

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Bret Harte Elementary School

50 711676052633
CDS Code

Non TITLE 1:

TITLE 1 Schoolwide: X

TITLE 1 Targeted Assistance:

Date of this revision: October 19, 2017

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Modesto City Schools District

The District Governing Board approved this revision of the Single Plan for Student Achievement on November 20, 2017.

OVERVIEW / ORDER of contents

Single School Plan for Student Achievement

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Section 1:

School Mission Statement and Description

School Mission Statement:

It is the mission of Bret Harte Elementary to increase the life chances of our scholars by ensuring academic and social-emotional growth for ALL.

School Description:

Bret Harte Elementary School is located in a low socio-economic area in South Modesto in a neighborhood community. School-wide enrollment is 1,120 students pre-school through sixth grade, with 991 students in kindergarten through sixth grade. 69% of the total students enrolled from kindergarten through sixth grade are English Learners. Currently there are two instructional programs at Bret Harte, which include sheltered English classes from kindergarten through sixth grade and the Modesto City Schools Dual Language Academy, which currently includes grades kindergarten through sixth grade.

The educational program at Bret Harte includes the implementation of Common Core Standards. The teaching staff at Bret Harte participates in ongoing professional development related to providing all students access to grade level content standards. Kindergarten through sixth grade will engage in a two-day lesson study focused on effective, research-based teaching strategies and delivery of content standards. The English Language Arts Curriculum utilized is Wonders/Maravillas. Engage New York/Eureka Math is currently implemented in mathematics and provides teachers an opportunity to focus on the Standards for Mathematical Practice. Computer literacy teachers enhance the educational experience by providing students with Common Core aligned technological instruction. Bi-weekly staff meetings, as well as bi-weekly early release teacher collaboration meetings, are utilized to provide ongoing professional development to teachers so that students may receive the best instructional program possible. A K-6 leadership team meets monthly to disaggregate achievement data of students and to look for practices and recommendations that will support continual student growth.

Migrant Education supplemental instructional and support services are provided to the Modesto City Schools migrant students through California State University, Stanislaus Mini Corps. These services are directly provided by Migrant Education staff to elementary students. The current migrant student eligibility list is maintained and cross referenced with the district student data base in conjunction with California State University, Stanislaus Mini Corps lists. Referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area are completed by Bret Harte personnel. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Students in need of additional support receive assistance through Bret Harte's Site-Wide Intervention Support. Small group instruction is provided to students in the general classroom setting, through targeted interventions within the school day or through pull-out targeted intervention groups. English Learners receive integrated English Language Development daily, and teachers work across the grade levels to meet the specific language needs of students. All grade levels will participate in a professional development lesson study, which will focus on designated and integrated English Language Development. The purpose of the lesson study is to refine designated English Language Development lessons and to facilitate second language acquisition through a research-based, academic vocabulary routine.

In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our student community including: After School Learning Program, PeaceBuilders® Program, student clubs, and Second Cup of Coffee/Cookies with Conteh Meetings for parents. Discipline and Character Education assemblies are provided to review conduct code and help promote learning experiences that promote tolerance and acceptance of differences. Building parent and community partnerships is crucial to student success. Technology classes are offered and taught to parents of Bret Harte students in the evenings. Additional opportunities for parents and the school to interact include the English Parent Partnership Committee, Cookies with Conteh, Library Club and Parent Involvement/Engagement Committee.

By closely monitoring and adjusting the academic program, Bret Harte Elementary School parents, teachers, and staff believe that continued growth will be achieved.

Section 2

Data Overview

Smarter Balanced Site Wide Results	Met/Exceeds Standards % 15-16	Met/Exceeds Standards % 16-17
ELA	14%	13%
Math	11%	12%

4 th Grade Writing	14-15	15-16	16-17
Narrative	5%	17%	33%
Informative	9%	16%	50%
Opinion	18%	18%	47%

3 rd Grade DIBELS	14-15	15-16	16-17
WCPM	29%	38%	27%

	14-15	15-16	16-17
Reclassification	14%	16%	15%

Attendance	14-15	15-16	16-17
	95.65%	95.81%	96.3%

Strategy: Peace Path/Fridays

Strategies: Peace Path/Fridays + SART Meetings

Renaissance	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	Site Total
First Trimester Percentage	89%	86%	70%	77%	84%	76%	85%	81%
Second Trimester Percentage	86%	91%	88%	81%	81%	76%	85%	84%
Third Trimester Percentage	97%	87%	87%	85%	84%	82%	93%	88%

PBIS Strategies: Site-wide discipline plan, PeaceBuilders Center, BEEP assemblies, BEEP Club

Section 3

Data Analysis Summary

2016 – 2017 Data Analysis

The Following are questions are provided as a guide for the data analysis.

