

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	PALMETTO ELEMENTARY 36-67710-6035851		SSC Approval Date: <u>October 17, 2018</u>
School Address	9325 Palmetto Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____
Name of Principal	Lauri Martin	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of SSC Chairperson	Santiago Alvarez	Phone # and Email	(909) 357-5710 Lauri.Martin@fusd.net
		Phone # and Email	(909) 357-5710 AlvaSA@fusd.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>At Palmetto Elementary, our mission is to provide a learning environment that will ensure meaningful, academic growth for every student. Our focus is to promote significant growth in student achievement through the establishment of the NEU’s, Six Exceptional Systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Palmetto Elementary School has been an integral part of the Fontana Community for 60 years, educating a large population of third generation students. Many traditions that were in place when the school initially opened are still in place today. The school’s professionals are a well-established group of dedicated teachers with a shared sense of responsibility and commitment to providing a highly effective educational program. Parent support demonstrated through parent attendance at meetings, parent conferences, and other parent events held throughout the year.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Training and materials to continue to implement and focus on small group differentiated instruction in a Blended Learning model • On-going professional development to enhance and strengthen the 1-1 program on campus • Maintaining and developing a plan to increase technology devices to expand our current 1-1 program and Blended Learning model • Continue professional development targeted at student need • Continue professional development targeted at staff needs and supports • Development of implementation plan of Moonshot • Increased parent involvement, participation and frequency of events on campus • Designated actions for goals one through seven focused on student growth and achievement. • Update actions and services in goals one through seven to align to Moonshot and school focus • Progress on meeting or not meeting goal areas included: In goals one through seven there were sub areas that were met, and only goal four and seven were all subareas met; one goal areas had not applicable data, but actions and services were discussed in relation to overall observational data to support the continuation of services • Goal Specifics: Goal 1: one sub area of five met, but growth was seen. Goal 2: one sub area of three, but conversation about growth and reclassification occurred Goal 3: No areas to report, but actions and services discussed Goal 4: All sub areas met Goal 5: Two of ten sub areas, but growth overall and change of model discussed Goal 6: One of two, but growth and change of model discussed Goal 7: All sub areas met Areas of identified Strength: * Teacher participation in Professional Learning Communities (PLC’s) and data analysis. * Parent feedback and participation *

	<p>On-going professional development aligned to the needs of student performance based on MAP, SBAC and teacher observational data. * Strong trainer or trainer model for Write from the Beginning * Foundation of 1-1 program implementation for grades three through five * Positive Behavior Interventions and Supports implementation of strategies and approach * Teacher participation in Instructional Leadership Team (ILT) process</p>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Increase/ add extended learning options for students to lean and access the curriculum through enrichment, acceleration and/ or remediation. • Additional services and supports for goal two and English Learner (EL) students. • Increase the consistency of materials and services to students • Continue the transition to a Blended Learning model with a focus on small group instruction • Continued Science, Technology, Engineering and Mathematics (STEM) / Science Technology, Engineering, Art, and Mathematics (STEAM) experiences for our students • Professional Development for our staff • Additional goals and actions for student engagement and additional actions related to Positive Interventions and Supports (PBIS) • Additional goals and actions for Career and College Readiness • Strengthen parent support and participation opportunities
<p>MOONSHOT</p>	<p>Palmetto’s goal is to enhance the instructional program to go beyond the traditional brick-and-mortar setting. Palmetto students will be exposed to 21st Century skills through an enhanced blended learning model and 1-1 program. Students will interact with many different technologies and technological experiences to prepare them for their path beyond Palmetto. Where all our students are engaged in a technologically enhanced setting that allows students to have personalized learning goals and supports based on their needs.</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= 2018 Site DFS + 10 points -39.5 + 10 = -29.5	= 2019 Site DFS -37.4
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= 2018 Site DFS + 15 points -53.7 + 15 = -38.7	= 2019 Site DFS -45.8
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	49.35%
NWEA Math: % of students who meet expected fall to fall growth	52%	46.54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	38%	60%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A. Moonshot - Blended Learning/STEAM <ul style="list-style-type: none"> • Mobile devices/technology • Web based Licenses/ Programs • Consultants • STEAM Opportunities • Instructional Materials • Printing / Duplo Materials and Maintenance 	\$ 47,183.28	\$34,556	SBAC ELA: Fall 19- up 2% @ 36.7%, Projected was loss of 2% Student Movement – 2% gain Prev. YR = 0 gain/ loss proficiency Gap- decrease 2 -37.4 3 YR = 2% overall gain with no gain or loss in any proficiency area SBAC Math: Fall 19- up 3.9% @ 32.3%, Projected was loss of 3% Student Movement – 4.5% gain Prev. YR = 5% gain Proficiency Gap- decrease 8 -45.8 3 YR = 9% overall gain with no gain or loss in any proficiency area	Continue with Modifications: Technology supports and services STEAM opportunities Engineering for kids Instructional materials Supplies Scholastic Materials Blended learning materials and supports Modify Budget: Due to the total Title One allocated amount being less than the previous year. Focus will be on differentiated supports for students and providing extended learning opportunities through our blended learning focus. This goal will be modified into two different goals.

