

# The Single Plan for Student Achievement

**School:** Birch Lane Elementary School  
**CDS Code:** 57 72678 6056246  
**District:** Davis Joint Unified School District  
**Principal:** Jim Knight, Principal  
**Revision Date:** May 31, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Birch Lane Elementary School's Vision and Mission Statements**

#### **Birch Lane School Mission Statement**

Our mission is to provide a safe, challenging and creative environment which nurtures self-esteem and equips students with the skills to help them function as effective and productive persons now and in the future.

In achieving our mission, Birch Lane School is guided by the following beliefs:

Every child is capable of learning.

Every child deserves a safe, nurturing environment while at school.

We are committed to supporting the academic and social-emotional needs of all students and staff.

Our staff is our greatest asset and the foundation of our success.

Each member of our staff is responsible and accountable for excellence in providing quality learning for students.

Our staff will strive to provide the highest quality of education, materials, and school climate that is possible using the resources we have available.

All members of the Birch Lane community are treated with respect and courtesy in a professional and confidential manner.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Youth Truth Survey was administered in October 2015 to students 3-6th grade, and to staff in April of 2016. Students reported a feeling a being supported by the teachers. They reported a disconnect between homework and school.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes classes informally on a regular basis. Lessons are standard's based and engagement is strong. Montessori classes integrate their pedagogy and district/state curriculum, and take the same district assessments.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Birch Lane reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, SITE staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff at Birch Lane uses curricularly embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. Next year's adoption of English Language Arts/English Language Development materials promise more streamlined assessment of reading, comprehension, and writing skills.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

No longer applicable under Every Student Succeeds Act (ESSA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Birch Lane are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coaches and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. In the 2017-2018 school year, as we learn more about the ELA/ELD standards and frameworks and adopted materials, we expect a parallel process in assessment and professional growth. All staff has worked to better understand differentiation and the intentional design of California Common Core.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Birch Lane we have benefited from a Differentiation Specialist, Reading Specialists with expertise in foundational reading skills, as well as Instructional Math Coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At SITE collaborative time is both supported and valued, but also explicitly designed within contract time. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As new frameworks are adopted, Birch Lane has participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. We expect to parallel this process for ELA/ELD next year and continue to learn, implement, and align standards and frameworks for Social Science, Next Generation Science, and Health in the coming years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Birch Lane we have an average dedicated time to math of 1 hour and in ELA/ELD of 1.5 hours. It is our intention to have less variability on site and district wide next year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Birch Lane uses an RtI model to support intervention. This may include push-in or pull-out services, as well as before and after school intervention.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At Birch Lane K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase this May and will be on site for use this fall. These materials include those needed for intervention, additional depth or complexity.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Birch Lane staff are trained in the use of adopted materials and supported by an intervention specialist.

14. Research-based educational practices to raise student achievement

At Birch Lane we have focused practice on strategies supported by research that include: restorative practices and social emotional learning, Number Talks, formative assessment, Professional Learning Communities, Daily Five.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Birch Lane we communicate progress during report card periods and at other times as needed. Our Student Study Team (SST) meets with families as needed throughout the school year. We hold Title 1 nights, Literacy Nights, Math Nights, PBIS Nights, and ELAC Nights, during the school year to provide information to families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Birch Lane families are invited to participate in learning and volunteer in the classroom. Our Birch Lane PTA provides garden support to every classroom and works to improve the outside learning areas on campus.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Birch Lane receives support from the district, Title 1, LCFF, the Birch Lane Montessori Parents Advisory Committee and PTA.

18. Fiscal support (EPC)

Birch Lane receives support from the district, Title 1, LCFF, the Birch Lane Montessori Parents Advisory Committee and PTA.

**Description of Barriers and Related School Goals**

Birch Lane is implementing a systemic Response To Intervention (RTI) process to address our high number of non-proficient students. We have funded an RTI Specialist / Instructional support position (.1 FTE) through our Single Site Plan. The RTI Team is

refining our Academic RTI Triangle to identify areas of support. The district has provided an instructional support coach who works with all schools (.5 FTE) to assist in planning, professional development, and alignment of assessments. We have increased our school counselor from .75 FTE to .8 FTE through additional Single Site Plan funding. The counselor is refining our Social-emotional Learner (SEL) Triangle to identify areas of SEL support which is an area of need according to our school (3rd-6th grade) survey and school data. Our Positive Behaviors Intervention and Support (PBIS) Team is implementing school-wide processes to support goal setting, celebration, and SEL support systems in all classrooms. Our counselor is providing lessons in Kelso's Choice in all classrooms to support a common language for conflict resolution, restorative Practices, and anti-bully behavior.