- Where are the achievement gaps at your school?
- What are the trends?

Summary of Analysis:

There is an achievement gap for English Learners as compared to the All Students group on the Smarter Balanced Assessments in mathematics and language arts. More students in the All Students group, 3rd-6th grades, are meeting proficiency in mathematics with 12% scoring proficient and advanced, as opposed to 4.9% for English Learners. In language arts, 13% of the students in the All Students group scored proficient or advanced, as opposed to 1.6% of English Learners. The achievement gap between the All Students group and English Learners exists across all content areas and evidenced in multiple assessments. The recommendation for the current school year is for professional development on how to meet the needs of English Learners and accelerate their progress.

In English Language Arts, third grade, fourth grade and fifth grade decreased the percentage of students meeting or exceeding proficiency on the Smarter Balanced Assessment in 2016-17, respectively by three, four and two percentage points. There was an increase in proficiency on the mathematics Smarter Balanced Assessment in fifth and sixth grades, respectively by four and six percentage points. This mathematics growth could be attributed to Math Camp, a tutoring program provided during the school day and on pre-selected Saturdays on site. The increase in the specific grade level cohorts in English Language Arts and math could be attributed to the professional development opportunities, which were focused on student outcomes and research-based instructional practices. In mathematics and in language arts, teachers were provided two lesson study opportunities to work with their teams and design and deliver a lesson. This proved to have a direct impact on student outcomes as the instructional practices in mathematics were the focus of one of the lesson studies and the Smarter Balanced increase in proficiency reflects this. The recommendation for the current school year is for professional development to continue with lesson study opportunities to increase student achievement levels. Increased opportunities for collaboration to inform instruction will positively and directly impact students.

15% of the students who made progress on the CELDT and were reviewed for reclassification, were reclassified. This is one percentage point lower than the previous year. 85% of students did not meet the requirements for reclassification. Research and data indicate a need for academic language development and this will be a site focus for the 2017-18 school year. Ongoing staff development to establish a structured academic vocabulary routine will continue.

The site-wide use of DIBELS Next provided staff with information on student progress towards proficiency on reading foundational skills. The majority of third grade through sixth grade classes participated in a Response to Intervention collaborative effort to improve student outcomes in reading. These grade levels provided intervention across grade levels at specific times, three to five times per week from September through May. Progress monitoring was not a regular practice and there were a variety of reading programs that were utilized to address reading needs. The recommendation this year is to focus on reading foundational skills in kindergarten through second grade so that teachers can start closing the achievement gap sooner than third grade. Site wide intervention will begin in October and will occur five days a week. Scheduling for reading intervention for third through sixth grades will not interrupt core instruction or impact other testing calendared dates.

Third grade fluency scores did not meet benchmark for words correct per minute during the 2016-17 school year. However, there was a focus on providing intervention support in most third grade classes. In previous years, a

correction routine was implemented and utilized during lessons and this caused accuracy to increase from 41% to 43% as the school year progressed. The recommendation for this school year is to continue with the correction routine, provide teachers with training on how to use research-based intervention materials, and provide grade level reading intervention during the week.

Parent involvement increased for the 2016-17 school year through a variety of family engagement opportunities that were offered. Families participated in a STEM/STEAM night training where scholars attending workshops with their parents on science, technology, engineering, art and mathematics. The Bret Harte teachers facilitated and taught the parent/student workshops and utilized materials that could be taken home for additional practice of academic skills. Additionally, parent workshops were offered during the 2nd Cup of Coffee meetings and multiple trainings were delivered on how to provide healthy meals to a family and how to budget appropriately. A family literacy night engaged parents with authentic reading activities, which teachers led in their classrooms.

Attendance increased for the 2016-17 school year and many efforts were made to recognize students with perfect attendance. An increase in the number of students who earned perfect attendance was noted and activities and incentives were utilized to commend them. Monthly movie nights and daily attendance winners were celebrated. Additionally, students were recognized at monthly awards ceremonies for perfect attendance, as well as per trimester and for the year. Bret Harte implemented a Student Attendance Review Team to draft attendance contracts for students with chronic attendance. During the 2016-17 school year, Bret Harte held 81 Student Attendance Review Team meetings and 74 showed improvement by the end of the school year.