<p>1B. Library Books</p>	<p>\$2,000</p>	<p>MAP Overall: 2019 = 62.5 % gain of 16% 3YR= up 14%</p> <p>MAP ELA: Growth Fall to Fall % met 47.2 to 49.35 Growth Fall 18-Spring 19 % = 47-59= gain 12% All grade levels increased GAP % 3 YR= up 12 %</p> <p>MAP Math: Growth Fall to Fall % met 43 to 46.54 Growth Fall 18-Spring 19 % = 46-66= gain 20% All but 1 grade level increased GAP % 3 YR= up 15%</p>	<p>Discontinue: Based on overlap from Goal 1A and materials being available through online resources</p>
--------------------------	----------------	---	--

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of English Learner (EL) demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	2.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	= 2018 Site EL DFS + 10 points -88.6+ 10= - 78.6	-89.5= 2019 Site EL DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	= 2018 Site EL DFS + 6 points -87.3+6= -81.3	-81.3= 2019 Site EL DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A Additional Support to English Learner (EL) students by extending the learning opportunities or with supplemental supports and services <ul style="list-style-type: none"> • Instructional Materials • Additional Hourly 		\$6,000	11.2% was the reclass rate last year. We had 315 EL students and completed 9 after 2017 Census Day through 2018 Census Day. Overtime from 2017 to 2019 we have closed the EL gap from -101.6 in ELA to -89.5 and in Math from -103.1 to -81.3. Our numbers from 2018 to 2019 didn't change significantly. We have 14 Novice students; 19 Level 1 students; 90 Level 2 students; 96 Level 3 students; and 31 level 4 students. The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors,	Palmetto is making a commitment to additional EL PD Modify current supports by: Increase additional hourly for translations and support Increase EL support materials for instruction Focus will be on differentiated supports for students and providing extended learning opportunities through our blended learning focus Modify Budget: There will be funds allocated to this goal. Last year, there was not allocated amount to the goal.

			<p>reclassification rates cannot be compared from year to year during this transition period. The drop-in reclassification rates were directly related to the changes in the assessments and reclassification criteria.</p> <p>In addition to the change in the process, additional factors that occurred at Palmetto should be considered. Palmetto Increased its Professional Development specifically targeted towards ELD and ELD instruction. There was an increase of support materials that we purchased for intervention of EL students. Palmetto also increased from one bilingual aide to two bilingual aides. Those positions were not filled until December of 2018.</p>	
--	--	--	--	--

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career awareness activities	3	7

