

Rowell Elementary

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Principal's Name: Carmela Teran

Principal's Signature: *Carmela Terán*

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 – Carmela Teran	X				
2. Chairperson – Caroyln Flores				X	
3. Vice-Chairperson- Celeste Leon Madrigal				X	
4. Secretary- Patricia Carmona		X			
5. PAC Representative- Virginia Garnica				X	
6. Shae Hill		X			
7. Luz Cheng		X			
8. Eguren Serrano			X		
9. Norma Madrigal				X	
10. Angelica Delgadillo				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: Rowell 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	Carmela Teran		4/15/26
SSC Chairperson	Carolyn Flores		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

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$70,380 *
7090	LCFF Supplemental & Concentration	\$197,760
7091	LCFF for English Learners	\$78,200

TOTAL 2026/27 ON-SITE ALLOCATION

\$346,340

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,040
Program Budget	\$68,340
Total Title I Allocation	\$70,380

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Rowell 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		8.8 %	2024-2025	9.9 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.3 %	2024-2025	48.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		60 %	2025-2026	61.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.5 %	2025-2026	46.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		20 %	2025-2026	21.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.6 %	2025-2026	64.7 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		29.5 %	2025-2026	30.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		75.3 %	2025-2026	76.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.1 %	2025-2026	50.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.3 %	2025-2026	47.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.8 %	2025-2026	65.9 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		18.2 %	2025-2026	19.3 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-52 pts	-49.4 pts	2024-2025	-34.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33.6 %	2024-2025	38.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-52.3 pts	-56.6 pts	2024-2025	-41.6 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.7 %	2024-2025	32.7 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	30.2 %	18 %	2025-2026	17.4 %	↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	97 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	89.6 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		90 %	2025-2026	92 %	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		6.8 %	2024-2025	6.47 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.27 %	2.2 %	2025-2026	1.87 %	↓

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.

POP:

Based on SBAC results, i-Ready diagnostic data, and TK–2 Foundational Skills Assessment (FSA) results, many Rowell students are not yet meeting grade-level expectations in reading comprehension, writing, and foundational literacy skills. Socio-Economically Disadvantaged (SED), Hispanic (Hi), English Learners (EL), and Students with Disabilities (SWD) are student groups performing below grade level in ELA. Data indicates a need to strengthen foundational literacy instruction in TK–2 and standards-aligned literacy instruction in grades 3–6, including phonics, comprehension, writing, and academic language development, to ensure students can access grade-level texts and improve ELA proficiency.

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

After reviewing SBAC ELA results, i-Ready diagnostic data, TK–2 FSA data, walkthrough trends, and input from staff, and families, Rowell identified the following major causes contributing to low ELA proficiency:

- Students are not consistently mastering foundational literacy skills in TK–2.
- Tier 1 literacy instruction is not yet consistently strong in comprehension, writing, and academic language development.
- Data is not always used quickly enough to adjust instruction and intervention based on student need.
- Instruction and intervention are not always adjusted quickly enough based on i-Ready, FSA, and classroom assessment data

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.

After reviewing SBAC results, i-Ready diagnostics, TK/K FSA data, classroom assessments, and walkthrough observations, and gathering feedback from teachers, PLC teams, and the instructional leadership team, Rowell identified the following needs to improve ELA proficiency:

- Strengthen systematic foundational literacy instruction in TK–2, including phonemic awareness, phonics, and early fluency, to ensure students develop the skills needed to read grade-level text.
- Ensure consistent implementation of Tier 1 literacy instruction across classrooms, including standards-aligned reading comprehension, writing, and academic discourse.
- Strengthen PLC collaboration and structured data cycles so teachers regularly analyze SBAC, i-Ready, FSA, and classroom assessment data to adjust instruction and intervention.

- Increase academic language development opportunities, particularly for English Learners, through explicit vocabulary instruction, structured discourse, and language scaffolds.
- Provide ongoing professional learning and coaching in evidence-based literacy practices, including foundational literacy instruction, structured writing, and targeted small-group instruction to accelerate student learning.

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.

ELA Instructional Plan for TK-6

Fully Implemented

The reading program was implemented schoolwide through PLCs, a Guaranteed Viable Curriculum, structured intervention blocks, certificated tutor, and targeted ELD supports. Metrics show improvement in ELA outcomes, including gains in SBAC Distance from Standard. While proficiency targets were not fully met, the action was implemented as planned and produced measurable academic growth, particularly in foundational literacy and early grades.

Math Instructional Plan for TK-6

Partially Implemented

Math strategies and interventions were implemented through PLC collaboration, instructional coaching, and intervention blocks. However, SBAC Math metrics indicate that growth was insufficient to close gaps, with Distance from Standard widening and proficiency remaining below targets. This suggests implementation occurred, but refinements are needed in instructional focus, use of time, and foundational skill development to achieve the intended outcomes.

Student centered and Real-World Learning Experiences

Partially Implemented

Student character and career activities were implemented through schoolwide events, partnerships, leadership opportunities, and enrichment programs. Student Climate & Culture survey results increased by 2%, indicating positive impact; however, participation was limited by chronic absenteeism. As a result, not all students had equitable access to these opportunities, limiting full implementation.

Decrease Chronic Absenteeism

Fully Implemented

Rowell’s current rate is 18%, showing great progress. The Home-School Liaison conducted home visits, improving family outreach, and attendance incentives helped strengthen students’ sense of belonging. A full-time and part-time Social Worker supported students through SEL services, mentoring, and family outreach to address barriers to attendance. Parent engagement efforts increased participation in attendance meetings, although continued improvement is needed. Additional after-school clubs and activities were also added to increase student engagement.

Reduce Out-of-School Suspension Rate

Partially Implemented

Rowell implemented MTSS strategies, including restorative practices, SEL lessons, and targeted interventions to address behavior concerns. The out-of-school suspension rate decreased from 2.6% to 2.2%, showing progress toward the goal. Additional supports included bilingual family communication, student incentives, leadership opportunities, and individualized supports for SWD students. Continued focus on consistent MTSS implementation and early intervention will help further reduce suspensions.

Inclusive Opportunities for Families

Fully Implemented

Parent involvement actions were fully implemented through ELAC, SSC, workshops, bilingual communication, and engagement supports. Survey data shows high favorability and strong participation, particularly among families of English Learners. While increased engagement has not yet fully translated into academic outcomes, the action itself was implemented as designed and reflects a strength of the school program.

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.

ELA Instructional Plan for TK-6

Effective

ELA metrics show improvement, including i-Ready typical growth of 63.6% and stretch growth of 45.5%, and a reduction in SBAC ELA Distance from Standard. However, SBAC ELA proficiency remains at 27.6%, below the site target. While foundational literacy instruction and interventions supported student growth-particularly in early grades-outcomes indicate that gains were not sufficient to achieve grade-level proficiency for a majority of students.

