

The Single Plan for Student Achievement

School: James K. Polk Elementary School
CDS Code: 10-73965-0106476
District: Central Unified School District
Principal: Geoff Garratt
Revision Date: 9-25-2017

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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School Vision and Mission

James K. Polk Elementary School's Vision and Mission Statements

Belief: Every student can learn

Vision: Every student is prepared for success in college, career, and community

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning

Core Values: Character, leadership, innovation, continuous improvement

School Profile

Polk Elementary, named for President James K. Polk, is themed on California history and the Westward Movement. The school is a K-6 elementary school situated on twenty acres in a Fresno County rural area that is rapidly transitioning to a suburban setting. Polk Elementary was founded on August 11, 2004 with an enrollment of 360. Currently Polk's enrollment is 818 students, with 69.1% eligible for free and reduced lunch.

Professional Learning Communities (PLC):

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Polk's professional learning communities, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results through the connection of data, evidence and practice. Each grade level, TK-6, uses the following four critical questions to guide their PLC's for the sole purpose of improving student learning:

What is it we expect students to learn?

How will we know when they have learned it?

How will the student know when they have learned it?

How will we respond when they do not learn?

How will we respond when they already know it?

James K. Polk Elementary is unique as the first Fresno County school to be themed on California history and the Westward Movement. We emphasize the courage and bravery of the early pioneers who settled the West and hope to transmit these values to our students.

Polk uses a variety of progress indicators. Fountas and Pinnell, DIBELS assessments are used to obtain a reading level for all students in the school three to four times per year. Accelerated Reader's STAR test is given four times annually to check for growth. Intervention students are progress monitored during the year using DIBELS and Fountas and Pinnell. In addition, the district performance tasks are given multiple times annually and results are reviewed and used to guide instruction.

The integration of technology throughout all content area instruction and the use of adaptive curriculum is evident at Polk Elementary School. Polk Elementary is proud to utilize The Mind Institute's ST Math Program, now in its eighth year of implementation. Polk uses the ST Math software programs before, during, and after the regular school day. Polk also serves 80 students in the Camp Polk After School Program. Exemplary programs in the after school program include ST Math, the Lexia Reading Program, Accelerated Reader and extra-curricular activities.

Polk has been a recipient of the Bonner Virtues and Character Education Award in 2006, 2010, 2012 and 2014. Polk has been recognized as a Gold Level PBIS model school in 2014 and 2015, 2016, 2017, and was recognized for achieving a silver level school for the Superintendent's Model Arts award through Fresno County Office of Education, as well as being named as an Honor Roll school in 2017 by California Business for Education Excellence. We also participate in the CSUF Peer Mediation Program. Students learn how to peacefully solve conflict on the playground. These programs help foster problem solving abilities in our students and lay the foundation for active citizenship in the future.

GATE: The needs of identified Gifted students are addressed in individual classrooms and through a pull out program. In grades 2 through 6 identified students are clustered together in one classroom with students who are on or below grade level. Every attempt

is made to balance the classrooms so that one class does not receive all of the GATE students and all of the high achieving non-GATE identified students. We have placed GATE students with teachers who are or have participated in the District sponsored GATE certification program.

Eligible migrant students at James K. Polk Elementary are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS), then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP), with recommended interventions and alternative supports for the migrant PFS student.

Learning Center Model: Support is provided through both push-in and pull-out in the areas of need the student qualifies for on his or her IEP. Weekly core test support, accommodations for district performance tasks, and statewide assessment accommodations are provided according to the stipulations on the individual student's IEP. Teachers aide push-in and pull-out according to the individual student's needs stated on the IEP. The push-in and pull-out times provide core support in the areas of language arts and math. Our special day class students are mainstreamed into the general education classroom based on the percentage of time written on the individual student's IEP. The lower performing students are mainstreamed for the morning opening, art, recess, lunch, and PE. The higher performing students, who are scheduled to take the CAA for the statewide assessment, are mainstreamed during core academic times for the area (s) specified on the IEP.

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).

Each school year a district-wide local indicator LCAP parent survey is administered in the spring. Surveys are also administered at the end of every parent meeting such as our School Site Council and English learner Advisory Committee meetings utilizing our parent evaluation form to gather input on areas of success, upcoming events, and learning.

Classroom Observations

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

Classroom observations are conducted regularly throughout the school year. Classroom observations focus on student learning supported through instruction practice, student engagement and types of questioning. The intentional teaching of the learning objective, using a three-phase direct instruction lesson model (I do, We do, You do), inquiry and the use of authentic tasks based on thematic units of study, systematically checking for understanding throughout the lesson, and the use of academic vocabulary throughout the lesson are all areas observed. Frequency of student participation and engagement are observed. Feedback (student to student, student to teacher, and teacher to student), and the students monitoring their progress towards achieving the academic/behavior goal is also observed. The implementation and use of technology in the classroom with every student having a tablet (TK-2) or a chrome book (3-6), is evident. Justification and collaboration by the students (using academic language), is evident throughout the lesson. These areas are evident in the classrooms at Polk Elementary. The reflection from these observations are valuable in the continuous improvement of our classroom practice and effectiveness as measured by student learning.

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)

Claim Analysis based on Smarter Balance data (grades 3-6), is used to determine which standards are in need of remediation to improve student performance. Claim targets, CCSS and adopted curriculum are utilized in connection with one another to design instruction that supports the learning goal. Results of the school-wide Fountas and Pinnell (TK-6), and DIBELS (3-6), measurement of reading abilities is also presented and monitored closely for students in intervention. District performance tasks are administered multiple times per year. Student results are reviewed by students and staff. This data drives both student goal setting as well as lesson design and instruction. The Accelerated Reader STAR test is given as a base line test at the beginning of the year for all students and at least three more times thereafter to monitor progress. The principal and teachers monitor Accelerated Reader data as well as The Mind Institute ST Math progress continually throughout the school year.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as Smarter Balance and CELDT and ELPAC) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

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

100% of the teachers and instructional aides at Polk meet the requirements for highly qualified staff.

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

The Polk staff development calendar illustrates alignment of staff development needs such as honing instructional practice, implementing the CUSD Instructional Action Plan, Professional Learning Communities (PLCs), and implementing and monitoring of the instructional best practices, expectations, and strategies in the area of writing conventions, reading comprehension, early reading literacy skills, mathematical spatial conceptual development and problem solving, effective lesson design, and student engagement. We continue to include professional development to meet the ongoing needs of our students and our Pioneer community.

Instructional Expectations:

1. Posting an appropriate learning objective

- Intentionally teaching the learning objective and referencing it throughout the lesson
- Using SBE-adopted, local Board approved core curriculum
- Providing closure which intentionally provides the students with the opportunity to link their learning to the learning objective

2. Implementing instructional lesson models that support various learning styles including but not limited to Direct Instruction, inquiry, and performance based learning

3. Engaging students in rigorous, relevant, standards-based instruction using a variety of engagement strategies with opportunities to justify their thinking in collaborative groupings

4. Checking for understanding using a system which provides for equitable distribution of response opportunities, a variety of response methods and providing differentiated support throughout each stage of the instruction

5. Using academic vocabulary throughout the lesson

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/Social Science, Mathematics/Science and ELD. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction for all students including those from poverty, foster care, GATE and meeting the social emotional needs of our students.

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes twice weekly so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district performance tasks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the data to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time during the year when teachers are together for Teacher Collaboratives.

Teaching and Learning

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

All classes in Grades K-6 have state adopted curriculum aligned to the California content standards:

Subject: ELA and ELD; Grades: K-6 McGraw Hill

Subject: History/Social Studies: Grades K-6: Houghton-Mifflin

Subject: Mathematics: Grades: TK - 6: Pearson Math

Subject: Science: Grades K-6 Scott Foresman

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

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

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment map for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the map ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course map is the foundational map for the strategic support class. The teacher uses the basic core course map and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

All classrooms at Polk Elementary School have standards-based instructional materials available to all student groups. 100% of our classrooms were in compliance with the Williams Act as reported September, 2017. In order to support grade level core instruction Polk has core instructional materials for the SPED teachers to enable support of the core program for students in Special Education.