For Positive Behavior Intervention and Supports, many efforts were made to implement effective plans to improve behavior, site-wide. Behavior contracts and counseling were offered and utilized at Bret Harte for students who needed additional services. A Marriage and Family Therapist was available on site four days a week to provide intensive one-on-one counseling for specific students. Two Student Assistant Specialists were available to provide counseling support for students on an individual basis or whole class wellness talks. A clinician was on site one day per week and she provided training for staff on Mindfulness to utilize in the classroom to promote mental well-being. The Student Assistant Specialist provided counseling for individual students, five days a week. A PeaceBuilders Center was utilized to provide additional support with our site-wide discipline plan. Based on administrator referral, a Student Assistant Specialist ran small group sessions for conflict mediation in the PeaceBuilders Center, five days a week. Additionally, check-in and check-out procedures to ensure student success was used at the PeaceBuilders Center.

A program called Roadrunner Renaissance for kindergarten through sixth grade students was implemented to recognize scholars who demonstrated PeaceBuilder behavior as evidenced by their report card and discipline data. Students who qualified for Roadrunner Renaissance participated in celebratory events, one per trimester, to honor their exemplary behavior. Over 88% of students participated in Roadrunner Renaissance for the third trimester, which was an increase from 81% during the first trimester.

Section 4

Annual SPSA Evaluation

SPSA Annual Evaluation 2016-2017

Plan Priorities

- Identify the top priorities of the 2016-17 SPSA. (No more than 2–3.)
The top priorities for the 2016-17 school year were genre writing, Student Attendance Review Team procedures and implementing a site-wide discipline plan.
- Identify the 2016-17 major expenditures supporting these priorities.
The most significant expenditure to support these priorities included curriculum planning to provide professional development to certificated staff on genre writing.

Plan Implementation

- Identify strategies in the 2016-17 SPSA that were fully implemented as described in the plan.
Strategies that were fully implemented in the SPSA in 2016-17 included the following: professional development presented to teachers through lesson studies, tandem teaching, Academic Conferences, Roadrunners' Peace Path, attendance incentives, SART meetings, structured recess, Beep Buck Store, Roadrunner Renaissance, wellness talks and counseling with a Student Assistance Specialist and Parent Involvement Workshops.
- Identify strategies in the 2016-17 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
Additional peer observations of research-based instructional strategies and Restorative Practices implementation were not fully implemented as described in the plan with specified timelines.
 - o What specific actions related to those strategies were eliminated or modified during the year?
Ongoing peer observations of research-based instructional strategies did not occur and Restorative Practices were introduced in a Circles Training at a staff meeting.
 - o Identify barriers to full or timely implementation of the strategies identified above.
Peer observations for implementation of research-based strategies was inated due to lack of participation and Restorative Practices were introduced at the end of the year with minimal time to implement. A Restorative Practices strategy will be reintroduced this year through Mindfulness training on an ongoing basis.
 - o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Peer observations occurred during lesson studies and some teachers pre-arranged with colleagues to participate in vertical observations on their own time.
 - o What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
The lack of full implementation impacted student outcomes as evidenced by the district walkthrough data-- research-based instructional strategy goals were not met during the district walkthrough.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Some strategies that were particularly effective in improving student achievement were: ongoing professional development, SMART goals, a site-wide discipline plan and Student Attendance Review Team meetings. The evidence of the direct and indirect impact of these strategies, respectively are: weekly walkthrough data, pre and post tests for SMART goals, suspension rate reduction and improved attendance at the site.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Minimally effective in improving student achievement was the academic language development professional development.
 - o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
The reason the strategy for teaching academic language was minimally effective was because it was not implemented with fidelity, accountability checks were not in place and some teams received the training at the end of the school year.
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other
 - o Based on the analysis of this practice, would you recommend:
Based on analysis of this practice, I would recommend that teams implement with fidelity, determine what their accountability checks will be and provide ongoing training throughout the school year.
 - Eliminating it from the 2017-18 plan
 - Continuing it with the following modifications:
One grade level has started the accountability checks for targeted, high-leverage academic vocabulary words; we will replicate this process in all grade levels.