Math Instructional Plan for TK-6

Effective

Rowell implemented a TK–6 Math Instructional Plan focused on Tier 1 instruction, math fluency, and use of i-Ready data in PLCs to monitor progress. Daily math fluency routines and number talks supported number sense. Growth was seen in i-Ready typical growth (64.8%), stretch growth (49.1%), and SBAC Math proficiency increasing to 27.7%. The actions were partially implemented because small-group differentiation and consistent data-based regrouping during the math block were not fully implemented across classrooms.

Student centered and Real-World Learning Experiences

Effective

Student Climate & Culture survey results increased by 4% in the student engagement and real-world learning domain, showing a positive impact on student connectedness and participation. However, the overall percentage remains below the site target, and student access to opportunities was impacted by chronic absenteeism and limited after-school program capacity. Continued expansion of student engagement activities, clubs, and leadership opportunities will help strengthen student connectedness and participation.

Decrease Chronic Absenteeism

Partially Effective

Chronic absenteeism rates decreased compared to the prior year, indicating progress toward improved attendance and behavior. Despite these improvements, rates remain above targets, particularly for African American students, demonstrating that while supports are yielding positive trends, they have not yet fully achieved the intended outcomes.

Reduce Out-of-School Suspension Rate

Partially Effective

Out-of-school suspension rates decreased slightly to 2.2%, showing progress toward improved student behavior and engagement. The rate remains above the site target, indicating a need for continued focus on MTSS supports, restorative practices, and SEL interventions. Continued monitoring and early intervention will help further reduce suspensions and strengthen a positive school climate.

Inclusive Opportunities for Families

Effective

Family engagement metrics show high participation and favorable survey results, including strong engagement among families of English Learners. Communication systems, workshops, and advisory committees were well utilized, meeting the intended outcomes for parent involvement, even though academic impacts will require continued alignment with instructional actions.

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.

- As a result of the analysis from Sections A and B, the following major changes will be made for the next school year:
- Refine core ELA and math instruction to strengthen standards-aligned teaching, formative assessment use, and targeted interventions, with an increased focus on foundational skills and progress monitoring. ?
 - Improve math instructional effectiveness through greater emphasis on conceptual understanding, academic language, and data-driven small-group instruction. ?
 - Strengthen integrated and designated ELD practices and individualized monitoring to accelerate English Learner language development and academic achievement. ?
 - Expand targeted attendance and behavior supports to reduce chronic absenteeism and disciplinary disparities and increase instructional access. ?
 - Embed student engagement practices within the instructional day to strengthen student connection to learning, attendance, and academic outcomes.

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:
- Expand targeted small-group instruction across grades.
 - Strengthen Tier 1 core instruction so more students access and work with grade-level complex text.
- ELAC:
- Increase targeted small-group instruction for ELs; Strengthen Tier 1 so ELs access grade-level content
 - Provide instructional coaching and ongoing professional learning focused on effective ELD and scaffolding.
- Staff:
- Scale targeted small-group instruction using data (i-Ready/SBAC/CFAs)

- Provide instructional coaching and professional learning to consistently implement effective practices.
- Implement/expand attendance interventions (outreach, incentives, tiered supports).
- Increase individualized/small-group EL support with clear scaffolds (visuals/audiovisual supports) and homework help.
- Prioritize food/drink-based incentives; also use events/parties, raffles/prizes, and extra recess/free time (build a balanced menu).
- Offer more cultural/community events (fairs, dances, movie nights) to strengthen belonging.
- Improve communication/home–school connection and provide parent meetings/trainings; create volunteer/on-campus opportunities.
- Run after-school tutoring programs to address gaps.

- Pair academic supports with attendance interventions for at-risk ELs.
- Ensure consistent, high-quality Designated ELD; add individual/small-group tutoring and engaging English activities (music, theater) to build language and confidence.
- Address capacity: more staff/more time dedicated to EL supports
- Provide small rewards (“regalitos”), food/refreshments, and fun events/parties to encourage effort and attendance.
- Host family literacy/math nights and practical trainings for parents on how to support learning at home; ensure translation, childcare, and flexible times to increase EL family access

- Strengthen Tier 1 (planning, routines for comprehension/vocabulary/writing/math problem-solving; access to complex text).
- Expand instructional coaching and professional learning aligned to site needs.
- Protect/expand tutoring/intervention capacity: OG-trained literacy tutors (3–6), certificated tutors, and Teaching Fellows for ELA/Math.
- Implement attendance interventions alongside classroom engagement strategies.
- Ensure intentional, consistent Designated ELD; improve lesson quality and progress monitoring.
- Provide after-school ELD tutoring/clubs and Kinder/TK EL deployment by language level to target early gaps.
- Use a balanced menu: food/refreshments, events/parties, extra recess/free time, recognition/raffles/prizes, and occasional special roles/field-trip style experiences.
- Offer academic family nights/workshops (literacy, math, STEM, ELPAC/i-Ready “how-to”), boost two-way communication, invite parent volunteering/on-campus connections, and include cultural/community events. Consider strengthening a PTO to sustain efforts.
- Add/maintain classified support for small-group instruction; seek full-time paraprofessionals in Kinder/TK to solidify foundational skills



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

TK-2 Comprehensive Foundational Literacy Implementation

Action Details

Early Literacy

Rowell will implement a TK–2 foundational literacy program aligned to the Guaranteed Viable Curriculum (GVC) across English Only (EO) and Dual Language Immersion (DLI) classrooms. Classrooms will maintain a protected Tier 1 literacy block with clearly defined Tier 2 and Tier 3 intervention supports. Instruction will focus on structured phonics, phonemic awareness, and grade-level writing. Teachers will implement designated and integrated ELD strategies and biliteracy practices in DLI classrooms to support language development. Teachers will provide targeted small-group instruction for students below benchmark, and PLC teams will review literacy screener, i-Ready, and classroom assessment data to adjust instruction through 6–8 week intervention cycles.

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):

Tier 1

- Protected daily literacy block aligned to the Guaranteed Viable Curriculum (GVC).
- Instruction focused on phonics, phonemic awareness, decoding, early reading fluency, and grade-level writing.
- Teaching and Learning Cycle (TLC) used to support language development, comprehension, and writing.
- Integrated and designated ELD instruction and biliteracy practices in DLI classrooms.
- PLC data cycles reviewing literacy screener data, i-Ready, and classroom assessments to guide instruction.

Tier 2

- 30–45 minute intervention block providing small-group instruction for students below benchmark.
- Intervention focused on phonics, fluency, vocabulary, and early reading comprehension.
- Support from certificated tutor and Teaching Fellows to reinforce foundational literacy skills.
- 6–8 week progress monitoring and regrouping based on student data.

Tier 3

- Student Success Team (SST) review after two intervention cycles.

- Individualized intervention plans focused on foundational literacy skills.
- 504 or Special Education referrals when appropriate.

Student Support Systems

- Full time Social Worker providing social-emotional support
- Intervention Specialist leading social skills groups and providing individual support
- Campus Safety Assistant supporting student safety during the school day and after-school programs

Implementation Supports

- Substitutes for PLC collaboration, instructional planning, and data analysis.
- Two PLC planning days to strengthen foundational literacy instruction and intervention planning.
- Parent engagement activities supported with materials, childcare, and translation services.