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)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

Identify intensive students (2 years or more below grade level in Literacy)

1. Focus on good first teaching
2. Re-teaching based on formal and informal assessment results
3. Intervention-Extended Day Literacy support
4. Develop fully functioning data driven PLC's

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school in which students are connected while preparing all students for college, career and community is emphasized.

Parental Involvement

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

Resources available to assist these students:

Family: Fall and Spring parent conferences, teacher to home communication and Admin to home communication. Parent events throughout the school year covering topics such as literacy, ESL and technology. Our Polk library is open to siblings of Polk students for story time and to check out books. Polk PTA hosts many community events such as Mother-Son/Father-Daughter Dances, Parent and Grandparent evening events, and a family art night.

School: The Polk staff receive on-going training each year to keep current in best practice research, writing, reading and mathematics in order to improve delivery of the District adopted standards-based instructional program, as well as the use and integration of technology.

District: The District secures categorical funding through submission of the Consolidated Application. It disseminates, collects, and submits various reports such as the Fall Census/CALPADS, Title I Report, etc. It coordinates all categorical programs and maintains all District categorical budgets.

Community Resources: Through the Foundation for Central Schools, grants are offered to classroom teachers to enhance learning two times per year. Funding is also provided for co-curricular activities such as the music, dance, and athletic program each year.

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)

Polk Elementary School has a School Site Council that is comprised of elected members that both represent the site and parents from the community that we serve. We meet quarterly to advise, review, adopt, and monitor implementation of the programs at Polk Elementary school. Members of the School Site Council take on leadership roles within the committee as well as participate on our District Advisory Committee.

Funding

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

There are several services provided by categorical funds to enable under-performing students to meet standards:

- * The Accelerated Reader program is fully implemented K-6 enabling students to read at the Zone of Proximal Development. All library books are purchased with a corresponding AR test for reading comprehension.
- * English Language Learners receive Wonders core ELD instruction in leveled groups.
- * Teachers, Intervention Specialist and administrators have been trained in early literacy development through the Cullinan Education Center Orton-Gillingham method to provide explicit phonics instruction to students who demonstrate gaps in decoding ability.
- * Literacy support (within the school day) for students reading below current grade level (both strategic and intensive)
- * Extended day learning opportunities for literacy, math and language development.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Polk Elementary School believes that an intentional focus on reading is imperative to our students success. The full implementation of Guided Reading in grades TK-6, intentional literacy support systems, the monitoring of student growth using Accelerated Reader, Fountas and Pinnell, DIBELS, and providing the necessary professional development, and supports as we teach to the Common Core State Standards will have a tremendous impact our students success.

All Pioneers must develop an ownership of their learning. Through this process, all students will identify who they are as a learner and work to accomplish academic growth and success. Various opportunities, strategies, systems and intentional feedback, will be needed to build the ability in each student to be able to reflect on their academic and behavioral growth in a manner that spurs continuous improvement in addition to being able to self assess to monitor their progress towards their goals.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	108	113	103	108	110	103	108	109	103	100.0	97.3	100
Grade 4	124	117	112	124	114	110	123	114	110	100.0	97.4	98.2
Grade 5	103	134	117	102	132	117	102	132	117	99.0	98.5	100
Grade 6	116	105	134	116	104	134	116	104	134	100.0	98.1	100
All Grades	451	469	466	450	460	464	449	459	464	99.8	97.9	99.6

* 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		
	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
Grade 3	2410.1	2421.1	2431.8	18	24	26.21	22	20	28.16	33	27	21.36	27	29	24.27
Grade 4	2441.4	2459.7	2460.1	13	14	20.00	21	37	27.27	31	19	23.64	34	30	29.09
Grade 5	2489.7	2496.4	2489.4	12	17	11.11	36	32	35.90	25	23	21.37	26	27	31.62
Grade 6	2541.4	2547.0	2530.2	16	20	12.69	41	40	36.57	28	26	35.82	16	13	14.93
All Grades	N/A	N/A	N/A	15	19	17.03	30	32	32.33	30	24	26.08	26	25	24.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	17	21.36	50	46	49.51	34	38	29.13
Grade 4	12	17	18.18	48	51	52.73	40	32	29.09
Grade 5	6	22	17.95	58	43	46.15	36	35	35.90
Grade 6	16	13	20.90	53	61	50.00	30	26	29.10
All Grades	13	17	19.61	52	50	49.57	35	33	30.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	29	28.16	44	39	50.49	40	32	21.36
Grade 4	14	19	25.45	54	59	53.64	33	22	20.91
Grade 5	28	27	27.35	42	43	51.28	29	30	21.37
Grade 6	28	28	21.64	53	54	54.48	19	17	23.88
All Grades	21	26	25.43	49	48	52.59	30	26	21.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	16	23.30	75	65	61.17	14	19	15.53
Grade 4	11	11	10.91	63	73	72.73	26	16	16.36
Grade 5	8	14	8.55	66	62	64.10	26	23	27.35
Grade 6	14	13	13.43	73	77	70.15	13	11	16.42
All Grades	11	14	13.79	69	69	67.24	20	18	18.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	28	31.07	48	53	50.49	27	19	18.45
Grade 4	23	19	17.27	47	56	55.45	30	25	27.27
Grade 5	25	26	25.64	64	53	51.28	11	21	23.08
Grade 6	34	46	29.10	57	46	55.97	9	8	14.93
All Grades	27	29	25.86	54	52	53.45	20	19	20.69

Conclusions based on this data:

1. Students meeting or exceeding standards decreased by 2% from 2016 (51%) to 2017 (49%)
2. Students were most successful in reading. All four claims had a high percentage of students "near standard", and an overall performance had an equal percentage of students at "standard not or nearly met"
3. An intentional connection in lesson planning is needed to align the standards and the claims to the content instruction and criteria for how students demonstrate their learning

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	108	113	103	108	110	103	108	110	103	100.0	97.3	100
Grade 4	124	117	112	124	114	111	124	114	111	100.0	97.4	99.1
Grade 5	103	134	117	102	132	117	102	132	117	99.0	98.5	100
Grade 6	116	105	134	116	105	134	116	105	134	100.0	99.1	100
All Grades	451	469	466	450	461	465	450	461	465	99.8	98.1	99.8

* 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		
	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
Grade 3	2433.6	2429.9	2450.1	13	19	31.07	39	31	26.21	27	23	21.36	21	27	21.36
Grade 4	2435.0	2467.3	2459.1	6	12	9.01	17	31	31.53	44	37	32.43	33	20	27.03
Grade 5	2479.2	2485.0	2479.4	9	11	5.98	18	27	19.66	36	26	37.61	37	37	36.75
Grade 6	2531.1	2532.7	2527.2	14	19	15.67	23	29	23.88	43	26	33.58	20	27	26.87
All Grades	N/A	N/A	N/A	10	15	15.05	24	29	25.16	38	28	31.61	28	28	28.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	34	44.66	40	33	31.07	28	34	24.27
Grade 4	13	24	21.62	32	39	38.74	55	37	39.64
Grade 5	15	18	11.11	33	37	39.32	52	45	49.57
Grade 6	23	32	24.63	45	32	43.28	32	35	32.09
All Grades	21	26	24.95	38	36	38.49	42	38	36.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	21	35.92	51	53	38.83	28	26	25.24
Grade 4	10	12	16.22	51	55	46.85	40	32	36.94
Grade 5	9	20	10.26	43	39	45.30	48	42	44.44
Grade 6	11	15	14.93	62	53	51.49	27	31	33.58
All Grades	13	17	18.71	52	49	46.02	35	33	35.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	34	37.86	54	48	34.95	22	18	27.18
Grade 4	11	20	20.72	41	53	45.95	48	27	33.33
Grade 5	9	11	8.55	59	52	58.12	32	36	33.33
Grade 6	16	22	20.15	65	56	47.01	20	22	32.84
All Grades	15	21	21.29	54	52	46.88	31	26	31.83

