs, CFA, ELPAC, and SBAC (if applicable).

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA)

- Inter-Act Fellows will work collaboratively with classroom teacher to provide Tier 2 differentiated instruction for K-6 classrooms.
- Supplemental contracts available for before school and after school tutoring.
- Supplemental contract available for additional planning time, professional learning outside of regular school hours.
- Materials and supplies for family learning, and parent meetings.

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA)

- Two 3.5 hour certificated tutors will provide Tier 2 and Tier 3 intervention for the identified students using supplemental materials.
- Inter-Act Fellows will work collaboratively with classroom teachers to provide Tier 2 differentiated instruction for K-6 classrooms.
- Site funded copy machine to support teachers in creating CFA's, Pre/Post assessments, and an extension of learning from Wonders/ELA for students learning.
- Provide ILT with supplemental contracts to meet/plan prior to the beginning of the school year.
- Provide ILT and grade level teams sub release days to analyze, plan actions for instruction.
- School funds to support purchase of instructional materials and supplies such as supplemental books, technology, subscriptions, snacks and technology repairs
- Supplemental contract available for additional planning time, professional learning outside of regular school hours.
- Substitute release time will cover teachers for planning time, collaboration, professional learning, data chats, SST, 504, and IEPs.
- Food service for professional learning
- Child Care for (ELAC/SSC/Parent Meetings/Parent Conference)

As a site: What are the planned actions to support this student group?

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students:

As a site, we will implement a Multi-Tiered System of Supports (MTSS) approach, as outlined above. This includes deploying two 3.5 FTE certificated tutors and four Interact Fellows to provide targeted reading intervention for our SED, SWD, EL, and AA student groups. Support will be delivered through structured small group instruction and a Response to Intervention (RTI) framework.

Teachers will engage students in setting individual academic goals and utilize ongoing progress monitoring of student data to inform instruction and improve reading achievement for all students. Additionally, the academic coach will build teacher capacity in effective reading strategies through the continued work of PLC+.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services for parents
- Monthly parent engagement hours
- Promote the use and build parents capacity to use Parent Square

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning opportunities for tutors supporting Tier II and Tier III students focused on foundational skills and reading comprehension.
- Professional learning opportunities around differentiated instruction for a multi-tiered system of support.

Progress Monitoring: Outcomes

Reasoning for using this action: ✔ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Medium-Term (Change in Behavior or Performance)
Want to see

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention
- Goalsetting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VPs, and teachers.

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

-
- Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC, Interim assessments
 - Outcomes measured by growth from assessment to assessment stretch growth goals.
 - Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

- SBAC Results: decrease the distance from meeting standards in ELA by 15 points.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal, VP and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics

Action Details

College & Career Readiness

Norseman PLCs will implement TK-6 instructional math strategies and intervention opportunities with a focus on interactive activities, real-life applications, and problem-solving. PLCs will use the Guaranteed Viable Curriculum (GVC) to apply school-wide math strategies and interventions, aiming for all students to achieve academic proficiency.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Norseman Elementary School will use a three-tiered system to make sure every student gets the math support they need. This system provides high-quality instruction for all students, extra help for those who need it, and intensive support for struggling students.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Strong Core Instruction for ALL students -

- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust instruction to meet student needs.
- All teachers provide great first teaching to all students ensuring high quality and grade level instruction in math using district adopted curriculum.
- Every student has access to rigorous grade level math standards using district adopted Math curriculum.
- Teachers use tests like i-Ready, SBAC, and CFA to check student progress.
- Teachers meet regularly to review student data, discuss what's working, and adjust lessons.
- Intentional Math lessons include scaffolding and small-group work to help all students succeed.
- R-CUBES strategy to be used school wide in K-6.
- Daily fluency blocks (15-20 minutes) utilizing FUSD materials and planning.

Tier 2: Targeted Small-Group Support- Students in this tier get small group instruction in class and additional support from tutors and interventionist.

- Small Group Instruction - Teachers work with students in small groups on specific math skills like math strategies and fluency
- Structured number sense lessons with small group utilizing FUSD materials and planning
- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- Math interventions based on formative assessment data of student progress
- AIMS Tutors will provide targeted support to students in specific domains.
- After-school tutoring contracts for teachers to provide additional support
- Students with ongoing issues (academics, health, attendance, behavior, or suspensions) maybe referred to the Targeted Support Team(TST) to provide social-emotional support

Tier 3: Intensive Support (RTI) - Students who are far below grade level get intensive, small-group instruction through Response to Intervention (RTI).

- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- Small Group Instruction - Teachers work with students in small groups on specific math skills and out of out of grade level materials.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learner (EL) Students:

1. **Integrated and Designated Instruction:** Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure academic success across subjects.
2. **Academic Math Vocabulary:** Special focus will be placed on Academic Math Vocabulary to enhance EL students' understanding of math concepts and foster language acquisition in the content area.
 - **Understanding the Problem:** Teachers will encourage students to state the problem in their own words, identify unknowns, and distinguish relevant from irrelevant information . This will aide with student comprehension. This also will support the writing in math initiative.
3. **Opportunities to Improve Test Scores:** EL students will be provided with opportunities to improve their test scores through reteach sessions to ensure mastery of content and skills.
 - Problem of the Days that focus on student misconceptions from lesson taught prior, SBAC/I-Ready test prep, reviewing previous missed test questions; this may also include frontloading lessons and supporting with any missing prerequisites from grade levels below.
4. **Parental Engagement:** Parents will be invited to attend ELAC(English Learner Advisory Committee) and SSC(School Site Council) meetings to discuss the academic progress of their children and receive updates on EL performance. These meetings will provide parents with vital data about their children's educational development.
5. **Home-School Liaison Support:** Home-School Liaison will facilitate communication with families regarding attendance and other pertinent information. This ensures a direct line of support between school and home, especially for EL families.
6. **Designated ELD Instruction:** Students will receive designated English Language Development (ELD) instruction tailored to their English proficiency levels during the intervention block. This ensures that EL students receive targeted support to meet their specific language development needs.

7. **Professional Learning Opportunities:** As funding allows, professional learning opportunities will be explored to support ongoing development in both ELA and Math specifically designed for English Learners. This includes training that focuses on strategies for differentiation, and assessment practices for EL students, ensuring continuous improvement in their academic progress.

Student Groups

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

Socio-economically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); African American (AA):

- Interact Fellows
- Mentors
- Child Care (ELAC/SSC/Title 1 Meetings/Parent Conferences/Parent Meetings)
- Available supplemental contracts for before and after school tutoring

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

Socio-economically Disadvantaged (ED): Interact Fellows; IEP/SST/CCT Substitutes

Students with Disabilities (SWD): Interact Fellows; IEP/SST/CCT Substitutes; Extra paid contracts

English Learner (EL): Interact Fellows; IEP/SST/CCT Substitutes

African American (AA): Interact Fellows; IEP/SST/CCT Substitutes

- Technology to support student learning of Common Core State Standards (CCSS)
- Funds will also be used for technology repairs and software
- Substitutes for classroom coverage during SST meetings
- Supplemental contract for certificated staff to manage and plan SST meetings
- Instructional support technology will be purchased as funds allow
- Supplies and materials, including supplementary materials for CCSS in ELA and Math
- Goal-setting incentives to support academic progress based on district and state assessments
- Daily fluency block utilizing FUSD materials for planning (Number Talks; Choral Counting; Story Problems; Number Strings; BTFB; Reflex/Frax.)
- Classroom incentives for meeting academic and behavior goals
- Substitutes provided for instructional talks, data analysis, and coaching as needed
- Substitutes for planning days for PLC teams Instructional coach support for professional learning in ELA and Math based on current data
- Substitutes for teachers working with district coaches on ELA and Math professional development
- Parent communication on student progress (see parent engagement actions), with funds allocated for: materials, supplies, refreshments, babysitting, and translators
- Climate and Culture Specialist to support teachers with classroom management, observations, and feedback
- As funding allows, professional learning opportunities in Math.

As a site: What are the planned actions to support this student group?

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students in Mathematics:

As a site, we will implement a Multi-Tiered System of Supports (MTSS) approach to strengthen math achievement for all students, with targeted support for our SED, SWD, EL, and AA student groups. Instructional support will include small group instruction, tutoring support, and ongoing progress monitoring of student data to inform and adjust instruction.