Birch Lane has a high number of English Learners (EL). We have over 32 languages identified as primary languages. Our EL Specialist and EL para-educators provide support for all students CELDT 1-3.

Our RTI Team uses Academic Conferences, four meetings per year per teacher, to monitor progress for all students. We use classroom, district, and summative assessments to monitor the progress of all students. Students in need of support will be considered for Tier II and Tier III supports as well as Tier I supports already provided in the classroom.

We are increasing our use of Chromebooks for classroom instruction and intervention in primary and intermediate classrooms.

We are increasing our use of Illuminate Data Systems to monitor assessment data for all grade levels and to support our Academic Conference and RTI process.

We are increasing our EL para-educator support and our EL specialist support to increase CELDT 1-3 services.

We will use SBAC data as one measure of student progress.

We will implement a student goal setting process.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	90	90	79	77	79	77	87.8	85.6
Grade 4	89	94	83	83	83	83	93.3	88.3
Grade 5	65	84	62	82	62	82	95.4	97.6
Grade 6	95	78	86	71	84	71	90.5	91
All Grades	339	346	310	313	308	313	91.4	90.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2458.5	2463.5	43	51	22	14	18	17	18	18
Grade 4	2485.1	2500.4	36	35	23	33	16	16	25	17
Grade 5	2517.5	2514.5	24	29	31	28	24	13	21	29
Grade 6	2557.7	2549.5	23	27	42	38	20	21	14	14
All Grades	N/A	N/A	32	35	29	28	19	17	19	20

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	46	49	34	30	20	21	
Grade 4	45	33	33	47	23	20	
Grade 5	31	33	40	33	29	34	
Grade 6	25	24	60	56	15	20	
All Grades	37	35	42	41	21	24	

Writing Producing clear and purposeful writing							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	29	34	49	50	22	16	
Grade 4	20	34	47	53	33	13	
Grade 5	23	37	55	37	21	27	
Grade 6	40	32	40	46	18	21	
All Grades	29	34	47	46	23	19	



Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	38	57	55	11	7
Grade 4	25	27	55	69	19	5
Grade 5	19	26	65	57	16	17
Grade 6	17	23	75	65	8	13
All Grades	23	28	63	62	14	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	41	42	44	39	15	18
Grade 4	18	33	43	55	17	12
Grade 5	32	38	52	45	16	17
Grade 6	37	34	57	56	6	10
All Grades	32	37	49	49	13	14

**Conclusions based on this data:**

1. A significant amount of our population did not reach proficiency in ELA on this baseline assessment.
2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the RTI Team in identifying students in need of Tier II and Tier III support earlier in the school year.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	90	90	87	80	86	79	96.7	88.9
Grade 4	89	94	83	88	81	87	93.3	93.6
Grade 5	65	84	62	82	62	82	95.4	97.6
Grade 6	95	78	87	75	86	74	91.6	96.2
All Grades	339	346	319	325	315	322	94.1	93.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2446.3	2472.0	24	43	33	23	21	20	21	14
Grade 4	2483.1	2500.4	19	30	39	30	22	29	19	11
Grade 5	2512.3	2515.9	23	26	21	23	35	28	21	23
Grade 6	2546.3	2568.5	22	32	30	26	29	27	18	15
All Grades	N/A	N/A	22	33	31	25	26	26	20	16

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	49	38	33	28	18
Grade 4	28	36	43	38	28	26
Grade 5	27	29	29	34	44	37
Grade 6	27	39	38	38	35	23
All Grades	29	38	38	36	33	26

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	36	49	42	34	22	16
Grade 4	32	31	44	47	23	22
Grade 5	32	26	44	46	24	28
Grade 6	29	32	52	50	19	18
All Grades	32	34	46	44	22	21

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	43	49	44	19	13
Grade 4	30	39	47	45	23	16
Grade 5	26	26	55	49	19	26
Grade 6	33	34	45	49	22	18
All Grades	30	35	49	47	21	18