Conclusions based on this data:

1. Students meeting or exceeding standards decreased by 4% from 2016 (44%) to 2017 (40%)
2. Students were most successful in concepts and procedures. All three claims had a high percentage of students "near standard", and a overall performance had an equal percentage of students at "standard not or nearly met"
3. An intentional connection in lesson planning is needed to align the standards and the claims to the content instruction and criteria for how students demonstrate their learning

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	50	83		50	17				50			50			
1	25	59		50	24	38	25	18	50			13			
2					9	25	60	55	50	30	36		10		25
3				10	13	36	45	63	36	30	13	27	15	13	
4		20		10	33		80	20		10	7	25		20	75
5	11			11	56	22	33	44	44	33			11		33
6			20	***		40		63	40		13		***	25	
Total	11	24	2	23	23	27	41	35	40	17	9	16	8	8	16

Conclusions based on this data:

1. Polk Elementary needs to increase the intentionality of our planning and instruction in both integrated and designated ELD
2. An decrease of student performance on CELDT for students at Advanced or Early Advanced from 47% in 15-16 to 29% in 16-17, but saw an increase in Intermediate from 35% in 15-16 to 40% in 16-17
3. We must ensure necessary instruction for language acquisition for both the current group of long term EL students (6 students), and those that are "at risk" of becoming long term

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	7	32		31	29		29	13		11	16		22	10	
1	26	48		43	29		30	14			5			5	
2					8		60	54		30	31		10	8	
3				14	13		45	63		27	13		14	13	
4		18		8	35		77	24		15	6			18	
5	8	10		8	50		33	40		25			25		
6				20				50		20	10		60	40	
Total	8	22		23	25		38	29		15	12		15	12	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

Goal: English Language Arts

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 student performance 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:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By August of 2018 all students will meet grade level expectations in reading, writing, and listening as assessed by the Smarter Balanced assessment, and Fountas and Pinnell grade level literacy data.
Data Used to Form this Goal:
2016-2017 F&P Data (Grades K-6), DIBELS Data (Grades 3-6), 2016-2017 Literacy Intervention and Support Data, and 2016-2017 Smarter Balance Data (Grades 3-6) compared with 2015-2016 Data
Findings from the Analysis of this Data:
Polk has established systems for literacy support and intervention, and building additional capacity in staff in the teaching of reading. These supports continue to grow to meet the needs of all students in all grade levels. Polk continues to refine their instruction with an increased intentional focus on the purpose of what we ask the students to do, how we ask the students to demonstrate their knowledge, and more clearly assess and analyze the effectiveness of our practices. Year to year data shows that there continues to be a need for increased intentionality in ELA instruction for our student population, and continues to provide guidance in areas in need of continuous improvement.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: Smarter Balance Performance Data Grades 3-6: % Met or Exceeded ELA Standards; Overall: Decrease 2% to 49% (51% in 2016); Cohort of 334 students enrolled at Polk and assessed in 2016 and 2017 decreased 1% to 48% (49% in 2016) CUSD Performance Tasks DIBELS data Fountas and Pinnell data Literacy Support Progress Monitoring AR data Writing Samples

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Smarter Balance results for all students grades 3-6, year to year Smarter Balance cohort data, ongoing progress monitoring of student literacy levels in all grades TK-6, district performance tasks/benchmark assessments.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills and identify at risk readers, as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.	8/9/17 - 6/7/18	Principal GIA ISC Teachers	Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF	1892.15
			Professional Development Opportunities (such as but not limited to ASCD)	5000-5999: Services And Other Operating Expenditures	LCFF	2000.00
			Fountas and Pinnell Benchmark Kits	4000-4999: Books And Supplies	Title I Part A: Allocation	2000.00
Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.	8/9/17 - 6/7/18	Principal GIA ISC Teachers Librarian	Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as at risk (2 or more years below grade level reading expectations)	1000-1999: Certificated Personnel Salaries	LCFF	23000.00
			Tier 3 Intervention Teacher to provide intensive reading support for unduplicated students (including English Learners), identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	LCFF	16500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as t risk (2 or more years below grade level reading expectations)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	16500.00
			Instructional/Social/Behavior Support for potential at risk students in our Kindergarten classrooms	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14330.79
			Administer Fountas and Pinnell reading assessments grades K-2	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	15000.00
			Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners), identified as at risk (1 to 2 years below grade level reading expectations)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	26700.00
			Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities (alternative support)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1825.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities (alternative support)	2000-2999: Classified Personnel Salaries	LCFF	1825.00
At risk students will have access to a growing collection of fiction and non-fiction reading materials at their reading level to increase engagement in a variety of texts.	8/9/17 - 6/7/18	Principal GIA ISC Teachers Librarian	Library Books	4000-4999: Books And Supplies	LCFF-SLIP	1616.14
			Library Books	4000-4999: Books And Supplies	LCFF	3500.00
			Novels for Novel Study	4000-4999: Books And Supplies	Title I Part A: Allocation	2000.00
			Front Row Annual Subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3060.00
Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.	8/9/17 - 6/7/18	Principal GIA ISC	Teacher to provide extended day academic support (alternative supports)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	16000.00
			Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	Title I Part A: Allocation	7500.00

Planned Improvements in Student Performance

Goal: Mathematics

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 student performance 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:

SUBJECT: Mathematics		
LEA GOAL:		
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.		
SCHOOL GOAL:		
By August of 2018 Polk students will reach grade level proficiency as measured by the Smarter Balance Assessment, ST Math, and common grade level assessments.		
Data Used to Form this Goal:		
2016-2017 Smarter Balance Assessment Data, 2016-2017 ST Math Data		
Findings from the Analysis of this Data:		
Smarter Balance Performance Data Grades 3-6: Decreased 4% to 40% Met or Exceeded Math Standards (44%in 2016) ; Cohort of 335 students enrolled at Polk and assessed in 2016 and 2017 decreased 8% to 36% (44% in 2016).		
Average Progress for ST Math was as follows:		
	June 2016 data	June 2017 data
Transitional Kinder:	52.5%	72.2% (+20%)
Kindergarten:	54.9%	51.7% (-3.2%)
Grade 1:	74%	60.3% (-13.7%)
Grade 2:	51.4%	47.5% (-3.9%)
Grade 3:	37.5%	41.5% (+4%)
Grade 4:	45%	33.9% (-11.1%)
Grade 5:	44.2%	47.8% (+3.6%)
Grade 6:	62%	26.9% (-35.1%)
Students need to increase proficiency in their ability to apply their mathematical knowledge, and explain/justify their thinking and reasoning in a variety of formats (including writing utilizing academic vocabulary). Consistent use of adaptive math curriculum needs to increase to support math fluency. An intentional focus on data centered reflection and planning around CCSS and SBAC claims is foundational to continuing to improve student learning.		