Our math focus will center on the implementation of Math Lesson Design (MLD) with fidelity in grades 3–6, while providing foundational MLD structure support in grades K–2. Additionally, we will implement a school-wide emphasis on math fluency to build automaticity and foundational number sense across all grade levels.

Teachers will also support student learning through individual goal-setting, while the site academic coach will continue to build teacher capacity through PLC+ collaboration and professional learning in effective math practices.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services for parents
- Monthly parent engagement hours
- Promote the use and build parents capacity to use Parent Square

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities around differentiated instruction for a multi-tiered system of support. and MLD framework

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- 3rd- 6th grade focus on claims and targets aligned with SBAC (CFAs/FIABs/IABs).
- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

PLC/GLMs will drive the work of PLC+ using the guiding questions:

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited from our efforts, and who did not?

District benchmark, iReady Diagnostic math assessments, SBAC interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers learning from each other through the PLC+ model (micro-teaching, co-teaching, peer observations.)

Coaching cycles with Academic Coach.

SBAC Results: Outcomes measured by decreasing the distance from standard by 15.

Outcomes monitored by Principal and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **No Food or Incentives**	9,277.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs to release certificated staff for data chats/CCT/SST/IEP **Budget lines for personnel include salaries and related benefits	19,994.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to provide ELA/Math tutoring services **Budget lines for personnel include salaries and related benefits	4,999.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Learning A-Z, Reflex/Frax, Other site licenses TBD. G1A1-2	6,925.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	101,684.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: To purchase technology for students and staff	25,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH to support students in ELA and Math	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC testing **Budget lines for personnel include salaries and related benefits	4,997.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support EL Learning.	1,980.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	23,348.00
G1A2	LCFF: EL	Instruction	Off Eq Lease			Ricoh, to support student in ELA and math	10,000.00

\$218,204.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

School Wide Social Emotional Learning and Engagement

Action Details

Life Skills

Norseman students in grades PreK-6th are engaged in various field trips, team sports, and clubs based on student interests, family events, and other opportunities to expand their real-world learning.

Goal: By June 2027, 100% of our students will participate and be exposed to career opportunities.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Students will engage in a variety of opportunities to expose them to different real-world learning experiences:

- Assemblies
- Presentations
- Transportation to events or activities
- Supplemental contracts for certificated and classified staff to support with events/activities.
- Clubs
- Sports
- Family Events
- Music Programs for TK-6
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Read Across America Week, Veteran's Day (Letters from Students), Saroyan Ballet, Hour of Code, and Outdoor learning experiences.
- Norseman will continue to recruit staff members and community to provide multiple opportunities for real-world learning experiences.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will support English Learners and their families through outreach, home visits, and other school related services, promotions, and events connecting to career opportunities and real-world learning experiences.

- Student engagement data of EL students will be monitored for disproportionality.

Student Groups

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

We will utilize Title 1 funding for student and parent materials and supplies, supplemental contracts, parent participation events/activities.

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

We will utilize funding for materials and supplies, supplemental contracts, parent participation events/activities, HSL and staff mileage for parent support, outreach, and engagement.

As a site: What are the planned actions to support this student group?

- EL students' participation rate will be monitored.
- HSL will assist in communicating real-world learning opportunities and activities to parents that are offered at Norseman during ELAC, Family Engagement Hour, Parent Square, and other opportunities.
- Supplemental contracts are available for classified/certificated staff to provide real-world, student-centered clubs or after-school activities.
- Community Schools will continue to provide integrated and expanded enrichment opportunities to broaden experiences for EL students.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Enhance parent engagement, communication, and expanded learning opportunities
- Supplies for outreach

Professional Learning

Describe Professional Learning related to this action.

There is no professional learning tied to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Clubs, sports, activities, enrichment (ASP) changes for variety.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase favorable responses by 10% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP, and Climate & Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Chronic Absenteeism

Action Details

Health & Wellness

Norseman will implement practices to increase the number of students who attend school regularly to improve student outcomes.