Involvement/Governance

- How was the SSC involved in development of the plan?
School Site Council provided input in the development of goals and specific actions that were written into the goals. This input was solicited through School Site Council meetings.
- How were advisory committees involved in providing advice to the SSC?
The English Learner Parent Partnership Committee met monthly, a week prior to School Site Council meetings so that concerns of the ELPP could be brought to SSC for input and discussion. The District Parent meetings also helped to provide guidance to the ELPP so that the ELPP had talking points when looking at specific school functions.
- How was the plan monitored during the 2016-17 school year?
The plan was reported on, adjusted and discussed at the monthly SSC, ELPP, leadership and staff meetings. As changes or revisions were recommended or required, additional meetings were called to discuss the changes.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
The SPSA needs to be addressed more frequently with all stakeholders, including teachers at staff meetings,

classified personnel in a meeting venue, parents through the SSC, ELPP, Parent Involvement/Engagement Committee and Second Cup of Coffee/Cookies with Conteh. Community members should also be invited to attend SSC meetings so they can be aware of the decisions of the school site.

Outcomes

- Identify any goals in the 2016-17 SPSA that were met.
The Positive Behavior and Intervention Supports goal was met.
- Identify any goals in the 2016-17 SPSA that were not met, or were only partially met.
The goals for Smarter Balanced performance in English Language Arts and Mathematics were not met, though there was growth in specific grade levels and math performance improved overall. Though there was improvement in attendance, the goal was not met.
 - o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Research-based instructional strategies for English Language Arts and Mathematics were not fully implemented in every classroom on a consistent basis. The high-leverage, research-based strategies, however, were utilized during professional development sessions in every classroom and grade level.
- Based on this information, what might be some recommendations for future steps to meet this goal?
Consistent implementation of research-based instructional strategies must occur in every classroom and on a consistent basis.

Section 5

School Goals

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #1 LCAP Goal 2 & 3 - English Language Arts (ELA) K-6

Increase by 5% points the percent of students scoring Meets or Exceeds and decrease by 3% points the percent of students scoring Not Met on Smarter Balance Assessment – English Language Arts (ELA).

Percent of students at the Meets or Exceeds OR Not Met proficiency level:												
	2015 – 2016				2016 – 2017				2017 – 2018 Meets or Exceeds		2017 – 2018 Not Met	
Schoolwide (SW)	Goal	21%	Actual	14%	Goal	19%	Actual	13%	Goal	18%	Goal	%
English Learners (EL)	Goal	10%	Actual	2.4%	Goal	7%	Actual	1.6%	Goal	6%	Goal	%
Students with Disabilities (SWD)	Goal	7%	Actual	0%	Goal	5%	Actual	2%	Goal	7%	Goal	%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase percent of students mastering grade level foundational skills.					
Schoolwide (SW)	<p>Professional development will be provided on designing and delivering standards-based lessons. Effective research-based practices for first-time learning in literacy skills will be utilized to increase student academic growth.</p> <p>Additional time for teacher collaboration will be provided on how to utilize standards-based lessons to improve student outcomes in literacy.</p> <p>Staff will receive ongoing coaching support on effective lesson design and delivery in language arts from an instructional coach to directly impact student achievement.</p> <p>Supplemental materials will be provided to access Common Core Standards and directly impact student achievement in literacy through family literacy events and materials. Training will be provided to deliver the</p>	Attendance of professional development--ongoing & classroom walkthroughs for implementation--weekly reports by administration	9/1/2017-11/28/2017	substitutes	Title 1 Professional Development	12108
				Teacher hourly	Title 1 Professional Development	5000
				Instructional coach salary	Title 1 Positions	59000
				Parent involvement	Title 1 Parent Involvement	1243
				Conference travel and registration	Title 1 Professional Development	16000
				Teacher hourly	Title 1 Certificated	6690
				Classified hourly	Title 1 Classified	500
				Technology supplies	Title 1 Supplies and Services	2725
				Software licensing	Title 1 Supplies and Services	3750
				Substitutes	Title 1 Certificated	3500
	Attendance of collaboration for standards-based lessons--ongoing & classroom walkthroughs for implementation--weekly reports by administration	9/26/2017-5/15/2018				
	Attendance of professional development--ongoing & classroom walkthroughs for implementation--weekly reports by administration	9/1/2017-4/10/2018				
	Attendance of parents and teachers for literacy events--ongoing	10/23/2017-3/13/2018				
	Attendance of collaboration for data analysis--ongoing & classroom walkthroughs for implementation--weekly	9/13/2017-5/15/2018				