Means of evaluating progress & group data needed to measure gains:

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

Smarter Balance Data; Grades 3-6
 Curriculum embedded grade level common assessment results
 CUSD/Site Based performance tasks
 Fountas and Pinnell
 DIBELS

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:

Smarter Balance Assessment Results
 Curriculum embedded grade level common assessment results
 ST Math data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.	8/9/17 - 6/7/18	Principal GIA ISC Teachers	Training Costs (such as ACSD Trainings)	5000-5999: Services And Other Operating Expenditures	LCFF	1500.00
			Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF	1000.00
			Substitute teachers provided for teachers to participate in instructional planning days	1000-1999: Certificated Personnel Salaries	LCFF	8000.00
			Teacher to support through a "push in" model math skill development.	1000-1999: Certificated Personnel Salaries	LCFF	7000.00
			Instructional/Social/Behavior Support in our Kindergarten classrooms for potential at risk students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14330.79

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.	8/9/17 - 6/7/18	Principal GIA ISC Teachers	ST Math TK-6 Annual Subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4200.00
			Materials to support math instruction	4000-4999: Books And Supplies	Title I Part A: Allocation	2000.00
			Front Row Annual Subscription	4000-4999: Books And Supplies	Title I Part A: Allocation	1530.00
			Brain Pop - Annual Subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000.00
			Technology Aide	2000-2999: Classified Personnel Salaries	LCFF	5000.00
			Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	Title I Part A: Allocation	7500.00
			Technology maintenance and upgrades	4000-4999: Books And Supplies	Title I Part A: Allocation	35000.00
			Technology to support student learning	4000-4999: Books And Supplies	Title I Part A: Allocation	18186.42
Teacher to provide tier 2 support to at risk students in math skill development	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7000.00			
Students will receive extended day learning opportunities who are identified as not meeting grade level Math standards.	8/9/17 - 6/7/18	Principal GIA ISC Teachers	Teacher to provide extended day academic support (alternative supports)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	16000.00
Students will be provided a variety of opportunities to participate in and demonstrate their learning and thinking skills.	8/9/17-6/7/18	Principal GIA ISC Teachers	STEM materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	7000.00

Planned Improvements in Student Performance

Goal: English Language Development

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 student performance 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:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
By August 2018 all EL's at Polk will advance a minimum of one performance level in English Language proficiency as measured by the ELPAC By August 2018 75% EL students at Polk will be reclassified fluent English proficient as measured by the ELPAC, EL benchmarks, performance tasks.
Data Used to Form this Goal:
2016-2017 CELDT data; 2016-2017 Smarter Balance Assessment Data
Findings from the Analysis of this Data:
Polk has a number of students identified/are potential long term English Learners as well as an increase in TK/Kindergarten students that are English Learners. This has not been the case in the previous years, and has been identified as an area of growth and improvement. Smarter Balance Performance Data Grades 3-6 (2016-2017 student population): % Met or Exceeded ELA Standards: English Learners - 14.3%; Met or Exceeded Math Standards - 18.2%. Reclassified students % Met or Exceeded ELA Standards: 66%; Met or Exceeded Math Standards: 55.4%.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: Progress toward goal will be measured by ELD curriculum assessments and ELA district benchmark assessments and Smarter Balance Assessment Results, ELPAC, and CELDT (initial assessments) GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS: Smarter Balance Performance Data Grades 3-6 ELA district performance tasks

CELDT/ELPAC Results
 DIBELS data
 AR data
 Fountas and Pinnell
 Literacy Support Progress Monitoring

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will provide EL instruction supported by professional development that incorporates best first teaching using multiple strategies (including SDAIE), to build student capacity in academic language, the use of complex texts, and language development throughout the school day as monitored by instructional practice.	8/9/17 - 6/7/18	Principal GIA ISC PLT	Materials and supplies to support English Learners	4000-4999: Books And Supplies	LCFF	1000.00
English Learner students will demonstrate a minimum of one years growth in their English fluency as measured by the CELDT, ELD Benchmarks and use of adaptive curriculum.	8/9/17 - 6/7/18	Principal GIA PLT	ELD Aide services to provide language acquisition support for EL students under the supervision of the Instructional Support Coach and site administration	2000-2999: Classified Personnel Salaries	LCFF	7500.00
Communication with all families will occur to strengthen the support for our English Learner students in school and at home.	8/9/17 - 6/7/18	Principal GIA PLT Translators	Provide written translation	5000-5999: Services And Other Operating Expenditures	LCFF	300.00
			Provide oral/written translation	1000-1999: Certificated Personnel Salaries	LCFF	500.00
			Provide oral/written translation	2000-2999: Classified Personnel Salaries	LCFF	700.00
Ongoing Professional Development focused on EL instruction (both designated and integrated). Topics to include: EL Framework, Standards, instructional support materials, and	8/9/17 - 6/7/18	Principal GIA ISC	Professional Development embedded in current personnel costs			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
the use of writing and speaking in language development.						

Planned Improvements in Student Performance

Goal: School Culture

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 student performance 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:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
Polk will attain a school culture conducive to learning, and fosters a sense of community that provides a connectedness for our students and their families.
Data Used to Form this Goal:
2016-2017 annual parent survey
Findings from the Analysis of this Data:
Polk continues to be strong in all three dimensions identified in the annual parent survey. Polk needs to continue to keep home/school communication and a connection with our families strong. Polk will continue to refine current systems and opportunities, as well as add new systems for student participation, recognition, and develop a connection to school.
Means of evaluating progress & group data needed to measure gains:
Surveys from 2016-2017 school events and the 2016-2017 annual parent survey.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will participate in peer mediation, student council and other site/community based events to develop a connectedness to their Polk and Central USD community.	8/9/17 - 6/7/18	Principal GIA ISC Teachers	Peer Mediation Materials	4000-4999: Books And Supplies	LCFF	200.00
			Substitute for teacher facilitator to provide and participate in Peer Mediation training	1000-1999: Certificated Personnel Salaries	LCFF	275.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Peer Mediator Training Completion Student Recognition	4000-4999: Books And Supplies	LCFF	600.00
Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.	8/9/17 - 6/7/18	Principal GIA Teachers Support Staff	Physical Education Student Awards	4000-4999: Books And Supplies	LCFF	1500.00
			Kindergarten Sight Word Awards	4000-4999: Books And Supplies	LCFF	1000.00
			Behavior Goal Student Awards	4000-4999: Books And Supplies	LCFF	2000.00
			Peach Blossom, Science Fair, History Day, EL Reclassification Student Awards	4000-4999: Books And Supplies	LCFF	1000.00
Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making.	8/9/17-6/7/18	Principal GIA Teachers Support Staff	PE materials to support the instruction of physical education	4000-4999: Books And Supplies	LCFF	2500.00
			Personnel providing students with tier 2 and tier 3 support through monitoring, supporting and preventing student behavior choices in alignment with our Positive Behavior Intervention and Support structures	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8000.00
			Materials to support the tier 2 and tier 3 instruction, and assist students in making positive behavior choices	4000-4999: Books And Supplies	Title I Part A: Allocation	5650.00
			Materials to support unduplicated student programs and small groups that receive social emotional support.	4000-4999: Books And Supplies	LCFF	2000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Provide messaging throughout campus that identifies our PBIS expectations for specific locations to support unduplicated students behavior choices and reflection	4000-4999: Books And Supplies	LCFF	5000.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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 student performance 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:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
100% of parents will be provided equity and access to opportunities to build their capacity to support their students.
Data Used to Form this Goal:
Sign in sheets from various parent events such as PTA meetings, School Site Council, English Learner Advisory Committee Meetings, as well as observational data from school wide events such as family nights
Findings from the Analysis of this Data:
Polk will continue to refine current systems and opportunities, as well as implement new opportunities for parents to participate and develop a connection to their students school. Opportunities are available for Polk to improve in what it offers parents to be engaged, and in increasing attendance to those events, as well as additional opportunities for parents to add to their capacities to support their students and as individual learners themselves.
Means of evaluating progress & group data needed to measure gains:
Surveys from 2016-2017 parent events, and the 2017-2018 annual parent survey.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.	8/9/17 - 6/7/18	Principal GIA ISC Teachers Librarian	Parent Education Opportunities (Focus on supporting parents in their ability to support their students academically),Material and Supplies	4000-4999: Books And Supplies	Title I Parent Involvement	2393.00
			Parent Education Opportunities: Teacher Leader Participants	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6607.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
			Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10000.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	97,292.15	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,616.14	0.00
Title I Part A: Allocation	251920.00	0.00
Title I Parent Involvement	2393.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	97,292.15
LCFF-SLIP	1,616.14
Title I Part A: Allocation	251,920.00
Title I Parent Involvement	2,393.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	130,667.15
2000-2999: Classified Personnel Salaries	60,118.58
4000-4999: Books And Supplies	112,675.56
5000-5999: Services And Other Operating Expenditures	49,760.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	58,167.15
2000-2999: Classified Personnel Salaries	LCFF	15,025.00
4000-4999: Books And Supplies	LCFF	20,300.00
5000-5999: Services And Other Operating	LCFF	3,800.00
4000-4999: Books And Supplies	LCFF-SLIP	1,616.14
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	72,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,093.58
4000-4999: Books And Supplies	Title I Part A: Allocation	88,366.42
5000-5999: Services And Other Operating	Title I Part A: Allocation	45,960.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,393.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	155,249.08
Goal: Mathematics	137,247.21
Goal: English Language Development	10,000.00
Goal: School Culture	29,725.00
Goal: Parent Engagement	21,000.00

School Site Council Members

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
Geoff Garratt	X				
Jayne McClurg		X			
Courtney Gendron		X			
Kim Manouelain		X			
Jamie Ebright			X		
Shavon Parker				X	
Brittney Steiner				X	
Austin Vang				X	
Kami Johnson				X	
Regina Artiaga				X	
Numbers of members of each category:	1	3	1	5	

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

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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 9-25-2017.