**Conclusions based on this data:**

1. A significant amount of our population did not reach proficiency in math on this baseline assessment.
2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the RTI Team in identifying students in need of Tier II and Tier III support earlier in the school year.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K											***				
1	29	24		29	35		21	29			6		21	6	
2	20	14		27	43		20	7		20	14		13	21	
3		8		***	25		***	58			8				
4		13		38	13		38	38		25	25			13	
5	***	20		***	20			60							
6	17			50	***		17	***					17		
Total	19	15		35	31		23	34		10	12		13	8	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		5		22	5		39	23		9	23		30	45	
1	27	21		27	29		20	21			4		27	25	
2	17	11		28	32		17	16		17	16		22	26	
3		12		8	29		15	41			6		77	12	
4		13		33	7		33	27		22	13		11	40	
5	17	17		67	33			50					17		
6	14			43	17		14	33					29	50	
Total	10	12		27	21		23	27		8	11		32	29	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	36	48	59
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	36	48	59
Number Met	17	33	41
Percent Met	47.2%	68.8%	69.5%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	47	10	72	6	81	5
Number Met	9	--	18	--	22	--
Percent Met	19.1%	--	25.0%	--	27.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

### Conclusions based on this data:

1. The 2015-16 SBAC assessment provides baseline data. It can not be compared to previous CST scores due to a shift in standards and testing modality.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning. Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
<b>SCHOOL GOAL #1:</b>
The number of students who score non-proficient on the CAASPP test during the 2017-18 school year will decrease by at least 10% in all subgroups. The progress of our students, as measured in a Growth Model, will be signified at the "Green" or "Blue" level.
<b>Data Used to Form this Goal:</b>
ELA CAASPP Test grade level Claims scores.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher review of students' reading and writing assessments at staff level and grade level meetings, academic conferences throughout the year to review individual student progress, performance task rubrics aligned to Common Core State Standards (CCSS), and interim assessments aligned to CCSS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist students reading below grade level in kindergarten through sixth grade with small group reading and writing instruction and Reading Room support (push-in/pullout).	8/23/2017 - 6/7/2018	Reading para-educators, Reading Teacher, classroom teachers, targeted students	Reading para-educator FTE, multiple positions		Title I Part A: Allocation	18,255



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.	8/23/2017 - 6/7/2018	Lynne Sundstrom, Rose Turner, Jim Knight	Library books and materials		LCFF - Base	1,000
			Non-fiction books for struggling readers		Title I Part A: Allocation	2,000
Assist K-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency. 18 Chromebooks to support K-2 small group instruction.	8/23/2017 - 6/7/2018	K-2 teachers, kindergarten para-educator, Jim Knight	Paraeducator FTE		LCFF - Supplemental	8,000
			Paraeducator FTE		Title I Part A: Allocation	9,300
Birch Lane will refine and maintain the approach to education that supports a positive professional learning community. The staff will continue to be trained in Academic Conferencing and have a total of 3 release days (one per trimester) to meet, collaborate and discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.	8/23/2017 - 6/7/2018	All staff members	Release days for Academic Conferencing		District Funded	6,000
Assist 3rd grade teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency and/or Close Reading strategies.	8/23/2017 - 6/7/2018	3rd grade teachers Para-educator Principal	3rd Grade Paraeducator (.1 FTE per 3rd grade class)		District Funded	15,000
			3rd Grade Paraeducator (.1 FTE per 3rd grade class) (1- additional class for 1 year)		Site Based Gifts and Donations	1,800

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
<b>SCHOOL GOAL #2:</b>
The percent of EL students scoring proficient or above on the 2016-2017 ELA and Math SBAC testing and district interim assessments will increase by at least 10% and the number of non-proficient students will decrease by at least 10% in all sub groups. Students will progress yearly in advancing in CELDT levels with a goal of one level per year minimum.
<b>Data Used to Form this Goal:</b>
Data from district reading and benchmark assessments. SBAC data from 2016-2017, Yearly CELDT data.
<b>Findings from the Analysis of this Data:</b>
EL students need more support to achieve proficiency in English and Languages arts, science, social studies, and math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher and RTI Team will review of EL students' classroom and district assessments and monitor for adequate progress. Academic Conferencing and teacher collaboration time will be used to monitor student progress and provide effective, ongoing interventions through RTI.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator delivers required designated ELD minutes of instruction.	8/23/2017 - 6/7/18	EL Para-educator, EL Specialist, RTI Team	EL Paraeducator FTE .4		LCFF - Supplemental	16,000
			EL Paraeducator FTE .1		Title I Part A: Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .4 EL Specialist to support our growing EL population. (We want to increase that by .2 giving us a total of two days of support per week.)	8/23/2017 - 6/7/2018	Principal, EL Specialist, DJUSD EL coordinator, RTI Team	EL Specialist, .40 FTE		District Funded	30,000
			EL Specialist, .20 FTE		LCFF - Supplemental	5,000
					Title I Part A: Allocation	6,000
					LCFF - Base	2,000