Goal: By June 2027, Norseman's Chronic Absenteeism school wide will decrease by 5%.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Norseman Elementary School will use a three-tiered system to make sure every student attends school every day.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Good Attendance - 95% - 100% attendance

- Teachers will implement STOIC/Champs/MAC in the first 10 days to set expectations, hold daily and monthly meetings, and provide attendance incentives, while mentors, home visits, and community support will help engage families and improve student attendance
- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust strategies to meet student needs.
- All teachers create a welcoming and engagement environment for students using Second Step and Morning Meetings.
- All teachers participate in school wide quarterly attendance incentives.
- Teacher meet regularly to review student data, discuss what's working, and adjust lessons.
- Intentional lessons include small-group to help all students be engaged in school.

Tier 2: Manageable - 90% - 94% attendance

- Teachers connect with students utilizing targeted morning meeting activities to connect with students.
- Supplemental contracts for staff to provide clubs, activities before/after school for students.
- School wide events and targeted activities provided to students and families to improve attendance.
- HSL to connect with families and importance of attendance.
- HSL to conduct home visit to connect with families.

Tier 3: Chronic/Severely Chronic - 90%-80% & 79%-.01%

- Teachers monitor progress in cycles within each quarter
- District CWAS to provide support and home visit.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.
- Targeted Support Team (TST) will track and document interventions.
- TST will review chronically absent students and provide resources with additional supports from Community Schools.
- Attendance efforts will also include district Student Attendance Board and ICET meetings.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learners (ELs) 14.75% EL Students with Chronic Absenteeism:

- Intervention Specialist/Home School Liaison: Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication.
- Parent Engagement: Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.
- Dedicated Communication Support: Home School Liaison will proactively communicate with EL families about attendance, academic progress, and available supports.
- ELD Afterschool Program: Tutors support LTELs, newcomer students, and other EL students who have not been reclassified, daily for *Reading, Writing, Speaking, and Listening support*.
- Schoolwide Celebrations: Recognizing all students who have redesignated that current school year during a celebration event with peers and family members.

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA),

- Interact Fellows, Mentors
- Child Care (ELAC/SSC)

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

Socio-economically Disadvantaged (ED);Students with Disabilities (SWD); English Learner (EL); African American (AA):

- Interact Fellows; IEP/SST/CCT Substitutes; Extra paid contracts
- HSL mileage

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (ED): Intervention Specialist, Homeschool Liaison home visits; Community School Coordinator resources; Mentors; All-4-Youth; School site jobs for students; activities and clubs for students on campus

Students with Disabilities (SWD): Intervention Specialist, Access to support tools and accommodations and modifications that build upon the strengths of case managers, teachers, paras, and parents

English Learner (EL): Intervention Specialist, ELD tutoring afterschool; activities and clubs; yearly assemblies celebrating and informing students

African American (AA): Intervention Specialist, Mentors, activities and clubs for students on campus

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement Hour includes attendance as a topic.

Providing attendance incentive initiatives to encourage student attendance.

SART meetings held with identified families.

Professional Learning

Describe Professional Learning related to this action.

No Professional learning at this time.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Monthly attendance and TST meetings held to identify students at-risk and data trends.

Outcomes measured in ATLAS, PowerBI, and EverydayLabs.

Outcomes monitored by Principal, VP, and attendance team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Monthly attendance and TST meetings held to identify students at-risk and data trends.

Holding SART meetings.

Outcomes measured in ATLAS, PowerBI, and EverydayLabs.

Outcomes monitored by Principal, VP, and attendance team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Norseman's Chronic Absenteeism school wide will decrease by 5%. (Approx. 17.3%)

Refer to SARB as needed.

Outcomes measured in ATLAS, PowerBI, and EverydayLabs.

Outcomes monitored by Principal, VP, and attendance team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspension

Action Details

Health & Wellness

Norseman Elementary will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out of-school suspension rates. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating.

Goal: By June 2027, Norseman's suspension rate will be reduced by 5%.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Improved Social Emotional Competence Through:

Tier 1:

- Classroom management plans will be created yearly by teachers.
- Common Area Behavior Expectations
- STOIC and MAC/CHAMPS
- PK-6 will utilize Second Step Weekly Lessons
- OLWEUS Bully Prevention Lessons
- Daily Morning Meetings and class meetings as needed
- Quarterly Grade Level Behavior Incentives
- Materials and supplies to promote and sustain climate and cultural structures and implementations.
- Implement Levels of Misbehavior to align practices across school campus.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage students and families with resources to decrease misbehaviors.