Attested:

Geoff Garratt

Typed Name of School Principal

Signature of School Principal

Date

Regina Artiaga

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

James K. Polk Elementary
SCHOOL - HOME COMPACT
Three-Way School Pledge

Parent/Guardian Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school every day, brings a backpack, and gets adequate sleep and proper nutrition.
- Provide a quiet place/time for my child to complete homework and pledge to monitor TV viewing.
- I will check my child's backpack and review all school communications daily, and **sign** my child's agenda (1st-6th grade) daily indicating my approval of the quality and completion of my child's homework.
- I will attend Back to School Night, Parent-Teacher-Student Conference, Open House, and other school events.
- I will read to my child or encourage my child to engage in reading activities for the recommended minutes per day and complete a reading log provided by the teacher.

Kdg-20 mins	1st-2nd-25-30 mins
3rd-4th-30-40 mins	5th-6th 45-60 mins
- I will keep the **Student-Parent Handbook** and refer to it for dates and other pertinent information.
- I will support the school's/district's homework, discipline, dress code, and attendance policies.
- I will call and verify all absences daily.

Parent's/Guardian's Signature

Date

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will come to school and get to class on time every day.
- I will take all communication home to my parent(s) / guardian.
- I will bring my backpack, necessary materials and return completed homework on time.
- I will know and follow all school and class rules.
- I will read for the recommended minutes per day and complete a reading log provided by the teacher and have an adult sign it.

Kdg: 20 mins	1st -2nd:25-30 mins
3rd -4th: 30-40 mins	5th- 6th: 45-60 mins
- I will ask for help when needed. **3rd -4th: 30-40 mins** **5th- 6th: 45-60 mins**

Student's Signature

Date

Teacher Section

I understand the importance of the school experience to every student and my role as an educator and role model; therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach State Standards, and provide high quality curriculum and instruction to promote student achievement.
- I will have high expectations and strive to address the individual needs of all students.
- I will communicate with you regarding your student's progress as needed (beginning after the nine week progress report) through the use of Parent Portal and other classroom specific tools.
- I will provide a safe, positive and healthy learning environment for your student.
- I will correct and return appropriate work bi weekly or sooner.
- I will provide homework to reinforce and extend learning.

Teacher's Signature

Date

(Approved SSC 5-03-17)

Sign-in Sheet

Polk Elementary ELAC

Date: September 5, 2017
4:00pm

	Name	Status	Signature	Cell/Phone number
1.	Geoff Garratt	Principal		
2.	Amy Grigsby	Teacher		
3.	Martha Urias (year 1)	Parent	Martha Urias	
4.	Elsi Gutierrez (year 1)	Parent	Elsi Gutierrez	
5.	Claudia Rios (year2)	Parent		(559) 917-4519
6.	Juan Gallegos	Guest	Juan Gallegos	
7.	Danny Norvise	G.I.A.	Danny Norvise	
8.	Gurdeep Singh	Parent		
9.	Claudia Rios	Staff		
10.	Abrna Medina		Eddy castillo	
11.				
12.				
13.				

Sign-in Sheet

Polk Elementary ELAC

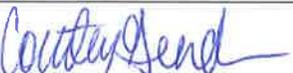
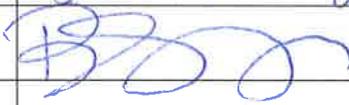
Date: September 5, 2017
4:00pm

	Name	Status	Signature	Cell/Phone number
1.	Geoff Garratt	Principal		
2.	Amy Grigsby	Teacher		
3.	Martha Urias (year 1)	Parent	Martha Urias	
4.	Elsi Gutierrez (year 1)	Parent	Elsi Gutierrez	
5.	Claudia Rios (year2)	Parent		(559)917-4519
6.	Jant Gallegos	Guest	Jant Gallegos	
7.	Danny Norvise	G.I.A.	Danny Norvise	
8.	Gurdeep Singh	Parent		
9.	Claudia Rios	Staff		
10.	Abrna Medina		Eddy castillo	
11.				
12.				
13.				

Sign-in Sheet

Polk Elementary SSC

Date: September 25, 2017
4:30pm

	Name	Status	Signature	Cell/Phone number
1.	Geoff Garratt	Principal		
2.	Jamie Ebright (year 1)	Other		
3.	Courtney Gendron (year 1)	Teacher		
4.	Kim Manouelain (year 1)	Teacher		
5.	Jayne McClurg (year 2)	Teacher		559-593-2426
6.	Brittney Steiner (year 1)	Parent		365-8825
7.	Austin Vang (year 1)	Parent		
8.	Shannon Parker (year 2)	Parent		
9.	Regina Artiaga (year 2)	Parent		289-3512
10.	Kami Johnson (year 2)	Parent		916 477 9399
11.				
12.				
13.				

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
Rhonda Claxton Pecos
Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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 9-25-2017.

Attested:

Geoff Garratt
Typed Name of School Principal

[Signature]

Signature of School Principal

9/25/17

Date

Regina Artiaga
Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

9/25/17

Date

**Polk Elementary School ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for September 5, 2017**

Total Number of ELAC Members:

3 ELAC parents/guardians of English learners
 0 ELAC parents/guardians of other students
 2 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

3 ELAC parents/guardians of English learners
 0 ELAC parents/guardians of other students
 2 School staff

A quorum of 3 members must be present in order to conduct business. The number of committee members in attendance is 5:

X Has been met
 Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9-5-17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
9-5-17	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9-5-17	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
9-5-17	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:

The meeting was called to order at (time) 4:00pm by Geoff Garratt.

A quorum of the members was present. The principal welcomed all ELAC Representatives. Guests in attendance were Norma Medina (EL Parent), Yanet Gallegos (Home-School Liaison), Gurdeep Shergill (EL Parent), and Mrs. Virginia Norvise (GIA).

2. Changes/Additions to the Meeting Agenda:

Motion made by Mrs. Urias and Mrs. Rios to approve the agenda. The agenda was approved 5-0.

3. Secretary's Report:

Motion made by Mrs. Rios and Mrs. Grigsby to approve the minutes. The 4th quarter minutes were approved 5-0.

4. Committee Reports: None

5. Public Comments: Question was asked about if the school provided tutoring. Mr. Garratt said that was included in today's agenda, and we would be discussing what is available at the site.