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A: Provide College and Career Events on Campus College and Career Day Pathway to College Presentations College and Career Activities	0	0	Palmetto increased activities on campus related to College and Career <ul style="list-style-type: none"> • Hosted College Career Fair • Grade Level presentations Pathway to College by counselor • Math Day and Literacy Day • Parent Awareness events about pathway to college during Parent Coffee by Counselor • One Parenting as Partners Cohort completed • Additional activities on campus to support parent involvement on campus • Integration activities with feeder high school (Math Day 60th Celebration) 	Continue with no modifications

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A. Professional Learning Communities (PLCs) <ul style="list-style-type: none"> • Substitute release time • Additional hourly • Professional reading/books 	\$10,000		Tailored Professional Development Kagan – materials purchased, and professional development completed All teachers provided with Teacher Clarity Materials 100% of grade level participation and implementation of PAWS 100% participation of planning days 100% participation in ILT (Instructional Leadership Team) days and training Implementation of walkthrough tool to monitor classroom and instructional trends Implementation of PLC (Professional Learning Community) model with Administrative Direct Days	Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with services there are no modifications to services.
4B. Professional Development <ul style="list-style-type: none"> • Additional hourly • Substitutes • Training Manuals • Consultant Agreements 	\$10,698	\$5,000	Focused Moonshot and Blended learning integration plan: including academic, inclusion, and clarity in instruction Conducted a needs assessment and create a site strategic plan Release times for professional development and targets development grade level plans Three Professional Development Days and One Instructional Leadership Team Professional development Day: Increased support for testing and EL programs Write from the Beginning and Thinking Maps Math Training and Support	Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with services with no modifications to services.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	.4%	1.3%
	FY (homeless)	4.0%	18.2%
	Hisp	.4%	.9%
	ELL	.3%	.7%
	AA	4.0%	14.3%
	Sped	.7%	5.9%
Expulsion rate		0%	0%
Attendance Rate		97%	96.53%
Chronic Absenteeism Rate		6.7%	12.3%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A: Implementation of student rewards for attendance during monthly pep rallies or awards ceremonies			Full implementation of Fifth Grade Leadership program. Students lead activities with same aged and younger aged peers during lunch at least three times a quarter. Students participated and lead different events on campus Established a positive behavior model on campus – effective November through the end of the year Monthly Pep Rally and student rewards based on Tiger Dollar incentive program	Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with some modifications to services to include supports for Positive Behavior Interventions and Supports (PBIS) .

<p>5B Implementation of school-wide social emotional program to increase student engagement</p> <ul style="list-style-type: none"> • Incentives • Materials and Supplies 	<p>1,207</p>	<p>1,000</p>	<p>Development of PBIS model Development of Multi-Tiered Systems of Supports (MTSS) supports on campus Strategic plan around school discipline and support 456 Referrals for the year, which is decreased from previous year. Decreased daily rate of referrals from 3.2 to 1.6. Current 2019 totals are significantly lowered from the previous year.</p>	<p>Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with services with modification to service allocations. Combine 5A and 5 B with a focus on PBIS supports</p>
<p>5C Increased supervision and support during recess, lunch, before or after school</p> <ul style="list-style-type: none"> • Increased hourly 	<p>5,886.72</p>		<p>100% model of extra hourly and support implemented and phased out to support the development of PBIS (Positive Behavior Interventions and Supports) Model Classified and Certificated Coaching and Professional Development for new positive behavior model</p>	<p>Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with modifications to service allocations: Decreased amount of hourly needed Increase Materials and supplies Home and school communication materials and supplies</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	16
Parent Engagement and Local Climate Survey	25%	21%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A. Parent/Teacher Conferences/ IEP Meetings <ul style="list-style-type: none"> Translation Additional Hourly Substitute Coverage 		\$1,000	Daily assistance with community translation and support. During Parent Teacher conferences translations were done in upwards of eleven a day. Total during that week was eighty. Additional translating supports throughout the year in parent meetings, phone calls, and campus events.	Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with modification to service allocations Increased hourly Increased translation opportunities Add instructional materials for home to school communication such as Nicki folders and agendas. Focus to increase parent engagement and support. Increase parent awareness of student academic needs and supports.