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.

- Designated and integrated ELD instruction aligned to ELA/ELD standards (90–120 minutes as appropriate).
- Implementation of the Teaching and Learning Cycle (TLC) to support language development, reading comprehension, and writing.
- Explicit language objectives and structured student discourse embedded across content areas.
- Targeted literacy and language intervention for EL students performing below grade level.
- Additional reading support for Long-Term English Learners (LTELs).
- Scaffolded instruction and language supports for newcomer students to access grade-level content.
- 6–8 week monitoring of ELPAC progress and reclassification goals using Reclassification Goal Setting reports.
- PLC collaboration and district ELD coach support to review EL data and adjust instruction.
- RFEP students monitored through PLC data review to ensure continued academic success.
- Bilingual paraprofessionals supporting language development and classroom instruction.

Student Groups

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI) Students

- Small-group literacy intervention and tutoring through certificated supplemental contracts and Teaching Fellows to strengthen foundational reading skills, including phonics, phonemic awareness, decoding, and early reading fluency in EO and DLI classrooms.

- Instructional materials and technology, including laptops, to support standards-aligned foundational literacy and biliteracy instruction.
- Family literacy workshops to provide strategies for supporting early reading development at home.

Students with Disabilities (SWD)

- Individualized and small-group instructional support

English Learner (EL):

to reinforce foundational literacy skills in EO and DLI classrooms.

- Collaboration between General Education and Special Education teachers during PLCs to align instruction, accommodations, and targeted interventions.
- Professional learning for teachers focused on Universal Design for Learning (UDL), differentiation, and inclusive instructional practices.

English Learners (EL)

- Targeted language and literacy support based on Ellevation and ELPAC data to strengthen foundational literacy and language development.
- Bilingual instructional materials and resources to support language development and biliteracy.
- Substitutes for SST and IEP meetings to support planning and monitoring of Tier 2 and Tier 3 interventions.
- Home-School Liaison outreach to support family communication and reclassification progress.

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI) Students

- Certificated tutors and Teaching Fellows providing targeted small-group intervention focused on foundational literacy skills (phonemic awareness, phonics, decoding, and early reading fluency).
- Instructional materials and intervention resources to support structured literacy instruction in EO and DLI classrooms.
- Certificated substitutes for PLC planning days to allow teachers to analyze FSA, literacy screener, and i-Ready data and plan targeted instruction and intervention.
- 6–8 week intervention cycles with regrouping based on FSA and classroom assessment data.
- Independent contractors and Social Worker support providing academic and social-emotional services to remove barriers to learning.
- Student Success Team (SST) review after two intervention cycles when additional supports are needed.

Students with Disabilities (SWD)

- Small-group and individualized literacy intervention focused on foundational reading skills identified through FSA and classroom assessment data.
- Collaboration between General Education and Special Education teachers during PLCs to align instruction, accommodations, and targeted interventions.
- Professional learning focused on Universal Design for Learning (UDL), differentiation, and inclusive instructional practices.
- Instructional materials, manipulatives, and accessibility tools to support foundational literacy instruction.
- 6–8 week monitoring of student progress using FSA and classroom assessments to adjust instruction and interventions.
- SST review after two intervention cycles when additional supports are needed.

English Learners (EL)

- Certificated tutors and Teaching Fellow providing targeted literacy and language intervention based on FSA, Ellevation, and ELPAC data.
- Professional learning and collaborative planning focused on integrated and designated ELD instruction and the Teaching and Learning Cycle (TLC) to strengthen language development and comprehension.
- ELD instructional materials and bilingual resources to support language development and biliteracy in EO and DLI classrooms.
- Explicit academic vocabulary development and structured student discourse embedded in literacy instruction.

- ELPAC assessors supporting accurate assessment and monitoring of EL progress.
- Social Worker support to address social-emotional barriers impacting student learning.

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

Socio-Economically Disadvantaged (SED) Students:

- PLC data cycles analyzing FSA, literacy screener, and i-Ready data to identify foundational skill gaps and plan targeted small-group instruction.
- Daily structured literacy instruction focused on phonemic awareness, phonics, decoding, and early reading fluency during the protected literacy block.
- MTSS implementation providing targeted Tier 2 and Tier 3 small-group interventions based on student data.
- 6–8 week progress monitoring using FSA and classroom assessments to adjust instruction and intervention groups.
- School Social Worker support addressing social-emotional needs and barriers impacting student engagement and learning.

Students with Disabilities (SWD):

- - Special Education & General Education Collaboration – Ensure SPED and general education teachers collaborate in PLC meetings to align instruction and interventions.
 - ILT & Resource Specialists – Provide professional development on differentiation, co-teaching, and inclusion strategies.
 - RTI – Strengthen Tier II & III interventions, ensuring students receive specialized small group support.
 - 6-8 week monitoring of literacy progress
 - Technology & Accessibility – Ensure assistive technology and accommodations are in place to support student learning needs.

English Learners (EL):

- Teachers & PLCs – Use Ellevation and ELPAC data to identify EL students needing additional support and adjust instruction accordingly.
- Daily Designated and Integrated ELD aligned to ELA standards
- ILT & Academic Coach – Provide coaching and professional learning on TLC model, best practices for integrated and designated ELD instruction.
- ELPAC Support & Reclassification – goal-setting chats, student tracking, and reclassification monitoring to ensure ELs, ELTEs, RFEP are progressing.
- 6-8 week monitoring of literacy and ELPAC progress
- Intervention & After-School Support – Offer small group intervention and tutoring based on student needs.
- Family & Community Engagement – Strengthen ELAC meetings, family Engagement Hour, and translation support to promote engagement.

Family Engagement

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

- Literacy workshops and parent meetings providing strategies for supporting early reading development at home.
- Communication of literacy progress and attendance
- Home-school liaison support Parent conferences aligned to benchmark data
- Family meetings and communication to review student progress (ELAC, SSC, Parent Engagement)

Professional Learning

Describe Professional Learning related to this action.

- Structured literacy instruction focused on phonemic awareness, phonics, decoding, and early reading fluency to strengthen foundational literacy skills.
- Effective small-group literacy instruction and intervention strategies to support students performing below benchmark.
- Data-driven PLC cycles analyzing FSA, literacy screener, and i-Ready data to identify skill gaps and plan targeted instruction.
- Implementation of the Teaching and Learning Cycle (TLC) to strengthen academic language, comprehension, and writing in EO and DLI classrooms.
- Integrated and designated ELD strategies to support language development and access to grade-level content for English Learners.
- Differentiated instruction and Universal Design for Learning (UDL) to support inclusive literacy instruction for students with diverse learning needs.

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.

- Classroom walkthroughs focused on explicit phonemic awareness, phonics, decoding, and early reading fluency instruction.
- 70–80% of classroom observations demonstrate effective foundational literacy practices and targeted small-group instruction.
- Students demonstrate increased engagement in phonics practice, early reading tasks, and writing activities.