6. Unfinished Business: None

7. New Business: Mr. Garratt reviewed the Central Unified Guiding Principles. He discussed how we believe that all students can learn, and that it is our job to meet their learning needs where they are at, and to move them forward. Mr. Garratt discussed how the purpose of ELAC is very important as it is a way for families and parents of our EL community to learn about what is happening at Polk with our EL students, what we are doing to support our EL students and their families, and is a great way to provide input and ask questions about what they as a community and family of EL students would like to see or feel is important for their students learning. Mrs. Urias asked how many students we have at Polk that are EL. Mr. Garratt stated that last year we ended the year with approximately 80, and we were in the process of identifying any new EL students that are in TK and Kindergarten, so we do not have an exact number at his time. Mr. Garratt explained the roles and responsibilities of the officers. He asked for nominations and the following were nominated. DELAC: Mrs. Rios; DELAC Alternate: Mrs. Urias; Chairperson: Mrs. Rios; Vice-Chair: Mrs. Urias; Secretary: Mrs. Grigsby. Mr. Garratt asked for a vote for these positions to be filled. Motion was carried 5-0. Mr. Garratt passed out the by-laws. Mr. Garratt highlighted the make-up of the ELAC is 1 administrator, 1 teacher, and at least the % of EL students at the school must be equaled by the % of parents serving as elected ELAC members. Mr. Garratt shared about the new CA Dashboard accountability system which includes how students performed on the SBAC. He talked about how we no longer have AYP or API scores. Information was shared on how students are classified as EL students initially with the CELDT, and how they are reclassified. He also discussed the new ELPAC assessment that will be replacing the CELDT for annual assessments this year. Different than the CELDT, it will look more like the SBAC in what it requires students to do to demonstrate their English proficiency levels, and will be given in the Spring instead of the Fall as the

CELDT was. Mrs. Medina asked if the ELPAC is given in English or Spanish. Mr. Garratt answered that it is given in English, but there was then a discussion about the benefits of being bilingual. A guest asked if there were any language classes for parents. Mr. Garratt responded that he is looking into ESL classes for parents and computer/technology classes for parents as well. Next, Mr. Garratt discussed the difference in teaching integrated and designated ELD. Integrated her stated is instruction, strategies and supports that occur throughout the day, and designated ELD is instruction that takes place daily for a period of time that is specific to the EL students in the class and the support that they need accessing the content. Mr. Garratt reviewed the SPSA with the committee. Upon asking for input, both Mrs. Medina and Mrs. Urias asked if there was tutoring. Mr. Garratt stated that there was going to be tutoring for grades 1-6, and that it was in the process of being established with a start date in October. Mrs. Medina asked if her child goes to Polk, can she go to another schools parent classes. Mr. Garratt responded that it could depend on the class, and the space available, but he was reaching out to other sites to see what classes they could work together to provide for parents. Mrs. Medina asked if Polk had an after school program for homework help. Mr. Garratt talked about Camp Polk, our after school program, explained how students are selected to be in the program, and that there are many activities that occur in Camp Polk with a part of the students time for homework. Mrs. Grigsby asked about the steps taken for students who are not meeting their EL goals. Mr. Garratt shared that there could be a number of next steps if a student is consistently not meeting their goals, first of which would be trying to determine why the student is not meeting their goals. Mrs. Medina asked about why we do not have water bottle fillers on our campus. Mr. Garratt said that he has seen those in various places, but is not aware of any at school sites currently, but would follow up. Mr. Garratt shared that more information would be coming on the CELDT EL parent meeting since there was the changes to the ELPAC that were discussed earlier. *Mr. Garratt how the 15% rule works in regards to translation of written material, and noted that Polk will do their best to provide information in the format necessary for solid communication between school and home. Mr. Garratt shared that this year we are excited to have a home-school liaison, Mrs. Gallegos to add in our efforts of communicating with our families. Mr. Garratt also shared that Mrs. Nora Ceballos is a great resource at the district level for parent learning opportunities. Mr. Garratt shared that ELAC would be meeting on Tuesday's at 4:00pm for their quarterly meetings.*

8. Evaluation:

No suggestions to improve the meeting were provided.

9. Adjournment

Motion to adjourn the meeting was made by Mrs. Grigsby and Mrs. Gutierrez. The meeting was adjourned by Mrs. Rios (Chairperson), at 4:55pm. Next meeting (Quarter 2), is scheduled for November/December.

Respectfully submitted,

ELAC Secretary
Submitted 10-15-17

Polk Elementary School

School Site Council (SSC) 1st Quarter 2nd Meeting

Date of Posting: September 20, 2017

Meeting Date: September 25, 2017

Location: Staff Lounge

Starting Time: 4:30pm

Ending Time: 6:30pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, accountability results, SPSA, parent involvement
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members: Geoff Garratt, Courtney Gendron, Jayne McClurg, Kim Manouelian, Jamie Ebright, Shannon Parker, Austin Vang, Brittney Steiner, Regina Artiaga, Kami Johnson. Guests: Camp Polk Site Lead. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees	None at this time	Determined by site SSC	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business	None	Chairperson	0 minutes

New Business a. Camp Polk Update b. Site Safety Plan annual review and approval c. SPSA annual review and approval d. Discuss future meeting dates, training, and agenda items	Information Information, discussion & approval. Information, discussion & approval.	Site Lead Principal	10 Minutes 90 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: e.g. Site Safety Plan, SPSA

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Polk ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
September 25, 2017

1. Call the Meeting to Order:

- The meeting was called to order at 4:38 pm by Geoff Garratt, principal. Everyone was welcomed. Present were:

	Parent/Guardian	Present		Staff		Present
1	Brittney Steiner	X	1	Geoff Garratt	Principal	X
2	Jamie Ebright	X	2	Jayne McClurg	Teacher	X
3	Kami Johnson	X	3	Courtney Gendron	Teacher	X
4	Regina Artiaga	X	4	Kim Manouelian	Teacher	X
5						
6						

	Guest		Non member staff	Position

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 8 members are present

3. Changes/Additions to the Meeting Agenda:

- September 6, 2017 minutes changes
 - No changes needed to the agenda
- Agenda approved (Motion made by Mrs. Manouelian 2nd by Mrs. Steiner. Motioned carried 6-0)
- Minutes were approved (Motion made by Mrs. Gendron, 2nd by Mrs. Manouelian Motion carried 6-0)

4. Secretary's Report:

- Spelling correction by Brittney Steiner
- Correction of SPSA goals, tasks, expenditures remove LCAP from bullet on SPSA
- No report from Mrs. Perez needed.

5. Committee Reports:

- None

6. Public Comment:

- None

7. Unfinished Business:

- None

8. New Business

- School Site Safety Plan (prepopulated to pg. 16)
 - California Ed. Codes are updated through the state and school specific updates are site based.
 - Update on pg. 4 to ensure safety on campus
 - Spelling correction pg. 17 strategically
 - Annual Safety Walk by Mr. Garratt and Mr. Torosian from the District Office
 - Staff participated in Sheriff Dept. Inservice for Shooter on Campus
 - School Site Safety Plan Staff Training was held on Aug. 30, 2017
 - Expulsion, Dress code related to gang attire
 - Same as in Parent Handbook
 - Daily Ingress/Egress Pupils, Parents, and Staff
 - Evacuation locations reviewed with maps and pictures
 - Evacuation on site and off site
 - Locations include parking lot at west end of campus and field at northwest end of campus