6B. Parent/Family Education Opportunities

- Additional Hourly
- Materials and supplies
- Guest Speakers
- Incentives

\$2,532

Events	Locations	Date	Parents	CCP	Students	Volunteers	Community Members	Teacher /Staff
Back to School	Palmetto	08/16/18	576					40
Parent/Teacher Conferences	Palmetto	01/11/19	600					45
ESL Classes (Monday/Wednesday)	Palmetto	2018-2019	21				1	
Family Math Day	Palmetto	01/15/19	149		720			45
Family Literacy Day	Palmetto	02/26/19	131		720			45
Anti-Bullying	Palmetto	01/31/19	33					4
Coffee with the Principal	Palmetto	08/14/18	31					3
Coffee with the Principal	Palmetto	09/14/19	36					4
Coffee with the Principal	Palmetto	10/12/19	24					4
Coffee with the Principal	Palmetto	11/09/19	8					3
Coffee with the Principal	Palmetto	01/11/19	15					4
Coffee with the Principal	Palmetto	02/05/19	13					2
Coffee with the Principal	Palmetto	03/12/19	18					5
School Site Council	Palmetto	03/28/19	2					4
School Site Council	Palmetto	01/22/19	2					4
School Site Council	Palmetto	11/13/18	3					6
School Site Council	Palmetto	10/05/18	3					5
School Site Council	Palmetto	09/08/19	2					5
School Site Council	Palmetto	8/30/2019	2					5
Sweetheart Social	Palmetto	2/14/2019	349		500	8		30
Pep Rally	Palmetto	10/26/2018	37		720			45
Pep Rally	Palmetto	11/30/2018	46		720			45
Pep Rally	Palmetto	3/1/2019	7		720			45
Pep Rally	Palmetto	3/29/2019	35		720			45
BBQ Lunch Picnic	Palmetto	3/14/2019	108		720			20
Technology Parent Meeting	Palmetto	8/16/2019	94					5
Technology Parent Meeting	Palmetto	8/23/2019	46					5
ELAC Meetings	Palmetto	9/21/2018	17					3
ELAC Meetings	Palmetto	10/26/2018	11					3
ELAC Meetings	Palmetto	2/8/2019	11					3
ELAC Meetings	Palmetto	3/26/2019	15					2
Family Fitness	Palmetto	8/31/2018	38		500			10
Family Fitness	Palmetto	10/26/2018	39		500			10
Family Fitness	Palmetto	3/29/2019	72		600			20
Parent Leadership Workshop (7weeks)	Palmetto	4/9/2019	15					2
Kinder Orientation	Palmetto	8/16/2018	31					6
College and Career Day	Palmetto	1/17/2019	50		720	20		60
Totals			2690	0	1440	28	1	592

Modify Budget: This is due to the total Title One allocated amount being less than the previous year. Continue with some modifications to service allocations

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	41%	45%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A. Identify a teacher to participate in FUSD Wellness Committee and complete annual assessment.			Students participate in Physical Education (PE) and other physical fitness activities on campus to promote wellness. “Family Fit Friday” events occurred one times a month during the school year. Students in 5 th grade participate in Physical Education testing and practice throughout the year on the skills they will be working on. All teachers have access to our SPARKS PE equipment and materials to run a PE program. Additionally, Palmetto participated in a wellness drive for Healthy Hearts: Jump Rope for Heart, to continue to promote health and wellness on campus. Last year student percentage was 39.3 %, this year we grew to 45%.	Continue services and supports.