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>information and use the materials effectively.</p> <p>Additional collaboration time provided for teachers to analyze data, create lessons and plan for meeting student achievement goals. Teachers will receive on-site professional development on essential standards to design lessons that target critical content areas to positively impact student achievement.</p> <p>Additional opportunities for workshops and conferences will be available for teachers to attend.</p> <p>Teachers will provide additional academic intervention for pre-selected students, based on reading data, before and after school. Pre and post tests will be created and recorded to determine effectiveness of the additional intervention support for reading foundational skills and typing to facilitate writing.</p>	<p>reports by administration</p> <p>Attendance of workshops and conferences--ongoing & implementation of strategies learned--weekly reports by administration and leadership team accomplishments</p> <p>Attendance of after/before school intervention--ongoing & pre and post test results--as reported by intervention teacher</p> <p>Attendance of after/before school intervention--ongoing & pre and post test results--as reported by intervention teacher</p>	<p>9/1/2017-6/9/2018</p> <p>9/25/2017-5/25/2018</p> <p>9/25/2017-5/25/2018</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Classified staff will provide additional academic intervention for pre-selected students, based on reading data, before and after school. Pre and post tests will be created and recorded to determine effectiveness of the additional intervention support for reading foundational skills.</p> <p>Roving substitutes will be provided so teachers can attend academic conferences and student success team meetings. At risk and advanced students will be targeted during the conference and current data will be analyzed to create an effective plan for specific students.</p> <p>Provide additional teaching resources, including technology, software and required maintenance, for teacher peer observations of research-based instructional practices that will positively</p>	<p>Attendance of academic conferences and student success team meetings--ongoing & pre and post tests with implementation of a plan--as reported and implemented by classroom teacher</p> <p>Use of additional teaching resources--ongoing & weekly reports by administration and peer observation findings</p> <p>Use of additional teaching resources--ongoing & student achievement scores in reading--as reported by classroom teacher</p>	<p>10/9/2017-4/5/2018</p> <p>11/3/2017-5/31/2018</p> <p>8/14/2017-5/31/2018</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost									
	<p>impact student achievement in literacy.</p> <p>Provide additional training and materials, including software licenses, for data reporting, data analysis and access to online teaching resources that will positively impact student achievement in literacy skills.</p>														
English Learners (EL)	<p>Additional site-specific professional development will be provided for planning, delivering and analyzing effective designated and integrated English Language Development lessons.</p> <p>Data analysis of written student language production of English Learners to refine academic vocabulary lessons for integrated and designated English Language Development lessons.</p> <p>Increase parent to school and school to parent communication with</p>	<p>Attendance of professional development--ongoing & English Learner progress--as language production is reported by the classroom teacher</p> <p>Attendance of professional development--ongoing & English Learner progress--as language production is reported by the classroom teacher</p> <p>Parent attendance at ELPP meetings--ongoing & parent involvement in site activities--ongoing</p>	<p>8/29/2017-4/10/2018</p> <p>9/26/2017-5/8/2018</p> <p>8/7/2017-6/8/2018</p>	<table border="1"> <tr> <td>Substitutes</td> <td>Title 1 Professional Development</td> <td>12106</td> </tr> <tr> <td>Teacher hourly</td> <td>Title 1 Professional Development</td> <td>5000</td> </tr> <tr> <td>TC II translator salary</td> <td>Title 1 Positions</td> <td>13230</td> </tr> </table>	Substitutes	Title 1 Professional Development	12106	Teacher hourly	Title 1 Professional Development	5000	TC II translator salary	Title 1 Positions	13230		
Substitutes	Title 1 Professional Development	12106													
Teacher hourly	Title 1 Professional Development	5000													
TC II translator salary	Title 1 Positions	13230													

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	additional bilingual office staff.					
Students with Disabilities (SWD)	Intervention groups for students with special needs and monitored goals will be taught before and after school.	Attendance of after/before school intervention--ongoing & pre and post test results--as reported by intervention teacher	10/2/2017-4/20/2018	Teacher hourly	Title 1 Certificated	6690
SUBGOAL:	Increase percent of students meeting or exceeding grade level reading and writing standards.					
Schoolwide (SW)	Reading intervention training will be provided so teachers can address students' literacy needs and implement a systematic reading program. Increased access to the library and text will be possible through the Parent/Scholar/Staff Reading Club. On Tuesdays and Thursdays, the library will be open and operated by the librarian and teachers while scholars read the text of their choice with a parent or guardian.	Student fluency in phonemic awareness, letter sounds and words correct per minute data--monthly Parent/Scholar/Staff attendance at the Parent/Scholar/Staff Reading Club--monthly	10/20/2017-5/31/2018 11/7/2017-5/31/2018			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Additional professional development on designated English Language Development will be provided so teachers can deliver a research-based instructional language acquisition program.	Student language production analysis--bi-monthly	11/6/2017-5/31/2018			
Students with Disabilities (SWD)	Additional reading intervention for students with special needs will be provided during the school day.	Progress towards reading goals--monthly words correct per minute, letter sound fluency and phonemic awareness data	11/6/2017-5/31/2018			

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #2 LCAP Goal 2 & 3 - Math K-6

Increase by 5% points the percent of students scoring Meets or Exceeds and decrease by 3% points the percent of students scoring Not Met on Smarter Balance Assessment – Math.