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.

- Increased percentage of students demonstrating growth on FSA and literacy screeners.
- Increased percentage of students meeting Typical or Stretch Growth on i-Ready Reading.
- Teachers adjust instruction through PLC data cycles and 6–8 week intervention regrouping based on FSA and classroom data.

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.

- Increased percentage of students reading on or above grade level by the end of Grade 2.
- Improved FSA and literacy screener results showing mastery of foundational literacy skills.
- Increased percentage of students prepared for grade-level reading and writing in grades 3–6.

Progress monitored by the Principal, teachers, Academic Coach, and PLC teams through ongoing data reviews and student work analysis.

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

Grade 3-6 Literacy Acceleration and Intervention Framework

Action Details

Rowell will implement a Grades 3–6 literacy acceleration framework aligned to the Guaranteed Viable Curriculum (GVC) with a protected Tier 1 ELA block and clearly defined Tier 2 and Tier 3 intervention supports. Instruction will focus on reading comprehension, text-based writing, and academic vocabulary. Teachers will implement the Teaching and Learning Cycle (TLC) to support reading, writing, and academic language development. Teachers will provide scaffolded instruction and targeted small-group intervention for students performing below grade level in both EO and DLI classrooms. PLC teams will review i-Ready, district benchmark, and classroom assessment data to monitor progress and adjust instruction through 6–8 week intervention cycles.

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):

Tier 1

- Protected daily ELA block aligned to the Guaranteed Viable Curriculum (GVC) in EO and DLI classrooms
- Standards-aligned reading comprehension, writing, and academic vocabulary instruction
- Implementation of the Teaching and Learning Cycle (TLC) to support literacy and language development
- PLC data cycles reviewing i-Ready, FIAB, IAB, and classroom assessment data
- Instructional coaching and IPG walkthroughs to strengthen instruction
- SEL and PBIS practices to support a positive classroom environment
- Resources: Instructional coach support, instructional materials and technology, PLC planning time, substitutes for data analysis and instructional planning

Tier 2

- 30–45 minute intervention block providing targeted small-group support
- 6–8 week progress monitoring and regrouping based on student data
- Targeted literacy and math intervention based on identified skill gaps
- Designated ELD instruction aligned to EL proficiency levels
- Small-group intervention provided by the Tier 2 Intervention Specialist, certificated tutor, and Teaching Fellows
- Targeted Support Team (TST) review for students needing additional academic, behavioral, or attendance support
- Teaching Fellows, certificated tutor, intervention materials and supplemental instructional resources

Tier 3

- Student Success Team (SST) review after two intervention cycles

- Individualized academic and behavioral intervention planning
- Possible 504 accommodations or Special Education referrals based on data
- Collaboration with District Behavior Intervention Specialists when needed
- Psychologist or School social worker providing social-emotional support and family outreach, Tier 2 Intervention Specialist supporting intensive academic intervention

Progress will be reviewed regularly by teachers, PLC teams, and administration, with 6–8 week data reviews used to adjust instruction and interventions.

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.

Rowell provides targeted support for all English Learners, including newcomers, Long-Term English Learners (LTELs), and reclassified students, to ensure language development and academic success.

- Designated and integrated ELD instruction aligned to ELA/ELD standards in EO and DLI classrooms
- Implementation of the Teaching and Learning Cycle (TLC) to support academic language, reading, and writing
- Targeted literacy intervention for LTELs and EL students below proficiency through small-group instruction
- Support from Teaching Fellows, and certificated tutor Intervention for language and literacy development
- 6–8 week monitoring of ELPAC progress and reclassification goals with instructional adjustments as needed
- PLC and administrative data review to monitor EL growth and reclassification progress
- Family engagement through ELAC, SSC, and parent meetings to communicate student progress and support at home

Student Groups

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

Planned Title I Expenses to Support Student Groups:

Socio-Economically Disadvantaged (SED) and Hispanic (HI) Students

- Targeted small-group RTI instruction during intervention blocks to address literacy skill gaps.
- Additional support from the certificated tutor and Teaching Fellows through small-group instruction and after-school tutoring.
- Instructional materials and technology to support access to standards-aligned instruction.
- Family engagement workshops focused on strategies to support learning at home.
- PLC data cycles and 6–8 week progress monitoring using i-Ready and classroom assessments.

Students with Disabilities (SWD)

- Differentiated small-group instruction through RTI in collaboration with general education and special education teachers.
- Teaching Fellows support to reinforce foundational literacy skills.
- Professional learning for teachers on differentiation and inclusive instructional practices.

English Learners (EL)

- Designated and integrated ELD instruction aligned to grade-level standards.
- Targeted literacy and language support through small-group instruction and tutoring.
- Progress monitoring using ELPAC and Ellevation data through PLC data discussions.
- Bilingual materials and family engagement to support language development and reclassification.

Student Well-Being

The Tier 2 Intervention Specialist and school social worker support student attendance, behavior, and social-emotional needs to ensure students remain engaged and ready to learn.

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI) Students

- Certificated tutors to provide targeted literacy intervention and small-group instruction for students performing below grade level.
- Teaching Fellows to provide additional classroom support and small-group instruction during intervention blocks to reinforce literacy and math skills.
- Instructional materials and intervention resources to support reading comprehension, writing, and academic vocabulary development.
- Technology and laptops to increase student access to digital learning platforms and instructional programs.
- Certificated substitutes to allow teachers to participate in PLC planning days, data analysis, and SST meetings focused on improving student outcomes.
- School social worker support to address attendance, social-emotional needs, and family outreach.

Students with Disabilities (SWD)

- Professional learning and PLC planning focused on differentiation, Universal Design for Learning (UDL), and inclusive instructional practices.
- Instructional materials and accessibility tools to support diverse learning needs.
- Certificated substitutes to support teacher collaboration and participation in SST meetings.

English Learners (EL)

- Professional learning and PLC planning focused on strengthening designated and integrated ELD instruction.
- Teaching Fellows providing small-group support to strengthen language development and academic vocabulary.
- ELD instructional materials and resources to support language development.
- ELPAC assessors to support monitoring of EL progress and language proficiency.
- School social worker support for family outreach and engagement.
- Technology and laptops to support access to instructional programs.
- Certificated tutors to provide targeted literacy intervention for EL students performing below grade level.

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI) Students

- Provide targeted small-group RTI intervention during intervention blocks to address literacy and math skill gaps.

- Utilize Teaching Fellows and certificated tutors to support small-group instruction and reinforce grade-level skills.
- Implement PLC data cycles to review i-Ready, FIAB, and classroom assessment data and adjust instruction every 6–8 weeks.