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The SPSA evaluation was done over the course of multiple meetings. The first step was to review data and current progress towards goal. Analysis of student achievement and growth was then updated in the school’s strategic plan, which was shared with all stakeholders. Stakeholders had opportunities to share feedback in a parent coffee, ELAC and SSC forums. Staff was able to give feedback during staff meetings and through their ILT leads. Feedback was then reviewed discussed and used to make decisions in relation to the site plan.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>In goals one through seven there were sub areas that were met, and only goal four and seven were all subareas met. One goal area had not applicable data, but actions and services were discussed in relation to overall observational data to support the continuation of services. Some of the significant actions that were discussed as to contributing to student success were related to specific strategic plans, expansion of blended learning, professional development, extra support from staff/ hourly and differentiated supports for learners. It was discussed that many of the services actions we have can continue to stay with a focused geared towards differential supports, technology access/ supports for Blended learning and a focus on extended learning opportunities. Additional supports that were highlighted were the opportunities for Engineering labs, student Positive Behavior Interventions and supports, and professional learning.</p> <p>Goal Specifics: Goal 1: one sub area of five met, but growth was seen. Goal 2: one sub area of three, but conversation about growth and reclassification occurred Goal 3: No areas to report, but actions and services discussed Goal 4: All sub areas met Goal 5: Two of ten sub areas, but growth overall and change of model discussed Goal 6: One of two, but growth and change of model discussed Goal 7: All sub areas met</p> <p>Areas of identified Strength: * Teacher participation in Professional Learning Communities (PLC’s) and data analysis. * Parent feedback and participation * On-going professional development aligned to the needs of student performance based on MAP’s, SBAC and teacher observational data. * Strong trainer or trainer model for Write from the Beginning * Foundation of 1-1 program implementation for grades three through five * Positive Behavior Interventions and Supports implementation of strategies and approach * Teacher participation in Instructional Leadership Team (ILT) process</p> <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>In goals one through seven there were multiple sub areas that were not met, and only one goal area that didn’t have any area that was not met. Two goal areas had not applicable data, but actions and services were discussed. Team discussed the need to make sure actions and services that were continued addressed differentiated instruction, integration of technology supports for blended learning, and an opportunity for extended learning. The team also discussed that at this</p>

time there was no need to buy additional library materials but focus more on instructional materials and technology applications. The team also talked about the decrease of extra hourly for supervision, now that shifts towards Positive Behavior Interventions and Supports program and site supervision model has changed.

In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?

Goal Specifics:

Goal 1: One sub area of five met, but growth was seen. This goal we talked about all students and their growth. Specific gaps were discussed with our English Learner (EL) and Students with Disabilities (SWD) . Overall growth was seen, but the team decided that the focus should be on differentiated instructional supports, with the support of extended learning opportunities. We talked about the increased awareness and fidelity to our strategic plan created clarity to our barriers to this goal. These are seen in needs area.

Goal 2: One sub area of three, but conversation about growth and reclassification occurred. There was a distinct rational to contribute the understanding of why students did not meet the target. Explicit actions will be developed to increase student collaboration, extended learning opportunities and alignment to the blended learning model to support our English Learner population.

Goal 5: Two of ten sub areas, but growth overall and change of model discussed. We attributed to decline due to the Positive Behavior Interventions and Supports model implementation. The site has seen a decreased in student discipline since the implementation of the supports. The site had some abnormal discipline and student needs; that were addressed by putting a Positive Behavior Interventions and Supports model and professional development plan in place.

Specific populations that we discussed were our English Learner and Special Education students. Palmetto’s strategic plan for inclusion, Positive Behavior Interventions and Supports model, small group differentiated supports that will be added this year are researched based models and philosophies that have increased student achievement.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

- * Increased focus towards differentiated instruction and support models
- * Increased opportunities for students to have extended learning opportunities; especially for key subgroups
- * Fidelity to Blended learning programs and supports
- * increase student achievement in at risk population s and subgroup areas identified above
- *Increase the consistency of materials and services to students to address student gaps and needs with the use of the school adopted monitoring tool
- * Continued Science, Technology, Engineering and Mathematics (STEM) / Science, Technology, Engineering, Art, and Mathematics (STEAM) experiences for our students
- * On-going professional development for staff based on strategic plan and needs assessment
- * On-going professional development to enhance and strengthen the 1-1 program on campus
- * Continue a range of Professional development targeted at the needs of the staff and student
- * Increase parent involvement, participation and frequency of events on campus
- * Development of implementation plan of Moonshot
- * Plan to maintain and increase technology devices on campus
- * Additional supports and actions for student engagement
- * Additional goals and actions for Career and College Readiness