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Visual &amp; Performing Arts</b>
<b>LEA GOAL:</b>
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.
<b>SCHOOL GOAL #3:</b>
All students will have access to fine arts instruction to increase students' sense of belonging and connection to the school. Multiple intelligences are also addressed as students have instruction in fine arts.
<b>Data Used to Form this Goal:</b>
Research studies that indicate greater academic success for students who are enrolled in fine arts classes.
<b>Findings from the Analysis of this Data:</b>
Students who are struggling academically, including EL students and SES disadvantaged students perform at the level of majority students in fine arts classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Improved School Climate Data, student engagement in art and music programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Art teacher to teach monthly classes to students in primary grades.	8/23/2017 - 6/7/2018	Art teacher,	Art Teacher VSA		Parent-Teacher Association (PTA/O)	8,000
Missoula Children's Theater	November 2017	PTA	PTA funded			3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District-funded Elementary Music program Students have the opportunity to take beginning and continuing band (grades 5,6) and strings (grades 4,5,6) classes with a credentialed music teacher. Classes are once a week for 30 minutes and students make-up work they miss in class.	8/24/2016 - 6/8/2017	Available to 4th, 5th and 6th grade students, music teachers				

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
<b>SCHOOL GOAL #4:</b>
Reduce the number of non-proficient students by 10% school wide and in all sub-groups in mathematics. Using the Growth Model, overall student scores will maintain or increase and score in the "Green" or "Blue" range for all subgroups.
<b>Data Used to Form this Goal:</b>
Interim Assessments and on-going site assessments, 2017 SBAC data and district assessments.
<b>Findings from the Analysis of this Data:</b>
. We will use the data as one measure of progress along with district assessments. Data from SBAC indicates student proficiency is increasing.
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC test results from Spring, 2017 District assessments and Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use DreamBox Math Software to analyzes student progress and indicate areas of strength and need.	8/23/2017 - 6/7/2018	Rti Team	Analyze data from math work and identify areas of need for Tier 2 and 3 intervention during Academic Conferencing.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.	8/23/2017 - 6/7/2018	3rd-6th grade teachers, RTI team,	Math intervention para-educator		Title I Part A: Allocation	7,000
			Math intervention para-educator		LCFF - Base	3,000
Math Coach (.5 FTE) works with grade 4-6, and lower grades when appropriate, to support aligning instruction to CCSS, to improve math practices, develop curriculum guides, and to create and analyze assessments.	8/23/2017 - 6/7/2018	Math Coach, Curriculum and Instruction.	Math Coach		District Funded	

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.
<b>SCHOOL GOAL #5:</b>
The site has an LCD projector and document camera, at minimum, for instruction. The site maintains a computer lab and 172 Chromebooks for use K-6th grade for use in instruction, assessment, and intervention.
<b>Data Used to Form this Goal:</b>
Assessment data from district assessments and SBAC testing is used to monitor student progress.
<b>Findings from the Analysis of this Data:</b>
The research indicates that all students would benefit from greater focus on instruction.
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC tests, district assessments, classroom performance tasks and Interim Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support	8/23/2017 - 6/7/2018	Staff principal, teachers, ITS	Instructional Technician Specialist (ITS) .5 FTE		District Funded	25,500



## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
<b>SCHOOL GOAL #6:</b>
90% of Birch Lane students will develop skills in building friendships and resolving playground disputes, thereby reducing incidents of classroom and playground disputes to less than 1 per week in Spring 2017. Birch Lane will Implement Positive Behavior Interventions Strategies (PBIS) to increase positive behavior in all students and celebrate using student recognition assemblies.
<b>Data Used to Form this Goal:</b>
Student school climate surveys, playground referrals.
<b>Findings from the Analysis of this Data:</b>
Some students consistently struggle with playground interactions. Some students feel isolated on the playground. By teaching all students "Kelso's Choices" and friendship skills, every child is empowered to solve disagreements and help others to do so.
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff and SSC review of school climate surveys, teacher and lunch supervisor reports, discipline records