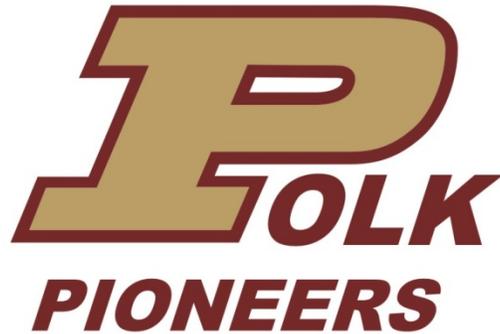
- Safe and Orderly Environment: School wide PBIS
 - RAC 2016-17 First year of recognition of students with positive behavior with school wide assemblies and rewards
 - Oriental Trading prizes
 - RAC Rewards: 1st Reward Day = Movie Day
 - Quarterly assemblies Stop Walk Talk/Bully Box
 - Bully Prevention week in conjunction with red Ribbon week
 - Bully –
 - Expect Respect- teacher led at the beginning of the year living doc throughout the year
 - Tier 1-3 behavior support
 - Check in/Check out system
 - Communication with parents, students, and staff
 - Safety during morning and lunch recess
 - Supervision, active supervision on Yard Duty, meeting with yard duty team to address behaviors that are occurring
 - Peer mediation-Students participate in role supervising each other
 - Ed Code
 - Pg. 24 Phone Tree: Reviewed with staff annually. Staff phone numbers not included in report out o respect for staff.
 - Emergency contact numbers for community support and help
 - Pg. 29 Law we are updating throughout the year
 - Log- for Staff training/and School Site Safety Plan (today) kept in Office
 - Fire drill, earthquake drill, lockdown drill reported to Mr. Torosian at the District Office
 - Pgs. 34-36 Maps school site, vicinity map
 - Motion to approve school site plan for 2-17-18 Mrs. Manouelian. Second Mrs. Ebright (7-0)
 - With correction to pg. 17
- SPSA annual review
 - School Profile
 - Bonner Education Award and recognition updated
 - Pg. 8 updated ELA curriculum change to new adoption McGraw Hill
 - PLC time 2x's week
 - Smarter Balance Grades 3-6/ST Math/AR/Fountas and Pinell
 - Parent involvement and classes
 - Teaming with Harvest for English as a Second language for adults
 - Analysis of Current Instructional Program
 - Student ownership in their learning
 - School and Student Performance Data
 - ELA Pg. 10 2016-17 data being updated through District report on Illuminate
 - Pg. 11 Decrease from 51% to 49% at
 - High number of students in the “movable zone” through strategic support and alignment of teaching strategies
 - Math Pg. 13 Decrease from 44% - 40%
 - 2. 4 claims Clam 1, claim 2&4, Claim 3
 - Consistency in connecting claims to the standards, delivery and how we are asking the students to respond to it
 - Pg. 14 CELDT
 - Now given LPAC at the end of the school year
 - 5 years or more classifies students as a long term English learner (at risk level)
 - Intentional small group instruction
 - Pg. 15 Conclusions to be added after data is updated through District report
- Pg. 16 ELA – Dibels. F&P, SBAC continue to be monitored
 - Professional training for all certificated staff included with new ELA adoption
 - Professional development including but not limited to being covered with PLC time
 - Subs for Assessing with F&P, DIBELS etc.
 - Tier 3 Intervention continued
 - Pg. 18 should be K-6 instead of K-2
 - Lexia learning

- Library books
 - 5th grade requested a particular high engagement novel purchased through these funds
 - Front Row
- Tutoring 20 students per grade level
 - Skill based tutoring 3 days a week per teacher from each grade level for that grade level after school until 4:45
 - To be re-rostered in January
- Math: Tier 2 Support
 - New this year Teacher to push in 3 days a week
 - Kinder aides
 - ST Math subscription K-6 th grade
 - Additional STEM materials
 - Each grade level will choose 3-4 STEM or STEAM activities for all students at that grade level to participate in
 - Other available resources Prodigy grades 3-6th
- School Culture
 - PEER mediation training/ subs
 - Recognition for completing training
 - PE shirts recognizing exceptional PE student of the month at each grade level
 - Kinder sight word shirts
 - Medals, certificates, etc throughout the year
 - Kinder Reading Award when student reaches reading level D
 - Pg. 27 add ST Math and Reading Level awards
 - Healthy school award Bronze level
 - Working towards Silver
 - PE Aide
 - Additional soccer goal equipment
 - Burned line markings in 10 fields
 - Tier 2 & Tier 3 support
 - Additional Cafeteria help to monitor student behavior
 - Shauna Thompson PBIS- Social emotional support
 - Signage needs to be updated in hallways and outside on playground
- Parent Engagement
 - In the past this has been teacher led, PTA led
 - Teamed with Harvest for Parenting classes for English Learners
- Total Allocations Correction: add comma to “251,920.00
- Tier 2/Tier 3 Support/Tutoring.
- Sharon Parker not able to serve. Mr. Garrett to re-open nomination period for her replacement.
- Motion to approve Single Plan made by Mrs. Manouelian, 2nd by Mrs. Artiaga (Motion carried 7-0)
- **Discuss future meeting dates, training, and agenda items.**
 - Next meeting will be Wednesday, Dec. 6, 2017 @ 4:30 p.m.
 - Review and approval of Safety Plan
 - Review and approval of Single Plan
- 9. **Evaluation and Adjournment:**
 - The Polk Elementary SSC meeting was adjourned by Geoff Garratt at 6:03 p.m. Motion to adjourn made by Mrs. Manouelian, 2nd by Mrs. Steiner (Motion carried 8-0)

Respectfully submitted,
Signature

Jayne McClurg
SSC Acting Secretary
Date 9-25-17

Title I School-Level Parental Involvement Policy



Recognizing the valuable role parents play in the educational development of their children, Polk's goal is to develop a strong partnership with its parents.

Definition of Title 1 Parental Involvement: participation of parents on a regular basis with the Polk community. There will be two way communication involving student academics, and other school activities.

The intent of this policy is to clearly define current practices in more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between the parents, students, community and Polk Elementary.

General Expectations:

1. Polk will establish a yearly parental involvement policy with the administration, staff, and School Site Council (SSC).
2. Polk parents will be notified of this policy yearly and have a copy available to people of the community as needed.
3. Polk Elementary will establish and revisit yearly a school-home compact for the parents, staff, and students of the community. School-home compact will outline the expectations for academics of the student, teacher and parent.

Home School Compact and Implementation Components:

Polk Elementary will take the following actions to involve parents in the development of the school site *policy and home-school compact*.

1. Polk will develop and present the home-school compact and parental involvement policy to the SSC. Public input and participation is welcomed in the development of these documents.
2. A copy of the parent involvement policy will be sent home with each student at the beginning of the school year.
3. At the last SSC meeting of the year, the school parent involvement policy will be revisited and updated with input from the SSC and any other community members.
4. Parents will be informed of curriculum used at Polk during Back-to-School Night and parent conferences.

5. Parents will be informed of evaluative tests and procedures used at the school to assess the academic progress of the students.
6. Parents will be informed of the academic progress of students through the use of written forms four times per year (report cards and progress reports) as well as provided with student updates on progress from the teacher as needed.
7. Polk will provide parents with an overview on the various advisory groups at Polk. Parents will be strongly encouraged to participate.
8. Polk will provide interpreters, when available and necessary to parents at school.
9. Polk will, to the extent possible, take into consideration the availability of parents with scheduling meetings.
10. Polk will provide opportunity for parents to collaborate with staff during but not limited to SSTs, IEPs, 504s and other meetings.

Building Capacity for Involvement and Shared Responsibilities for High Academic Achievements:

Polk will build the school's and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents and community to improve academic development through the following activities:

1. Polk will develop and present the home-school compact policy to the SSC. Public input and participation is welcomed in the development of these documents.
2. Polk teachers will present and discuss the home-school compact with parents and students at the first parent-teacher conference of the year.
3. Polk Elementary will give parents opportunities to provide input on a variety of school issues including academic achievement, behavior, environment, and safety throughout the year including the parent survey given out each spring.
4. Polk will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
5. Polk will provide, to the extent possible, information related to school and parent programs, meetings, and other activities that will be sent home in the primary language of the parents.
6. Polk will provide parents with opportunities to serve at the school, in the classroom, and in a variety of school activities.
7. Polk will provide parents with opportunities to support and reinforce Polk's Strive for Five expectations.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at

<http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Revised 5/03/17 GG

Polk Elementary School – 2195 North Polk Ave. – Fresno, CA. 93722



**Polk Elementary School
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**

Date of Posting: September 1, 2017

Meeting Date: September 5, 2017

Location: Staff Lounge

Starting Time: 4:00pm

Ending Time: 5:00pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, 15% rule, Site Parent Involvement Policy, & District Parent Education Calendar

Participants at the Meeting: ELAC members: Geoff Garratt, Virginia Norvise, Martha Urias, Elsi Gutierrez, Claudia Rios. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary’s Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

<p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. AYP/Title III Accountability g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on SPSA EL goals j. CELDT review & student goal setting k. Parent Involvement Policy/Compact 2012-13 l. District Parent Education Opportunities m. 15% rule (if applicable) n. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	<p>Principal</p>	<p>45 MInutes</p>
<p>Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn</p>	<p>Principal</p>	<p>1 minute</p>

List of handouts: e.g. Guiding Principles, by-laws, progress reports, SPSA EL goals

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Budget By Expenditures

James K. Polk Elementary School

Funding Source: LCFF

\$97,292.15 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as at risk (2 or more years below grade level reading expectations)	1000-1999: Certificated Personnel Salaries	\$23,000.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Tier 3 Intervention Teacher to provide intensive reading support for unduplicated students (including English Learners), identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	\$16,500.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	\$1,892.15	English Language Arts	Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills and identify at risk readers, as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.
Professional Development Opportunities (such as but not limited to ASCD)	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills and identify at risk readers, as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.
Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities (alternative support)	2000-2999: Classified Personnel Salaries	\$1,825.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.