Students with Disabilities (SWD)

- Provide differentiated instruction and small-group RTI support aligned to student learning needs and IEP goals.
- Strengthen collaboration between general education and special education teachers through PLC planning and SST meetings.
- Provide professional learning for teachers focused on differentiation, Universal Design for Learning (UDL), and inclusive instructional practices

English Learners (EL)

- Provide designated and integrated ELD instruction aligned to grade-level ELA/ELD standards.
- Implement the Teaching and Learning Cycle (TLC) to strengthen academic language, reading comprehension, and writing development.
- Provide small-group literacy and language support for EL and LTEL students during intervention blocks.
- Monitor student progress using ELPAC and Ellevation data through PLC data discussions and instructional adjustments.

Family Engagement

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

- Family literacy workshops to show parents how to help with reading, vocabulary, and writing at home.
- Opportunities for families to review student reading progress and goals (i-Ready, benchmarks) and learn how to support reading growth.
- Take-home reading materials and reading challenges to encourage daily reading.
- Literacy tips shared through ParentSquare or school communication to support reading at home.
- ELAC and SSC meetings to share information about student learning and school programs.
- Translation and childcare when possible to increase participation.
- Targeted outreach to families not currently involved, including phone calls, personal invitations, and home visits.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on standards-aligned literacy instruction, including reading comprehension, text-based writing, and academic vocabulary.
- Training on the Teaching and Learning Cycle (TLC) to strengthen academic language, reading, and writing development.
- Professional learning on effective Tier 1 instruction and RTI small-group strategies to support students performing below grade level.
- Training on designing and implementing targeted small-group intervention during the intervention block.
- PLC data analysis training using i-Ready, FIABs, IABs, and classroom assessments to guide instruction and 6–8 week regrouping cycles.
- Professional learning on explicit vocabulary instruction and academic discourse strategies to improve comprehension.

- Professional learning on designated and integrated ELD strategies to support English Learners.
- Instructional coaching cycles focused on strengthening standards-aligned literacy instruction, student discourse, checks for understanding, and effective small-group intervention practices.
- Training on analyzing student work and writing calibration to ensure consistent expectations across classrooms.

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.

- Classroom walkthroughs focused on standards-aligned literacy instruction, student discussion about text, and targeted small-group intervention during the literacy block.
- 70% of classroom observations demonstrate implementation of effective literacy practices and small-group support.
- Students demonstrate increased engagement in reading and writing tasks, use of academic vocabulary, and ability to cite text evidence in writing and discussion.
- Monitored through walkthroughs, PLC discussions, and student work review by the Principal, Vice Principal, Academic Coach 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.

- Students demonstrate improved reading comprehension and writing performance on classroom assessments and district benchmarks.
- Increased percentage of students meeting Typical or Stretch Growth on i-Ready Reading.
- Teachers adjust instruction through PLC data cycles and 6–8 week intervention regrouping based on student data.
- Monitored through PLC data discussions, i-Ready diagnostics, and formative assessments.

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.

- Increase the percentage of students meeting or exceeding standards on SBAC ELA.
- Decrease Distance From Standard (DFS) in ELA across student groups.
- Increase overall literacy proficiency in 3–6 aligned to Goal 1.
- Accelerated literacy growth for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.
- Monitored through SBAC results, district benchmarks, and i-Ready growth data.

TK–6 Mathematics Instruction and Intervention Framework

Action Details

Literacy Intervention

Rowell will implement a TK–6 mathematics instruction and fluency framework aligned to the Guaranteed Viable Curriculum (GVC) to strengthen Tier 1 math instruction, number sense, and computational fluency. Teachers will provide standards-aligned Tier 1 math instruction that emphasizes number sense, mathematical reasoning, problem solving, and student discourse. Daily math fluency routines will be implemented to develop automaticity with grade-level math facts and strengthen students’ understanding of number relationships and mental math strategies. PLC teams will analyze i-Ready diagnostic data and classroom formative assessments to identify student needs and adjust instruction through 6–8 week intervention cycles to monitor progress and support student growth in mathematics.

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):

Tier 1

- Implement a protected daily Core Math Block aligned to the Guaranteed Viable Curriculum (GVC) and Common Core State Standards (CCSS).
- Provide standards-aligned instruction that develops number sense, mathematical reasoning, and problem solving through structured student discourse and strategy sharing (e.g., Number Talks).
- Implement a daily 30-minute Math Fluency Block focused on number relationships, mental math strategies, and automaticity with grade-level math facts.
- Utilize Reflex Math to support development of math fact fluency and computational automaticity.
- Embed targeted small-group instruction within the math block to differentiate instruction and address identified skill gaps.
- Use formative checks for understanding to monitor student learning and adjust instruction.

Tier 2

- Provide targeted small-group instruction embedded within the math block for students performing below grade level.
- Use i-Ready diagnostics and formative assessment data to identify skill gaps and adjust instruction.
- Monitor student progress through PLC data cycles and 6–8 week regrouping.

Student Support Systems

- School Social Worker provides social-emotional support and counseling to address barriers impacting student engagement and learning.
- Intervention Specialist leads social skills groups and provides targeted behavioral support to improve student readiness for instruction.

Tier 3

- Refer students not demonstrating progress to the Student Success Team (SST) to develop individualized intervention plans.
- Consider 504 accommodations or Special Education evaluation based on student response to instruction.

Progress Monitoring

- PLC teams analyze i-Ready data, Reflex usage data, and classroom formative assessments to monitor student progress and adjust instruction.
- Students participate in goal-setting conversations based on math assessment data to support ownership of learning.

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.

- Provide designated and integrated language supports during math instruction to help EL students access grade-level math concepts.
- Use academic math vocabulary and structured student discussion to support language development in mathematics.
- Provide scaffolded instruction and visual supports for newcomers and EL students developing academic language.
- Use Ellevation and i-Ready math data to identify EL students, including newcomers, LTELs, and RFEP students, needing additional support.
- Provide targeted small-group support within the math block to reinforce math vocabulary and problem-solving strategies.
- Monitor progress through PLC data cycles and 6–8 week review of i-Ready and classroom assessment data to adjust instruction.

Student Groups

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI)

- Technology to support instruction, including digital programs (i-Ready, Reflex, Frax) to strengthen math fluency, number sense, and fraction understanding.
- Reflex and Frax software licenses to support development of math fact fluency and conceptual understanding of fractions.
- Instructional materials and supplies to support hands-on math instruction, number sense development, and problem solving.
- Substitutes for Data Chats to allow teachers to analyze progress monitoring data and develop targeted instructional plans.
- Substitutes for PLC Planning Days to support collaborative planning focused on strengthening Tier 1 math instruction, math discourse routines, and strategy-based fluency.
- After-school tutoring provided by certificated teachers through supplemental contracts to support students needing additional math support.
- Student goal-setting and progress monitoring using i-Ready and fluency data to support student ownership of learning.

Students with Disabilities (SWD)

- Instructional materials, manipulatives, and accessibility tools to support differentiated math instruction and conceptual understanding.
- Technology programs (Reflex, Frax, i-Ready) to reinforce math fluency and foundational math skills.
- Assistive technology and accommodations to ensure access to grade-level math instruction.

English Learners (EL)

- Instructional materials and visual supports to strengthen math vocabulary and comprehension of math concepts.
- Technology programs (Reflex, Frax, i-Ready) to support math fluency, conceptual understanding, and progress monitoring.
- Extra pay contracts for babysitting and translation services to increase family engagement in supporting student learning.