	* Increased support and Professional Development form Multi-Tiered Systems and Supports and Positive Behavior Interventions and Supports model development
--	--

2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-37.4	-27.4= 2019 Site DFS + 10 points
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-45.8	-30.8= 2019 Site DFS + 15 points
NWEA MAP Reading: % of students who meet expected fall to fall growth	49.35	54
NWEA Math: % of students who meet expected fall to fall growth	46.54	55
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	60	65

Identified Need(s):	<p>Consider what teachers need to improve their instructional delivery.</p> <p>Consider what students need in order to learn.</p> <p>Student instructional model should focus a strong differentiated approach to student learning, through a blended learning model.</p> <p>Teachers need supplemental resources to differentiate instruction</p> <p>Teachers need organizational supplies to deliver small group instruction</p> <p>Teachers need technology to support a blended learning model learning model</p> <p>Teachers need support in developing differentiated instructional plans</p> <p>Students need increased access to extended learning opportunities to learn and access the curriculum through enrichment, acceleration, or remediation</p> <p>Students need increased access to differentiated curriculum and instruction</p> <p>Students need access to technology applications that support a blended learning format</p> <p>Students need access to supplemental materials and texts that support their instructional programs.</p> <p>Students need access to STEAM opportunities that allow them to expand, access and explore so they can apply the skills and knowledge presented in their instructional programs.</p>
----------------------------	---

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>A. Deliver small group, differentiated instruction in a Blended Learning model: Students will have access and be supported with materials that address the components of the differentiated model. Teachers will receive support and materials to address the needs of a differentiated model in blended learning format. Both teachers and students will have access to materials and supplies that facilitate this goal.</p> <p>B. Provide extended learning opportunities to students that allow students to learn and access the curriculum through enrichment, acceleration or remediation. Students and teachers will be supported by materials that are needed for these opportunities.</p>	<p>Increase extend learning opportunities for students Aug-May. Increased technology and blended learning support November 2019-May 2020. Differentiated supports and instruction 5 out of 5 days a well throughout the year.</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>A. Deliver small group, differentiated instruction in a blended learning model: Students will have access and be supported with materials that address the components of the differentiated model. Teachers will receive support and materials to address the needs of a differentiated model in blended learning format. Both teachers and students will have access to materials and supplies that facilitate this goal.</p> <p>B. Provide extended learning opportunities to students that allow students to learn and access the curriculum through enrichment, acceleration or remediation. Students and teachers will be supported by materials that are needed for these opportunities. This includes facilitating, integrating and providing multiple activities/ programs on the school site.</p>	<p>Extended learning programs and professional development plans will be executed and monitored through the school site strategic plan. It will be monitored through the site adopted monitoring tool. Interventions and other instructional supports occur throughout the school week. Students and teachers will be supported throughout the 19-20 school year.</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Deliver small group, differentiated instruction in a blended learning model: Students will have access and be supported with materials that address the components of the differentiated model. Teachers will receive support and materials to address the needs of a differentiated model in blended learning format. Both teachers and students will have access to materials and supplies that facilitate this goal. Students growth will be monitored through the site monitoring tool to make sure these populations are seeing growth. Adaptations to the program will be addressed through a needs assessment and supports will be implemented to support our learners.</p>	<p>A school-wide monitoring tool is in place throughout the academic 19-20 school year. This monitoring tool is aligned to the school strategic plan to close the achievement gaps and address student needs. All materials, supplies and supports must align to the targeted need allocated. This process is ongoing throughout the school year.</p>