Tier 2:

- Mentors will provide social emotional learning and support to individuals or small groups.
- Tier 2 Specialist will support students one on one or small groups with SEL needs.
- Tier 2 Specialist will facilitate TST meetings and provide support to teachers with PL appropriate behavior strategies.

- Admin and Climate Culture Specialist will train mentors and staff to support students with SEL strategies.

Tier 3:

- Utilize site based mental health support for students in preschool through 6th grade from ALL4Youth program clinician.
- Staff will be provided professional learning with topics such as trauma responsive schools, verbal-de-escalation, and mindfulness.
- All4Youth to provide social emotional coping strategies to students.
- School Psychologist provide supports with students.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Intervention Specialist/Home School Liaison: Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication. **Parent Engagement:** Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.

Dedicated Communication Support: Home School Liaison will proactively communicate with EL families about attendance, academic progress, and available supports.

Fostering belonging on campus: EL students are included in clubs and activities that promote *Reading, Writing, Speaking, and Listening*.

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD); English Learner (EL), African American (AA):

- Interact Fellows, Mentors

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD); English Learner (EL), African American (AA): Socio-economically Disadvantaged (ED):

- Clubs/Activities; Morning Supplemental Contracts; PRIDE ticket incentives; Interact Fellows; IEP/SST/CCT Substitutes; Extra paid contracts

As a site: What are the planned actions to support this student group?

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students: Reducing Suspensions Through Tiered Supports

To reduce suspensions among our SED, SWD, EL, and AA student groups, we will implement a Multi-Tiered System of Supports (MTSS) approach focused on proactive, preventative, and restorative practices.

As school-wide prevention strategies, we will incorporate *STOIC*, *MAC/CHAMPS*, and the *OLWEUS Bullying Prevention Program* to promote positive behavior expectations, classroom structure, and a safe, inclusive campus culture. Additionally, the district’s social-emotional learning curriculum, *Second Step*, will be delivered weekly, and daily morning meetings will be held at least four times per week to strengthen student-teacher relationships and classroom community.

Students requiring additional behavioral and emotional support will receive services from our Tier 2 Intervention Specialist. The Targeted Support Team will meet regularly to analyze student data, set individual goals, and align appropriate interventions.

To further enhance connection and individualized support, mentors will be assigned to work directly with students who are most at risk. These layered supports are designed to foster belonging, build self-regulation, and promote positive behavioral outcomes for all students.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement Hour will include anti-bullying as a topic.

Home School Liaison will conduct home visits as needed.

Professional Learning

Describe Professional Learning related to this action.

Additional professional learning opportunity on restorative practices.

Progress Monitoring: Outcomes

Reasoning for using this action:

✔ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions quarterly compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions by semester compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions overall from last year to this year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Norseman Elementary School will continue to Augment music and Arts Education with the dance program we have started during PE as a catalyst for whole child development, reinforcing academics through creativity, movement, and critical thinking. intergrading dance helps student lean better, think deeper and connect more meaningfully with what they study.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Required:
- classroom materials and supplies will be purchased to support music and dance, which include safe flooring and sound system.
 - materials and classroom supplies needed for production
 - basic props for creativity
 - curriculum materials that align with standards
 - basic costumes and shoes that can be used repeatedly
 - guest presenters and professional learning for teacher to improve instruction

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

As a site: What are the planned actions to support this student group?

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- monthly engagement hours
- concerts
- open house

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increased student engagement:

- Students show enthusiasm, participation and joy in movement-based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by dance teacher and site administration.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Improve Students Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by teacher observations, reduction in redirections, or behavior incentives.
- Monitored by dance teacher and classroom teacher

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Enhance school culture and climate:

- The school fosters a positive, inclusive learning environment where the arts are valued, and student feel a strong sense of belonging and pride.
- Measured by school climate surveys, student attendance and family engagement data.
- Monitored by site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to Provide ELA/Math Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,011.00
G2A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for teachers to implement clubs, activities, and climate and culture expectations. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,998.00
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement **No Food or Incentives**	2,000.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Generation Changers and/or other TBD.	30,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for certificated staff to implement clubs, activities and climate and culture expectations **Budget lines for personnel include salaries and related benefits	20,000.00
G2A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			HSL to visit community	300.00
G2A1	LCFF: EL	Instruction	Oth Cls-Supp			Contracts for interpreting **Budget lines for personnel include salaries and related benefits	1,995.00
G2A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contract for classified staff to implement clubs, activities and climate and culture expectations **Budget lines for personnel include salaries and related benefits	9,997.00
G2A2	Sup & Conc	Instruction	Oth Cls-Supp			Opportunity for classified staff to engage in trainings to support the climate and culture expectations **Budget lines for personnel include salaries and related benefits	9,997.00
G2A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting **Budget lines for personnel include salaries and related benefits	2,990.00

\$102,288.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0355 Norseman Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0355	1110	1000	1160	Teacher-Supp					G2A1	Supplemental contracts for teachers to Provide ELA/Math Tutoring **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,011.00
060	3010	0355	1110	1000	1160	Teacher-Supp					G2A1	Supplemental contract for teachers to implement clubs, activities, and climate and culture expectations. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,998.00
060	3010	0355	1110	1000	4300	Mat & Supp					G1A1	: Materials and supplies **No Food or Incentives**	9,277.00
060	3010	0355	1110	2495	2960	Oth Cls-Supp					G2A3	Supplemental contracts for babysitting **Budget lines for personnel include salaries and related benefits	2,990.00
060	3010	0355	1110	2495	4300	Mat & Supp					G2A1	: Materials and supplies for parent involvement **No Food or Incentives**	2,000.00
060	3010	0355	1110	3110	5899	Cons Svc/Oth					G2A1	Generation Changers : Generation Changers and/or other TBD.	30,000.00
030	7090	0355	1110	1000	1120	Teacher-Subs					G1A1	Subs to release certificated staff for data chats/CCT/SST/IEP **Budget lines for personnel include salaries and related benefits	19,994.00
030	7090	0355	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for teachers to provide ELA/Math tutoring services **Budget lines for personnel include salaries and related benefits	4,999.00
030	7090	0355	1110	1000	1160	Teacher-Supp					G2A1	Supplemental contract for certificated staff to implement clubs, activities and climate and culture expectations **Budget lines for personnel include salaries and related benefits	20,000.00
030	7090	0355	1110	1000	2960	Oth Cls-Supp					G2A2	Supplemental contract for classified staff to implement clubs, activities and climate and culture expectations **Budget lines for personnel include salaries and related benefits	9,997.00
030	7090	0355	1110	1000	2960	Oth Cls-Supp					G2A2	Opportunity for classified staff to engage in trainings to support the climate and culture expectations **Budget lines for personnel include salaries and related benefits	9,997.00
030	7090	0355	1110	1000	4200	Bks & Ref					G1A1	: Learning A-Z, Reflex/Frax, Other site licenses TBD. G1A1-2	6,925.00
030	7090	0355	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies	101,684.00
030	7090	0355	1110	1000	4400	Nc-Equipment					G1A1	: To purchase technology for students and staff	25,000.00
030	7090	0355	1110	1000	5631	Off Eq Lease					G1A1	RICOH to support students in ELA and Math	10,000.00
030	7090	0355	1110	3130	5211	Local Mileag					G2A1	HSL to visit community	300.00
030	7091	0355	4760	1000	1120	Teacher-Subs					G1A1	Subs to release teachers for ELPAC testing **Budget lines for personnel include salaries and related benefits	4,997.00
030	7091	0355	4760	1000	2960	Oth Cls-Supp					G2A1	Contracts for interpreting **Budget lines for personnel include salaries and related benefits	1,995.00
030	7091	0355	4760	1000	4300	Mat & Supp					G1A2	Materials and supplies	23,348.00
030	7091	0355	4760	1000	4300	Mat & Supp					G1A1	: Materials and Supplies to support EL Learning.	1,980.00
030	7091	0355	4760	1000	5631	Off Eq Lease					G1A2	Ricoh, to support student in ELA and math	10,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,276.00
Sup & Conc	7090	\$208,896.00
LCFF: EL	7091	\$42,320.00
Grand Total		\$320,492.00

\$320,492.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$218,204.00
G2 - The Whole Child (SEL and Engagement)	\$102,288.00
Grand Total	\$320,492.00