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI)

- Technology to support instruction (i-Ready, Reflex, Frax) to strengthen math fluency, number sense, and fraction understanding.
- Reflex and Frax software licenses to support development of math fact fluency and conceptual understanding.
- Instructional materials and supplies to support hands-on math instruction, number sense development, and problem solving.
- Substitutes for Data Chats to review ongoing progress monitoring data and develop instructional action plans.
- Substitutes for PLC Planning Days to support collaborative planning focused on strengthening Tier 1 math instruction and math fluency strategies.
- After-school tutoring provided by certificated teachers through supplemental contracts to support students needing additional math support.

Students with Disabilities (SWD)

- Instructional materials, manipulatives, and accessibility tools to support differentiated math instruction.
- Substitutes for Student Study Team (SST) and IEP meetings to support planning and implementation of Tier 2 and Tier 3 supports.
- Technology programs (i-Ready, Reflex, Frax) to reinforce math fluency and foundational math skills.

English Learners (EL)

- Instructional materials and visual supports to strengthen math vocabulary and comprehension of math concepts.
- Technology programs (i-Ready, Reflex, Frax) to support math fluency and conceptual understanding.
- Extra pay contracts for babysitting and translation services to increase family participation in academic events supporting student learning.

Additional Supports Across Student Groups

- Materials and supplies to support professional learning in math instruction and intervention.
- Materials, supplies, and food to support professional development focused on improving math instruction and student outcomes.
- Ricoh lease and printing services to support instructional materials and assessments.
- Social worker support services to address social-emotional needs that impact student engagement and learning.

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI)

- Implement a protected daily Tier 1 Core Math Block (TK–6) aligned to the Guaranteed Viable Curriculum (GVC) and Common Core State Standards (CCSS).
- Provide daily math fluency routines focused on number sense, mental math strategies, and automaticity with math facts using programs such as Reflex and Frax.
- Incorporate structured mathematical discourse routines (e.g., Number Talks, partner discussions) to strengthen reasoning and conceptual understanding.

- Embed targeted small-group instruction within the math block to address skill gaps identified through i-Ready and formative assessment data.
- Provide after-school tutoring with certificated teachers through supplemental contracts to support students needing additional math support.
- Use PLC data cycles and 6–8 week progress monitoring to analyze student data and adjust instruction.

Students with Disabilities (SWD)

- Provide differentiated Tier 1 math instruction and embedded small-group support aligned to student IEP goals.
- Utilize manipulatives, visual models, and assistive technology to support conceptual understanding of math concepts.
- Monitor student progress through PLC discussions, SST meetings, and IEP reviews to adjust instructional supports.

English Learners (EL)

- Provide designated and integrated language supports during math instruction to support access to grade-level math content.
- Use math vocabulary routines and structured student discussion to strengthen academic language development in mathematics.
- Provide small-group support within the math block to reinforce math concepts and problem-solving strategies.
- Monitor EL progress through PLC data cycles and review of i-Ready and classroom assessment data to adjust instruction.

Family Engagement

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

- Host Math Family Nights where families participate in hands-on math activities and learn strategies to support number sense, math fluency, and problem solving at home.
- Provide family workshops and take-home resources that model math strategies used in the classroom, including number talks, math vocabulary, and problem-solving strategies.
- Share student math goals and progress data (i-Ready, Reflex, Frax) during conferences and family meetings to help families support student learning at home.
- Provide monthly math practice activities and access to digital learning platforms to reinforce math skills outside of school.
- Provide translation services and childcare to ensure equitable access and participation for all families.
- The Social Worker and Intervention Specialist will support outreach to families to address attendance, behavior, and social-emotional needs that may impact student engagement and success in mathematics.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on strengthening Tier 1 math instruction aligned to the Guaranteed Viable Curriculum (GVC), focusing on number sense, mathematical reasoning, and problem solving across TK–6 classrooms.
- Academic Coach and administration will provide coaching cycles and classroom support to strengthen implementation of daily math fluency routines and strategy-based fluency using programs such as District provided Fluency lessons, Reflex and Frax.
- Teachers will participate in PLC data cycles to analyze i-Ready Diagnostic data and classroom formative assessments to identify student needs and adjust instruction.
- Provide professional learning on embedding targeted small-group instruction within the math block to address skill gaps while maintaining strong Tier 1 instruction.
- Provide training on facilitating structured mathematical discourse (e.g., Number Talks, partner discussions, explaining strategies) to strengthen reasoning and conceptual understanding.

- Teachers will engage in collaborative PLC planning and data chats every 6–8 weeks to monitor student progress and adjust instructional strategies to support student growth in mathematics.

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.

- Teachers implement protected Tier 1 math instruction and daily math fluency routines aligned to the Guaranteed Viable Curriculum (GVC).
- Students participate in number sense activities, math fluency practice, and structured mathematical discourse during the math block.
- Outcomes measured through classroom walkthrough observations, student work samples, and formative assessment data.
- Outcomes monitored by the Principal, Vice Principal, Academic Coach, and PLC teams.

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.

- Students demonstrate increased accuracy and automaticity with grade-level math facts through daily fluency practice using Reflex and Frax.
- Teachers adjust instruction based on i-Ready Diagnostic data and classroom formative assessments during PLC data cycles.
- Students show improved problem solving, number sense, and mathematical reasoning during math instruction.
- Outcomes measured through growth on i-Ready Diagnostic assessments, classroom assessments, and math fluency data.
- Outcomes monitored by teachers, PLC teams, and administration through 6–8 week data review cycles.

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.

- Increased percentage of students meeting or exceeding standards in mathematics on district and state assessments.
- Students demonstrate stronger mathematical reasoning, number sense, and problem-solving skills across TK–6.
- Outcomes measured through SBAC mathematics results and district benchmark assessments.
- Outcomes monitored by the Principal, administration team, and PLC teams through ongoing analysis of assessment data.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellow Foundation: Early Literacy Support	64,954.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		56,141.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitute Teacher Certificated Data Chats, SST, and Assessment Support **Budget lines for personnel include salaries and related benefits	16,711.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs for Planning Time for EL Students and EL Data Chats With Teachers. **Budget lines for personnel include salaries and related benefits	17,983.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL students.	4,334.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow for ELL	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials And Supplies	20,418.00

\$195,541.00

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

Whole Child (SEL & Student Engagement)

Action Details

Life Skills

Rowell Elementary will implement a Whole Child framework aligned to MTSS to strengthen attendance, positive behavior systems, social-emotional learning (SEL), and student engagement to increase access to instruction and academic success. The site will prioritize reducing chronic absenteeism, decreasing suspension rates, and strengthening student connectedness while protecting core instructional time across English Only (EO) and Dual Language Immersion (DLI) classrooms. Staff will use DESSA data to identify students needing additional support and will collaborate through ILT, TST, and SST processes to coordinate appropriate interventions. Positive behavior systems and recognition will reinforce attendance, engagement, and positive behavior to support a safe and supportive learning environment.