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills. The school will utilize data from PBIS to make decisions to support children.	8/23/2017 - 6/7/2018	Kindergarten through sixth grade teachers, kindergarten through sixth grade students, classified employees, parents, school counselor, Principal.	Counselor .50 FTE Counselor .125 FTE Counselor .125 FTE Counselor .05 FTE		District Funded LCFF - Base LCFF - Supplemental Title I Part A: Allocation	37,500 9,644 8,648 4,085
Students in fourth through sixth grade will use academic planners to keep track of school assignments and build organizational skills and all families will receive a handbook which will include information about the site, staff, and district.	8/23/2017 - 6/7/2018	Intermediate teachers, intermediate students, parents of intermediate students.	Student Planners		Parent-Teacher Association (PTA/O)	1,500
4th grade students will experience a half day Touch of Understanding presentation to help them be more accepting of their own disabilities and those of others.	8/23/2017 - 6/7/2018	Principal, 4th grade teachers	Touch of Understanding Assembly fee		Parent-Teacher Association (PTA/O)	1,000
4th grade students will use SMART Goals to create individual learning goals.	8/23/2017 - 6/7/2018	Principal and teachers	SMART Goals created on Chromebooks.		None Specified	

## Planned Improvements in Student Performance

### School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Response to Intervention and Instructional Support</b>
<b>LEA GOAL:</b>
LCAP Goal 3: We will develop and implement a district-wide assessment system aligned to the //cuss to effectively analyze student performance, data at more frequent intervals, in order to improve instruction, close the achievement gap, and ensure meet or exceed district standards.
<b>SCHOOL GOAL #7:</b>
Develop and implement an Rti system to monitor, student progress and develop Tier 2 and Tier 3 Interventions. Systematize the SST process, develop intervention cycles, and record data through the academic conference format for supporting student progress.
<b>Data Used to Form this Goal:</b>
School and district formative and summarize assessments.
<b>Findings from the Analysis of this Data:</b>
We will review the effectiveness of the RTI process in the Spring of 2017 through student data.
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.	8/23/17 - 6-8-2018	Principal,	RTI and Instructional Support Specialist (.2 FTE)		Title I Part A: Allocation	4,960
			RTI and Instructional Support Specialist		LCFF - Base	4,636
			RTI and Instructional Support Specialist		LCFF - Supplemental	624

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Conferences will be held in four cycles yearly. Staff will meet and review data on all students and align support services to under-performing students according to need. (See Academic Conferences	8/23/17 - 6-8-2018	Rti Team	See Academic Conferencing.		District Funded	

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	53,600	0.00
Title I Backfill – Supplemental	7,840	7,840.00
LCFF - Base	20,280	0.00
LCFF - Supplemental	38,272	0.00
District Funded	114,000	0.00
Parent-Teacher Association (PTA/O)	10,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	3,500.00
District Funded	114,000.00
LCFF - Base	20,280.00
LCFF - Supplemental	38,272.00
Parent-Teacher Association (PTA/O)	10,500.00
Site Based Gifts and Donations	1,800.00
Title I Part A: Allocation	53,600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,355.00
Goal 2	61,000.00
Goal 3	11,500.00
Goal 4	10,000.00
Goal 5	25,500.00
Goal 6	62,377.00
Goal 7	10,220.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Knight	X				
Sophie Grundy				X	
Jay Shumaker				X	
Lisa Mayfield			X		
Stacey Clark				X	
Robert Arosteguy				X	
Laura Shapiro		X			
Robin White		X			
Karina Neel				X	
Michael Monticello		X			
<b>Numbers of members of each category:</b>					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

School Climate Committee,

\_\_\_\_\_  
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 5-22/2017.