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A. Moonshot focus: Blended Learning Model with Small group Differentiated Instruction <ul style="list-style-type: none"> • Mobile devices/technology • Web based Licenses/ Programs/ Applications • Instructional Software • Consultants • STEAM Opportunities • Instructional Materials • Printing / Duplo Materials and Maintenance • Organizational Materials • Additional Hourly 	CFA 's/ IAB's Walk through Implementation Data A2I Data Staff and Student Feedback	All	Classroom Teachers, Administration	36,506.00
1B. Moonshot Focus: Extended Learning oppportunities <ul style="list-style-type: none"> • Additional Hourly • Standards based tutoring • Homework Support • STEAM Opportunities/ Academic Enrichment • Intervention Support 	Pre/ Post- test assessment Monitoring tools to track student movement Participation Feedback Participation Rates	Students identified as at risk or need of extended services; using multiple measures	Classroom Teachers, Program Staff	8,000.00
Total Estimated Cost for This Goal:				44,506.00

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	2.6%	10% ≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-89.5	2019 Site EL DFS + 10 points= -79.5
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-81.3	2019 Site EL DFS + 6 points= -75.3

Identified Need(s):	<p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <p>Student instructional model should focus a strong differentiated approach to student learning, through a blended learning model.</p> <p>Teachers need support and supplemental resources to differentiate instruction with English Learner strategies and supports</p> <p>Teachers need organizational supplies to deliver small group instruction for EL Students and Teachers need support in developing differentiated instructional/ ELD plans</p> <p>Students need increased access to extended learning opportunities to learn and access the curriculum through enrichment, acceleration, or remediation</p> <p>Students need increased access to differentiated curriculum and instruction and Students need access to supplemental materials and texts that support their instructional programs.</p>
----------------------------	---

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Additional Support to English Learner students by extending the learning opportunities or with supplemental supports and services. Extended focus on Blended Learning Model with Small group Differentiated Instruction <ul style="list-style-type: none"> • Instructional /Organizational/Collaborative Structures Materials and supports • Additional Hourly • English Learner support materials for vocabulary development • Mobile devices/technology/ Web based Licenses/ Programs/ Applications /Instructional Software 	CFA/ IAB Data Walkthrough Data Prep Post Tests	EL Students	Teachers Administration English Learner Site Coordinator	4,000.00
Total Estimated Cost for This Goal:				4,000.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities	7	10

Identified Need(s):	<p style="color: green;">Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator.</p> <ul style="list-style-type: none"> • Students need to have exposure to college and career activities to increase reediness • Students need to have opportunities to explore college and career pathways
----------------------------	--

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Students need to have exposure to college and career activities to increase reediness are addressed using additional funding. Students need to have opportunities to explore college and career pathways addressed using additional funding.	(These needs will be addressed using other funding sources)			
Total Estimated Cost for This Goal:				

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

Identified Need(s):	<p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <p>Teachers need professional development to deliver small group instruction Teachers need professional development to design rigorous, engaging, instruction Teachers need professional development around supports and programs related to blended learning Teachers need increased time and opportunities to function as a PLC to address the needs of our students Teachers need increase time to design supports for CFA/ instructional practices and strategies for analyzing/ monitoring student growth</p>
----------------------------	--

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Professional Learning Communities (PLCs) <ul style="list-style-type: none"> Substitute release time Additional hourly Professional reading/books 	CFA, PLC Agendas, Walkthrough Data, Paw Monitoring Tool SBAC/ MAP Data	All	Teachers Administration	10,000.00
4B. Professional Development <ul style="list-style-type: none"> Additional hourly Substitutes Training Manuals Consultant Agreements Workshops/ Trainings / Conferences 	CFA, PLC Agendas, Walkthrough Data, Paw Monitoring Tool SBAC/ MAP Data	All	Teacher Administration	10,000.00
Total Estimated Cost for This Goal:				20,000.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	1.3%	.7%
	FY (homeless)	18.2%	9.0%
	Hisp	.9%	.4%
	ELL	.7%	.3%
	AA	14.3%	9.0%
	Sped	5.9%	1.0%
Expulsion rate		0%	0%
Attendance Rate		96.53%	97%
Chronic Absenteeism		12.3%	10.0%