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):

- Tier 1**
 - Weekly SEL instruction (Second Step, class meetings, and student goal setting) to build self-management and positive relationships.
 - CHAMPS classroom management structures implemented schoolwide to support consistent expectations and reduce instructional disruptions.
 - Schoolwide PBIS expectations and recognition systems to reinforce positive behavior and student engagement.
 - Universal DESSA screening to monitor student social-emotional strengths.
 - Daily attendance monitoring with early family outreach after two absences.
 - Schoolwide attendance incentives and recognition to reinforce consistent attendance and instructional access.
 - Monthly attendance and behavior data review by grade-level teams and administration.
 - Inclusive access to student leadership, enrichment opportunities, and school activities to increase student connectedness.
 - Monitoring of subgroup participation to ensure equitable access.
 - After-School Programs & Clubs – Expand opportunities for students to engage in extracurriculars like clubs, cultural arts, leadership, and community-building activities.
 - Extra Time for Campus Safety Assistant Support – Supported in extracurricular and real-world learning activities outside of school hours.
- Tier 2**
 - Monthly Targeted Support Team (TST) meetings to review attendance, behavior, and SEL data.
 - Small-group SEL and attendance interventions led by the Social Worker and Intervention Specialist.
 - Check-In/Check-Out systems for students needing additional behavioral and engagement support.
 - Targeted family outreach and attendance meetings for students with emerging attendance concerns.
 - 6–8 week monitoring cycles to evaluate progress and adjust interventions.

Tier 3:

- Student Success Team (SST) meetings for students not responding to Tier 2 supports.
- Development of individualized attendance, behavior, and engagement intervention plans.
- Individual counseling and mental health support provided by the Social Worker.

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.

- Monitor attendance, behavior, and engagement data to identify EL students needing additional support.
- Use DESSA data and MTSS review processes to provide targeted SEL and engagement supports.
- Staff will collaborate through ILT, TST, and SST processes to coordinate appropriate interventions.
- Provide targeted family outreach and attendance support for EL students experiencing attendance challenges.
- Implement PBIS systems and student recognition to strengthen engagement, connectedness, and positive behavior.

Student Groups

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

Socio-Economically Disadvantaged (SED) and Hispanic (HI)

- SEL instructional materials and PBIS resources to support social-emotional learning, positive behavior, and student engagement.
- DESSA screening tools and materials to identify students needing additional SEL supports.
- Instructional materials and supplies to support student recognition systems reinforcing positive behavior, attendance, and engagement.
- Certificated substitutes for SST meetings to review student data and coordinate targeted supports.
- Translation services and childcare to increase family participation in meetings focused on attendance, behavior, and student engagement.

Students with Disabilities (SWD)

- SEL and behavioral support materials to assist students in developing self-management and engagement skills.
- Assistive tools and resources to support students' participation in SEL and engagement activities.
- Substitutes for SST and IEP meetings to coordinate Tier 2 and Tier 3 supports aligned to MTSS.

English Learners (EL)

- Bilingual SEL resources and materials to support social-emotional learning and student engagement.
- Bilingual paraprofessional support to assist EL students in accessing SEL and engagement supports.
- Translation services and family outreach materials to increase EL family participation in attendance and engagement initiatives.

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

Socio-Economically Disadvantaged (SED) / Hispanic (HI)

- Social Worker services to provide counseling, attendance outreach, and social-emotional interventions.
- SEL instructional materials and PBIS resources to support positive behavior and student engagement.
- DESSA screening tools and data tracking materials to identify students needing additional support.
- Student recognition and attendance incentive materials to reinforce positive behavior and attendance.
- Attendance outreach and family communication materials to support early intervention for students with attendance concerns.
- Certificated substitutes for SST meetings to review student data and coordinate supports.
- Printing and communication services (Ricoh lease) to support outreach and intervention plans.

Students with Disabilities (SWD)

- SEL and behavioral intervention materials (visual supports, self-regulation tools) to support student engagement.
- Assistive tools and accessibility resources to support participation in SEL and engagement activities.
- Certificated substitutes for SST and IEP meetings to coordinate Tier 2 and Tier 3 supports.
- Psychologist services to provide counseling, attendance outreach, and social-emotional interventions.

English Learners (EL)

- Bilingual SEL materials and resources to support student engagement and connectedness.
- Translation services and family communication materials to increase EL family participation.
- Materials and supplies for family workshops related to attendance, engagement, and student well-being.

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

Socio-Economically Disadvantaged (SED) / Hispanic (HI)

- Implement schoolwide PBIS expectations (SOAR) and SEL lessons to promote positive behavior and student engagement.
- Monitor daily attendance and behavior data to identify students needing additional support.
- HSL, OA, and Social Worker provides attendance outreach and family communication for students with attendance concerns.
- Recognize students for positive behavior, improved attendance, and engagement.
- Review student needs through ILT, TST, and SST meetings to coordinate supports.

Students with Disabilities (SWD)

- Provide SEL and behavior supports aligned to student IEP goals.
- Collaborate through SST and IEP meetings to review progress and adjust supports.
- Provide targeted interventions for students needing additional behavioral or engagement support.

English Learners (EL)

- Monitor attendance and engagement data for EL students to identify support needs.

- Provide family communication and translation support to strengthen family engagement.
- Ensure EL students participate in SEL lessons, PBIS supports, and school engagement opportunities across EO and DLI classrooms.

Family Engagement

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

- Hold attendance meetings with families of students who are frequently absent to identify barriers and create support plans.
- Social Worker and Intervention Specialist will contact families of students who need support with attendance, behavior, or engagement.
- family workshops on social-emotional learning and positive behavior strategies so families can support students at home.
- host school events and student recognition activities to celebrate positive behavior, attendance, and student participation.
- Provide regular updates to families about student attendance, behavior, and engagement through meetings, phone calls, and Parent Square.

Professional Learning

Describe Professional Learning related to this action.

- Training in CHAMPS classroom management, restorative practices, and SEL integration to support positive behavior and student engagement.
- Professional learning on MTSS systems to strengthen supports for attendance, behavior, and student connectedness.
- Training on using DESSA data to identify students needing additional social-emotional support.
- PLC teams will review attendance, behavior, and engagement data to identify trends and plan supports for students.
- Collaboration through ILT, TST, and SST meetings and 6–8 week MTSS data reviews to adjust supports and interventions based on student needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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

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

- Staff implement PBIS expectations, CHAMPS classroom management, and SEL lessons to support positive behavior and student engagement.
- Staff use DESSA screening and attendance data to identify students needing additional support.
- Outcomes measured through DESSA screening results, attendance reports, and behavior data.
- Outcomes monitored by the Principal, Vice Principal, Social Worker, CCT, and TST teams.

Shape these behaviors...