Percent of students at the Meets or Exceeds OR Not Met proficiency level:

	2015 – 2016		2016 – 2017		2017 – 2018 Meets or Exceeds		2017 – 2018 Not Met	
Schoolwide (SW)	Goal 15%	Actual 11.3%	Goal 16%	Actual 12%	Goal	17%	Goal	%
English Learners (EL)	Goal 10%	Actual 4.8%	Goal 10%	Actual 5%	Goal	10%	Goal	%
Students with Disabilities (SWD)	Goal 5%	Actual 0%	Goal 5%	Actual 3.7%	Goal	8%	Goal	%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	<p>Professional Development provided for teachers to receive training on how to design and deliver effective standards-based lessons for first time instruction. Lessons focused on the Standards for Math Practice will include research-based instructional strategies.</p> <p>Teachers will provide academic intervention for pre-selected students before and after school, based on current math scores and data. This additional intervention support will target math fact fluency and concepts. Pre and post tests will be created and recorded to determine the effectiveness of the intervention support for math fluency and content standards.</p> <p>Supplemental materials will be provided to access Common Core Standards and directly impact student</p>	<p>Attendance of professional development--ongoing & classroom walkthroughs for implementation--weekly reports by administration and math benchmarks</p> <p>Attendance of after/before school intervention--ongoing & pre and post test results--as reported by math intervention teacher</p> <p>Attendance of parents and teachers for literacy events--ongoing</p>	12/6/2017-2/21/2018	Substitutes	Title 1 Professional Development	12106
			Teacher hourly	Title 1 Certificated	6690	
			Parent involvement	Title 1 Parent Involvement	1243	
			Instructional coach salary	Title 1 Positions	59000	
			Software licensing	Title 1 Supplies and Services	3750	
			Technology	Title 1 Supplies and Services	2725	
			Substitutes	Title 1 Certificated	3500	
10/2/2017-4/20/2018						
10/18/2017-2/28/2018						
11/3/2017-5/31/2018						
9/1/2017-5/31/2018						

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>achievement in literacy through family mathematics events and materials. Training will be provided to deliver the information and use the materials effectively.</p> <p>Additional small group and one-on-one tutoring to support scholars with specific math standards. California State University math students will provide supplemental instruction and interventions for mathematics in grade levels 2nd-6th during school hours.</p> <p>Staff will be provided with ongoing coaching support on effective lesson design and delivery in mathematics content from an instructional coach to directly impact student achievement.</p> <p>Provide additional teaching resources, including technology, software and required maintenance, for teacher peer observations of</p>	<p>Attendance of during school math intervention--ongoing & pre and post test results--as reported by math intervention teacher</p> <p>Attendance of professional development--ongoing & classroom walkthroughs for implementation--weekly reports by administration</p> <p>Use of additional teaching resources--ongoing & weekly reports by administration and peer observation findings</p> <p>Use of additional teaching resources--ongoing & student achievement scores in mathematics--as reported by classroom teacher</p> <p>Attendance of academic</p>	<p>11/3/2017-5/31/2018</p> <p>8/14/2017-5/31/2018</p> <p>8/14/2017-5/31/2018</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>research-based instructional practices that will positively impact student achievement in mathematics.</p> <p>Provide additional training and materials, including software licenses, and access to online teaching resources that will positively impact student achievement in mathematics.</p> <p>Rotating substitutes will be provided so teachers can attend academic conferences and student study team meetings. At risk and advanced students will be targeted during the conference and current data will be analyzed to create an effective plan for specific students.</p>	<p>conferences and student success team meetings--ongoing</p> <p>& pre and post tests with implementation of a plan--as reported and implemented by classroom teacher</p>				
English Learners (EL)	Professional development will be provided to plan exit tickets that target English Learner needs within math instruction. Exit tickets will be analyzed to monitor language acquisition of	Exit ticket analysis (with teacher-created scoring guide/rubric) during collaboration, leadership and staff meetings--ongoing	10/3/2017-5/15/2018	Teacher hourly	Title 1 Professional Development	5000
			8/7/2017-	TC II translator salary	Title 1 Positions	13230