Identified Need(s):	<p>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <p>Teachers need professional development on behavioral and social/ emotional learning instruction</p> <p>Students need extended learning opportunities around behavioral and social emotional supports</p>
----------------------------	--

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
5A. Implementation of school-wide social emotional program to increase student engagement and attendance <ul style="list-style-type: none"> Academic incentives Extra hourly School wide social emotional program supplies and materials Training Materials/ Workshops / Professional Development 	Monthly Behavior Reports Monthly Attendance Reports Agendas for PD / Trainings SBAC/ MAP Data	All	Awards/ Celebrations Committee Administration	2,000.00
5B. Provided Extended learning opportunities <ul style="list-style-type: none"> Academic incentives Extra hourly Instructional Materials/ Workshops / Professional Development 	Monthly Behavior Reports Monthly Attendance Reports Agendas for PD / Trainings SBAC/ MAP Data	Identified students/ subgroups by needs assessment	Awards/ Celebrations Committee Administration	2,000.00
Total Estimated Cost for This Goal:				4,000.00

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	16	20
Parent Engagement and Local Climate Survey	21%	25%

Identified Need(s):	<p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</p> <ul style="list-style-type: none"> • Parents need opportunities to participate in their child’s learning • Parents need communication in their primary language • Parents need timely communication to make informed decisions regarding their child’s education
----------------------------	---

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A. Home to School Communication <ul style="list-style-type: none"> • Translation: Parent Conferences / meetings • Additional Hourly • Communication folders and Student Planners • Newsletters 	Event Feedback Forms Sign in Sheets	All	Community Aide, Administration	3,000.00
6B. Parent/Family Education Opportunities <ul style="list-style-type: none"> • Additional Hourly • Materials and supplies • Guest Speakers, Parent trainings • Incentives • Family Learning Events, Parent Involvement Programs • Childcare, Translation and interpretation 	Event Feedback Forms Sign in Sheets	All	Community Aide, Event Staff Administration	3,000.00
Total Estimated Cost for This Goal:				6,000.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Expand Blended Learning Program including 1-1 supports	All	80,000	Administration, Technology support, Teachers
Preplacement of Aged out Technology	All	10,000	Technology Support, Administration
Increase Professional Development Opportunities through conference, trainings, or release days	All	30,000	Teacher on Assignment, Administration
Increase School-wide opportunities for extended learning for students	All	15,000	Teachers

Programs Included in this Plan *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$78,506.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,587.00
Total amount of federal funds allocated to this school		\$78,506.00

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

<p>Goal 4</p>	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
<p>Goal 5</p>	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
<p>Goal 6</p>	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
<p>Goal 7</p>	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Lauri Martin	Principal	Not Applicable	Not Applicable	1
Vuthny Prak	Classroom Teacher	2 Years	September 2021	1
Jaeannette Campbell	Classroom Teacher	2 Years	September 2020	1
Santiago Alvarez	Classroom Teacher	2 Years	September 2021	1
Maria Peiten	Another Staff Member (Specify):	2 Years	September 2021	1
Sub Total: 5				
Elena Soltero	Parent/Community Member	2 Years	September 2021	1
Tim Salazar	Parent/Community Member	2 Years	September 2020	1
Jasmine Lopez	Parent/Community Member	2 Years	September 2020	1
Christina Mungnia	Parent/Community Member	2 Years	April 2021	1
Yamira Alvarez	Parent/Community Member	2 Years	April 2021	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Required:

English Learner Advisory Committee _____

 Signature

Recommended:

Special Education Advisory Committee _____

 Signature

Optional:

Other committees established by the school or district (specify) _____

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/17/2019.

Attested:

Lauri Martin
 Typed name of School Principal

 Signature of School Principal

10/17/19
 Date

Santiago Alvarez
 Typed name of SSC Chairperson

 Signature of SSC Chairperson

10/17/19
 Date