James K. Polk Elementary School

Training Costs (such as ACSD Trainings)	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.
Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.
Substitute teachers provided for teachers to participate in instructional planning days	1000-1999: Certificated Personnel Salaries	\$8,000.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.
Teacher to support through a "push in" model math skill development.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.
Library Books	4000-4999: Books And Supplies	\$3,500.00	English Language Arts	At risk students will have access to a growing collection of fiction and non-fiction reading materials at their reading level to increase engagement in a variety of texts.
Technology Aide	2000-2999: Classified Personnel Salaries	\$5,000.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Materials and supplies to support English Learners	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Teachers will provide EL instruction supported by professional development that incorporates best first teaching using multiple strategies (including SDAIE), to build student capacity in academic language, the use of complex texts, and language development throughout the school day as monitored by instructional practice.
ELD Aide services to provide language acquisition support for EL students under the supervision of the Instructional Support Coach and site administration	2000-2999: Classified Personnel Salaries	\$7,500.00	English Language Development	English Learner students will demonstrate a minimum of one years growth in their English fluency as measured by the CELDT, ELD Benchmarks and use of adaptive curriculum.

James K. Polk Elementary School

Provide written translation	5000-5999: Services And Other Operating Expenditures	\$300.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Provide oral/written translation	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Provide oral/written translation	2000-2999: Classified Personnel Salaries	\$700.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Peer Mediation Materials	4000-4999: Books And Supplies	\$200.00	School Culture	Students will participate in peer mediation, student council and other site/community based events to develop a connectedness to their Polk and Central USD community.
Substitute for teacher facilitator to provide and participate in Peer Mediation training	1000-1999: Certificated Personnel Salaries	\$275.00	School Culture	Students will participate in peer mediation, student council and other site/community based events to develop a connectedness to their Polk and Central USD community.
Peer Mediator Training Completion Student Recognition	4000-4999: Books And Supplies	\$600.00	School Culture	Students will participate in peer mediation, student council and other site/community based events to develop a connectedness to their Polk and Central USD community.
Physical Education Student Awards	4000-4999: Books And Supplies	\$1,500.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Kindergarten Sight Word Awards	4000-4999: Books And Supplies	\$1,000.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Behavior Goal Student Awards	4000-4999: Books And Supplies	\$2,000.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Peach Blossom, Science Fair, History Day, EL Reclassification Student Awards	4000-4999: Books And Supplies	\$1,000.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
PE materials to support the instruction of physical education	4000-4999: Books And Supplies	\$2,500.00	School Culture	Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making.

James K. Polk Elementary School

Materials to support unduplicated student programs and small groups that receive social emotional support.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making. Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making.
Provide messaging throughout campus that identifies our PBIS expectations for specific locations to support unduplicated students behavior choices and reflection	4000-4999: Books And Supplies	\$5,000.00	School Culture	

LCFF Total Expenditures: \$97,292.15

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,616.14 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books	4000-4999: Books And Supplies	\$1,616.14	English Language Arts	At risk students will have access to a growing collection of fiction and non-fiction reading materials at their reading level to increase engagement in a variety of texts.

LCFF-SLIP Total Expenditures: \$1,616.14

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$251,920.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Fountas and Pinnell Benchmark Kits	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills and identify at risk readers, as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.

James K. Polk Elementary School

Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as at risk (2 or more years below grade level reading expectations)	1000-1999: Certificated Personnel Salaries	\$16,500.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Instructional/Social/Behavior Support for potential at risk students in our Kindergarten classrooms	2000-2999: Classified Personnel Salaries	\$14,330.79	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Administer Fountas and Pinnell reading assessments grades K-2	1000-1999: Certificated Personnel Salaries	\$15,000.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners), identified as at risk (1 to 2 years below grade level reading expectations)	5000-5999: Services And Other Operating Expenditures	\$26,700.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities (alternative support)	2000-2999: Classified Personnel Salaries	\$1,825.00	English Language Arts	Unduplicated students identified as at risk, will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Instructional/Social/Behavior Support in our Kindergarten classrooms for potential at risk students	2000-2999: Classified Personnel Salaries	\$14,330.79	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.
ST Math TK-6 Annual Subscription	5000-5999: Services And Other Operating Expenditures	\$4,200.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.

James K. Polk Elementary School

Materials to support math instruction	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Front Row Annual Subscription	4000-4999: Books And Supplies	\$1,530.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Brain Pop - Annual Subscription	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Personnel providing students with tier 2 and tier 3 support through monitoring, supporting and preventing student behavior choices in alignment with our Positive Behavior Intervention and Support structures	2000-2999: Classified Personnel Salaries	\$8,000.00	School Culture	Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making.
Materials to support the tier 2 and tier 3 instruction, and assist students in making positive behavior choices	4000-4999: Books And Supplies	\$5,650.00	School Culture	Polk Elementary School students will be part of a Healthy School Community through developing their physical, social emotional and behavioral habits and decision making.
Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	\$7,500.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Technology maintenance and upgrades	4000-4999: Books And Supplies	\$35,000.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Technology to support student learning	4000-4999: Books And Supplies	\$18,186.42	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.

James K. Polk Elementary School

Teacher to provide tier 2 support to at risk students in math skill development	1000-1999: Certificated Personnel Salaries	\$7,000.00	Mathematics	Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, intervention, instructional practice and monitoring student performance.
Teacher to provide extended day academic support (alternative supports)	1000-1999: Certificated Personnel Salaries	\$16,000.00	Mathematics	Students will receive extended day learning opportunities who are identified as not meeting grade level Math standards.
STEM materials and supplies	4000-4999: Books And Supplies	\$7,000.00	Mathematics	Students will be provided a variety of opportunities to participate in and demonstrate their learning and thinking skills.
Novels for Novel Study	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	At risk students will have access to a growing collection of fiction and non-fiction reading materials at their reading level to increase engagement in a variety of texts.
Front Row Annual Subscription	5000-5999: Services And Other Operating Expenditures	\$3,060.00	English Language Arts	At risk students will have access to a growing collection of fiction and non-fiction reading materials at their reading level to increase engagement in a variety of texts.
Teacher to provide extended day academic support (alternative supports)	1000-1999: Certificated Personnel Salaries	\$16,000.00	English Language Arts	Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.
Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	\$7,500.00	English Language Arts	Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.
Parent Education Opportunities: Teacher Leader Participants	2000-2999: Classified Personnel Salaries	\$6,607.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.
Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	\$2,000.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.
Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	\$10,000.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.
Title I Part A: Allocation Total Expenditures:		\$251,920.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Parent Involvement

\$2,393.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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James K. Polk Elementary School

Parent Education Opportunities (Focus on supporting parents in their ability to support their students academically),Material and Supplies	4000-4999: Books And Supplies	\$2,393.00	Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.
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Title I Parent Involvement Total Expenditures: \$2,393.00

Title I Parent Involvement Allocation Balance: \$0.00

James K. Polk Elementary School Total Expenditures: \$353,221.29