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

- Students show improved attendance, engagement, and positive behavior across classrooms.
- Students receiving Tier 2 supports demonstrate improvement in attendance, behavior, and SEL skills.
- Outcomes measured through attendance rates, behavior referrals, suspension data, and DESSA progress monitoring.
- Outcomes monitored by ILT, TST, CCT, and site administration through regular data review cycles.

And ultimately achieve these impacts.

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

- Decreased chronic absenteeism and suspension rates.
- Increased student connectedness and positive school climate.
- Students have increased access to instruction and improved academic success.
- Outcomes measured through attendance data, discipline reports, DESSA data, and school climate indicators.
- Outcomes monitored by the Principal, VP, TST, CCT, and ILT.
- Increased positive responses on Spring Student Survey
- Increased life skills benchmark performance

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

Prop 28

Action Details

Health & Wellness

Rowell Elementary will use Proposition 28 (VAPA) funds to provide music and dance program that increases student engagement and school connectedness. Music and dance lessons will give students opportunities for creative expression, collaboration, and performance. Music and dance instruction will support student engagement and participation while protecting core instructional time. The program will be available to students in both English Only (EO) and Dual Language Immersion (DLI) classrooms to ensure equitable access for all students.

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):

Tier 1

- Provide standards-aligned TK–6 music and dance instruction for all students.
- Implement a sequential arts program focused on performance, collaboration, and creative expression.
- Embed academic vocabulary and language development within music and dance lessons.
- Coordinate with classroom teachers to support engagement and connect arts lessons to classroom learning.
- Provide student performance opportunities and showcases to strengthen confidence and school connectedness.
- Schedule music and dance instruction to protect uninterrupted ELA and Math instructional blocks.
- Provide materials and supplies to support music and dance instruction.

Tier 2

- Provide small-group support during rehearsals for students needing additional academic or behavioral support.
- Monitor participation of student groups (EL, SED, SWD, Foster Youth) to ensure equitable access to VAPA opportunities.
- Monitor attendance and participation in music and dance classes to identify students needing additional engagement support.
- Coordinate with grade-level teams to support student attendance and engagement.

Tier 3 – Intensive Supports

- Provide individualized supports for students with IEPs or specific learning needs to ensure participation.
- Collaborate with SST teams and support staff when attendance, engagement, or behavior concerns impact participation in VAPA activities.

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.

- Provide structured academic language development through music and dance vocabulary during instruction.
- Provide performance opportunities to strengthen student confidence and oral language skills.
- Monitor EL participation and engagement in VAPA classes to ensure equitable access for all students.
- Provide multilingual communication and translation for performances and events to support EL family participation.

Student Groups

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

NA

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

NA

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

Socio-Economically Disadvantaged (SED) / Hispanic (HI)

- Provide TK–6 music and dance instruction to increase student engagement, creativity, and school connectedness.
- Purchase and maintain musical instruments and equipment to support student participation in music instruction.
- Provide sheet music, curriculum, and instructional materials to support standards-aligned lessons.
- Support student performances and showcases to build confidence and increase school engagement.

Students with Disabilities (SWD)

- Provide adapted supports and materials to ensure students with disabilities can participate in music and dance activities.
- Collaborate with teachers and support staff to provide accommodations that support student participation.

English Learners (EL)

- • Use music and arts vocabulary to support language development during instruction.

- Provide performance opportunities that support oral language development and student confidence.
- Provide multilingual communication and translation for performances and school events to increase family participation.

Family Engagement

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

- Fall and Spring performances showcasing student growth
- Multicultural arts events aligned to schoolwide engagement goals Family communication through ParentSquare
- Monitoring family participation data to ensure equitable access

Professional Learning

Describe Professional Learning related to this action.

- Collaboration between classroom teachers and VAPA instructors
- Training on integrating arts into core academic content
- Strategies for supporting EL and SPED students in arts instruction
- Ongoing reflection on engagement, attendance, and participation data

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.

- Increased student participation in Dance and Music
- Evidence of academic vocabulary use during performances

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.

- Increased collaboration and student persistence

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.

- Increased overall student engagement schoolwide
- Improved school climate survey results

- Completion of scheduled Dance and Music instruction within protected instructional framework

- Improved attendance and school connectedness data
- Increased enrollment in upper-grade performing ensemble

- Correlated improvements in attendance and academic growth due to increased instructional engagement

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell 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	Parent Participation	Mat & Supp			Parent Engagement/ Participation: **No Food or Incentives**	4,726.00
G2A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	700.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance Items	1,476.00
G2A1	Sup & Conc	Instruction	Direct-Food			Food Services	7,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.7000	SEL support **Budget lines for personnel include salaries and related benefits	95,392.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			CSA Overtime for School-Wide Community Events **Budget lines for personnel include salaries and related benefits	622.00
G2A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.3000	SEL support **Budget lines for personnel include salaries and related benefits	40,883.00

\$150,799.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0410 Rowell Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0410	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellow Foundation: Early Literacy Support	64,954.00
060	3010	0410	1110	2495	4300	Mat & Supp					G2A1	Parent Engagement/ Participation: **No Food or Incentives**	4,726.00
060	3010	0410	1110	3130	5211	Local Mileage					G2A1	HSL Mileage	700.00
030	7090	0410	1110	1000	1110	Teacher-Regu	Tutor	T004	Felger, Heidi	0.4375	G1A1		56,141.00
030	7090	0410	1110	1000	1120	Teacher-Subs					G1A1	Certificated Substitute Teacher Certificated Data Chats, SST, and Assessment Support **Budget lines for personnel include salaries and related benefits	16,711.00
030	7090	0410	1110	1000	4300	Mat & Supp					G1A2	Materials And Supplies	20,418.00
030	7090	0410	1110	1000	5723	Direct-Maint					G2A1	Maintenance Items	1,476.00
030	7090	0410	1110	1000	5767	Direct-Food					G2A1	Food Services	7,000.00
030	7090	0410	1110	3130	1210	Crt Pupil-Reg	Social Worker, School	E152	Garcia, Susan	0.7000	G2A1	SEL support **Budget lines for personnel include salaries and related benefits	95,392.00
030	7090	0410	1110	8300	2240	Cls Sup-Ovr					G2A1	CSA Overtime for School-Wide Community Events **Budget lines for personnel include salaries and related benefits	622.00
030	7091	0410	4760	1000	1120	Teacher-Subs					G1A1	Certificated Subs for Planning Time for EL Students and EL Data Chats With Teachers. **Budget lines for personnel include salaries and related benefits	17,983.00
030	7091	0410	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies for EL students.	4,334.00
030	7091	0410	4760	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellow for ELL	15,000.00
030	7091	0410	4760	3130	1210	Crt Pupil-Reg	Social Worker, School	E152	Garcia, Susan	0.3000	G2A1	SEL support **Budget lines for personnel include salaries and related benefits	40,883.00
													\$346,340.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,380.00
Sup & Conc	7090	\$197,760.00
LCFF: EL	7091	\$78,200.00
Grand Total		\$346,340.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$195,541.00
G2 - The Whole Child (SEL and Engagement)	\$150,799.00
Grand Total	\$346,340.00