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	English Learners. Increase school communication with Spanish speaking parents through additional office staff.	Parent attendance at ELPP meetings--ongoing & parent involvement in site activities--ongoing	6/8/2018			
Students with Disabilities (SWD)	Classified staff will provide additional academic intervention for pre selected students before and after school. Pre and post tests will be created and recorded to determine the effectiveness of the intervention support. Math fluency will be a focus for intervention groups that serve students with special needs.	Attendance of after/before school intervention--ongoing & pre and post test results--as reported by math fluency intervention teacher	10/2/2017-4/20/2018	Classified hourly	Title 1 Classified	500

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #3 LCAP Goal 2 - Student Attendance		
Increase student attendance by .5% points or to 98%.		
Attendance rate:		
2015-2016	2016-2017	2017-2018
Actual: 95.65%	Actual 95.81%	Goal: 96.3%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Decrease the percent of students with chronic absenteeism					
SW	Attendance rewards for classes who earn perfect attendance each week to increase perfect attendance per class.	Weekly attendance report provided by Student Records Clerk for grade level attendance rate and perfect attendance classes report	9/25/2017-5/31/2018			
	Perfect attendance movie nights for scholars who earn perfect attendance for the month to increase the percentage of scholars with perfect attendance.	Monthly perfect attendance reports and movie night attendance	8/14/2017-5/31/2018			
	Attendance liaison, student records clerk and site administrator will meet with the	Student Attendance Review Team Meetings--bi-monthly & improvement rate for chronic absenteeism	9/8/2017-5/18/2018			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>parents of students with chronic attendance issues to create an attendance contract. Incentives will be utilized when the contract is honored.</p> <p>Staff and scholars will walk to school together on Fridays, Peace Path, to increase attendance on that specific day of the week.</p> <p>Implement Mile Mondays so staff and scholars can run on the playground before school to increase attendance on that specific day of the week.</p> <p>Kindergarten parent meetings and attendance reports provided to increase student attendance in kindergarten.</p>	<p>Friday attendance rate-- monthly report & overall attendance report--monthly</p> <p>Monday attendance rate-- monthly report & overall attendance report--monthly</p> <p>Kindergarten parent attendance of meetings-- monthly report of attendance</p>	<p>8/18/2017-5/25/2018</p> <p>9/11/2017-5/21/2018</p> <p>11/3/2017-5/31/2018</p>			
EL	Increase parent communication with additional calls and communication to Spanish speaking parents regarding the importance of regular attendance.	<p>Parent newsletters to report attendance trends and data--monthly</p> <p>Parent attendance to Student Attendance Review Team Meetings and reported improvement from Student Records Clerk--bi-monthly</p>	8/7/2017-6/8/2018	TC II translator salary	Title 1 Positions	13230

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Suspension Rate:								
	2015 – 2016		2016 – 2017		2017 – 2018			
Schoolwide (SW)	Actual	3.96%	Goal	3.46%	Actual	2.13%	Goal	1.63%
Students with Disabilities (SWD)	Actual	9.68%	Goal	8.68%	Actual	3.61%	Goal	2.61%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost	
SUBGOAL:	Reduce the number of incidents in						
Schoolwide (SW)	Students will participate in a rewards system per trimester, Roadrunner Renaissance, for PeaceBuilder behavior. Data will be tracked by social skills on the report card and MOSIS discipline to monitor the effectiveness of the rewards system and to increase positive behavior. Provide additional social skills	Participation rate for Roadrunner Renaissance-- per trimester	8/14/2017-5/31/2018	Teacher hourly	Title 1 Certificated	6690	
				Parent involvement	Title 1 Parent Involvement	1450	
				Service contracts	Title 1 Supplies and Services	9100	
				Childcare	Title 1 Parent Involvement	800	
			BEEP Club attendance rate-- monthly	10/4/2017-5/31/2018	Student assistant specialist	Title 1 Supplies and Services	10000
					Extra clerical	Title 1 Classified	2400