Attested:

Jim Knight, Principal

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Robert Arosteguy

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



# Budget By Expenditures

## Birch Lane Elementary School

### Funding Source:

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
PTA funded		\$3,500.00	Visual & Performing Arts	Missoula Children's Theater
Total Expenditures:		\$3,500.00		
Allocation Balance:		\$0.00		

### Funding Source: District Funded

**\$114,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist, .40 FTE		\$30,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .4 EL Specialist to support our growing EL population. (We want to increase that by .2 giving us a total of two days of support per week.)
Release days for Academic Conferencing		\$6,000.00	English-Language Arts	Birch Lane will refine and maintain the approach to education that supports a positive professional learning community. The staff will continue to be trained in Academic Conferencing and have a total of 3 release days (one per trimester) to meet, collaborate and discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.
3rd Grade Paraeducator (.1 FTE per 3rd grade class)		\$15,000.00	English-Language Arts	Assist 3rd grade teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency and/or Close Reading strategies.
Instructional Technician Specialist (ITS) .5 FTE		\$25,500.00	Technology	Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support

## Birch Lane Elementary School

Counselor .50 FTE	\$37,500.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills. The school will utilize data from PBIS to make decisions to support children.
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District Funded Total Expenditures: \$114,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$20,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor .125 FTE		\$9,644.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills. The school will utilize data from PBIS to make decisions to support children.
RTI and Instructional Support Specialist		\$4,636.00	Response to Intervention and Instructional Support	The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.
Library books and materials		\$1,000.00	English-Language Arts	Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.

## Birch Lane Elementary School

	\$2,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .4 EL Specialist to support our growing EL population. (We want to increase that by .2 giving us a total of two days of support per week.)
Math intervention para-educator	\$3,000.00	Mathematics	3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.

LCFF - Base Total Expenditures: \$20,280.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$38,272.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist, .20 FTE		\$5,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .4 EL Specialist to support our growing EL population. (We want to increase that by .2 giving us a total of two days of support per week.)
Paraeducator FTE		\$8,000.00	English-Language Arts	Assist K-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency. 18 Chromebooks to support K-2 small group instruction.
EL Paraeducator FTE .4		\$16,000.00	English Language Development	The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator delivers required designated ELD minutes of instruction.

## Birch Lane Elementary School

RTI and Instructional Support Specialist	\$624.00	Response to Intervention and Instructional Support	The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.
Counselor .125 FTE	\$8,648.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills. The school will utilize data from PBIS to make decisions to support children.

LCFF - Supplemental Total Expenditures: \$38,272.00

LCFF - Supplemental Allocation Balance: \$0.00

### Funding Source: Parent-Teacher Association (PTA/O) \$10,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Planners		\$1,500.00	School Climate	Students in fourth through sixth grade will use academic planners to keep track of school assignments and build organizational skills and all families will receive a handbook which will include information about the site, staff, and district.
Touch of Understanding Assembly fee		\$1,000.00	School Climate	4th grade students will experience a half day Touch of Understanding presentation to help them be more accepting of their own disabilities and those of others.
Art Teacher VSA		\$8,000.00	Visual & Performing Arts	Art teacher to teach monthly classes to students in primary grades.

Parent-Teacher Association (PTA/O) Total Expenditures: \$10,500.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$0.00

## Birch Lane Elementary School

### Funding Source: Site Based Gifts and Donations

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
3rd Grade Paraeducator (.1 FTE per 3rd grade class) (1- additional class for 1 year)		\$1,800.00	English-Language Arts	Assist 3rd grade teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency and/or Close Reading strategies.

Site Based Gifts and Donations Total Expenditures: \$1,800.00

Site Based Gifts and Donations Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$53,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Paraeducator FTE .1		\$2,000.00	English Language Development	The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator delivers required designated ELD minutes of instruction.
Paraeducator FTE		\$9,300.00	English-Language Arts	Assist K-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency. 18 Chromebooks to support K-2 small group instruction.
Non-fiction books for struggling readers		\$2,000.00	English-Language Arts	Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.
		\$6,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .4 EL Specialist to support our growing EL population. (We want to increase that by .2 giving us a total of two days of support per week.)
Reading para-educator FTE, multiple positions		\$18,255.00	English-Language Arts	Assist students reading below grade level in kindergarten through sixth grade with small group reading and writing instruction and Reading Room support (push-in/pullout).

## Birch Lane Elementary School

Math intervention para-educator	\$7,000.00	Mathematics	3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.
RTI and Instructional Support Specialist (.2 FTE)	\$4,960.00	Response to Intervention and Instructional Support	The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.
Counselor .05 FTE	\$4,085.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills. The school will utilize data from PBIS to make decisions to support children.

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Title I Part A: Allocation Total Expenditures: \$53,600.00

Title I Part A: Allocation Allocation Balance: \$0.00

Birch Lane Elementary School Total Expenditures: \$241,952.00