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>education for students who are at risk to increase the likelihood of positive behavior.</p> <p>Provide additional social skills education for parents of students who are at risk to increase parent communication and positive behavior.</p> <p>Police Activities League recreation leaders will provide structured activities during recess to promote PeaceBuilder behavior and decrease behavior referrals.</p> <p>Provide childcare while parents attend meetings and trainings to obtain school information that promotes parent involvement and increases student achievement.</p> <p>Increase school communication with parents through the use of flyers, newsletters, phone calls and conferences for specific events such as parent conferences, Back to School Night and Open</p>	<p>BEEP Club Parent Trainings attendance--monthly</p> <p>Referrals and incidents during lunch recess--monthly</p> <p>BEEP Club Parent Trainings attendance--monthly</p> <p>Monthly newsletters, auto dialers for family events, phone call log and parent participation rate for Back to School Night, Parent Workshops and Open House</p> <p>Participation rate of students and referrals and incidents reports--per trimester</p>	<p>11/1/2017-5/31/2018</p> <p>8/28/2017-5/31/2018</p> <p>8/23/2017-5/16/2018</p> <p>8/14/2017-5/31/2018</p> <p>8/14/2017-5/31/2018</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	House. Provide additional social-emotional supports to students in need to increase positive behavior through an on-site student assistant specialist.					
Students with Disabilities (SWD)	Provide additional teacher training on how to meet the social-emotional needs of students with IEPs with support staff including school psychologist, resource and speech teachers, Marriage and Family Therapists and the PeaceBuilders Center.	Discipline referrals and incidents of students with Individualized Education Plans & implementation of social-emotional support programs	8/14/2017-5/31/2018			
EL	Improve parent to school and school to parent communication with trained bilingual office staff.	Parent attendance at BEEP Club meetings--ongoing & parent involvement in site activities--ongoing	10/4/2017-5/31/2018			
SUBGOAL:	Increase support for Tier II behavior OR Increase support for Tier III behavior interventions					
Schoolwide (SW)	Provide additional restorative practices opportunities and social-emotional supports that focus on Tier II behavior through an on-site student assistant specialist.	Referrals to PeaceBuilders Center--monthly incidents and referrals report	8/14/2017-5/31/2018			
Students with Disabilities	Provide additional support for Tier II and Tier III behavior	Lunch bunch and before and after school check-in and	8/14/2017-5/31/2018			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
(SWD)	through the site's PeaceBuilders Center and restorative circles to address the needs of students with IEPs.	check-out				

Section 6

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	157690	0.00
Title 1 Professional Development	67320	0.00
Title 1 Parent Involvement	4736	0.00
Title 1 Certificated	33760	0.00
Title 1 Classified	3400	0.00
Title 1 Supplies and Services	32050	0.00

Section 7

Bret Harte Elementary School Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Program Support Goal: Improve overall and sub group student achievement.

Anticipated annual growth: Increase by five percentage points the percent of students at Proficient or Advanced on Smarter Balance Assessments.

Means of evaluating progress toward this goal: Diebels, Benchmark Assessments, CELDT, Smarter Balanced Assessment

Centralized Support Costs

The Modesto City School District provides on-going support to schools implementing categorical programs. Centralized services expenditures identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds. The services are in such forms as resource materials, staff development, and evaluation services. The State and Federal Programs office also assists schools to implement categorical programs by providing budget allocations and current budget balances, by processing purchase orders, contracts, etc., and by keeping staff informed regarding changes in laws and regulations related to the compliant implementation of categorical program services.

Total amount for Title 1

45369

Funding Source for Centralized Support: Title I

Section 8

2017 - 2018
School Site Council (SSC) Membership - Elementary (K-6)
Bret Harte Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members

Staff

1. Name: Soriel Marroquin
Term: 2017-18 & 2018-19
Parent **Community Member**
2. Name: Analisa Garcia
Term: 2017-18 & 2018-19
Parent **Community Member**
3. Name: Teresa Mejia
Term: 2017-18 & 2018-19
Parent **Community Member**
4. Name: Alondra Torres
Term: 2017-18 & 2018-19
Parent **Community Member**
5. Name: Belen Zavala
Term: 2017-18 & 2018-19
Parent **Community Member**

1. Name: Marla Conteh
Principal
2. Name: Javier Lara
Term: 2016-17 & 2017-18
Teacher
3. Name: Kimberly VanHorn
Term: 2016-17 & 2017-18
Teacher
4. Name: Ruth Lazaro-Enos
Term: 2017-18 & 2018-19
Teacher
5. Name: Ariana Oliveros
Term: 2016-17 & 2017-18
Other School Staff: Administrative Assistant

Section 9

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Parent Partnership

Signature

Community Advisory Committee for Special Education Programs

Signature

Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: .

Marla Conteh

Typed Name of School Principal

Signature of School Principal

Date

Soriel Marroquin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date