The Single Plan for Student Achievement

School: Romoland Elementary School

CDS Code: 33672310000000

District: Romoland Elementary School District

Principal: MIchelle Echiverri

Revision Date: 10/9/2017

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

Romoland Elementary School's Vision and Mission Statements
Mission Statement: To ignite a love of learning.

Vision: Our mission of "Igniting a Love of Learning" is at the center of all that we do. We firmly believe that establishing and nurturing relationships and a partnership with our students, parents, and the community will provide the greatest educational experiences and opportunities for our students. We are fully implementing the California Common Core State Standards. These are powerful standards that will prepare students for college and/or career readiness! Our amazing staff are equipped and prepared to bring powerful learning opportunities to our students every day! In addition, to best prepare students for the college or career, we find great value in teaching our students the "7 Habits of HIghly Effective People." We recognize that these habits empower and equip our students with necessary and essential life skills that will help them to reach their fullest potential. Regular school attendance is necessary and crucial to ensure students' receive the required tools, strategies, and training to excel. Attending school every day will enable students to think and reason critically, engage in problem solving, work collaboratively, write proficiently, utilize technology appropriately, communicate effectively and positively contribute to our very complex and ever-changing world!

We foster and cultivate a Growth Mindset, the work of world renowned psychologist Carol Dweck, here at Romoland Elementary School. We understand that ALL students' talents and abilities can be developed through effort, teaching, and persistence. We embrace mistakes and failure as opportunities to learn and improve abilities. We believe in the power of "YET." For example, "I don't understand this yet." "I don't like this yet." "I'm not good at this yet." We encourage and invite all to help us develop and empower students with a Growth Mindset and the power of "yet."

We are committed to helping each child succeed academically, socially, and emotionally. We have structured our classrooms and school systems to allow students to continually learn and grow. As a school, we have broken down stereotypes and obstacles to ensure all students are supported and challenged. Nothing will stop us from the relentless pursuit of learning and leading in the 21st century. As Dr. Amy Fast so accurately states, "Leaving school 'college and career ready' is crucial. But leaving school with the deep belief that you matter is what changes the world." Each of our students matter and will change the world!

School Profile

Classes:
Romoland Elementary School is a K-5 public school with enrollment of 496 as of September 28, 2016. There are 20 regular education classrooms and 2 S.A.I. (specialized academic instruction) classrooms/Learning Centers (K-2 and 3-5). Classes include: one transitional kindergarten, three kindergarten, three 1st grade, three 2nd grade, three 3rd grade, three 4th grade and three 5th grade classrooms. Our school is composed primarily of Hispanic students at 91.2% followed by White students at 8.8%.

Staff: 1
100% of our teachers are designated as NCLB compliant. Support staff includes: one full-time assistant principal, one full-time school counselor, one part-time physical education teacher, one part-time music teacher and one part-time school psychologist. There are also 2 bilingual instructional aides, 4 special education instructional aides, 2 physical education instructional aides, 3 noon duty supervisors, 2 full-time custodians, and 5 food service employees.

Curriculum:
District approved texts and district created units of study support instruction of the C.C.S.S. Support programs for at-risk students include I-ready for reading and math (K-5), Voyager Passport (K-5) and Think Central (K-5). NG Connect and Academic Vocabulary Toolkits address the needs of our E.L.L. students. S.A.I. and speech services are provided for students with special needs per their IEP's.

Professional Development & Training is offered to both staff and parents throughout the year.

Staff:
I-ready, Google Classroom Suite, PLC 4 Real, Core Six, Strategic Teacher and Tools for Thoughtful Assessment, CELDT prep and training, SBAC, Blended Learning/Ed.Tech., Designated and Integrated ELD, SST training, Think Central, Illuminate, Newsela, Growth Mindset, Leader in Me, N.C.U.S.T. and professional readings.

Parents:
E.L.A.C., Coffee with the Principal, S.S.C., P.I.Q.E., C.B.E.T., and Family math, literacy, and astronomy nights.

Our school works closely with the district to ensure our plan includes: research-based strategies, policies and practices to ensure the greatest likelihood of all students making progress and reaching national, state, and district goals.

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).

All parents, students, and staff are surveyed at the beginning and end of each year to determine instructional and cultural needs of the school. The principal obtains input of the parents at School Site Council meetings, Coffee with the Principal, and E.L.A.C. meetings to help determine the school's instructional and intervention plans for student success. The principal obtains input from student groups such as A.S.B. for student needs to improve the learning environment for all students. The principal also collects input from staff about needs for instructional programs, intervention programs, instructional needs and cultural needs to improve student success. The results of these surveys/interactions/discussions showed a need for more staff training in the implementation of C.C.S.S. in reading and math. Also, there is a desire to increase parent involvement supporting both academic and extracurricular activities. Finally, students have a desire to be more involved and provide more social activities for all students to continue to increase school morale.

Classroom Observations

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

The principal and assistant principal conduct both formal and informal observations throughout the year. School administrators follow district guidelines and timelines to conduct formal observations. A probationary teacher receives three formal observations per year and a final evaluation. A permanent teacher receives two formal observations per year and a final evaluation. Informal walkthroughs occur on a weekly basis with each classroom being visited at least one time per week and staff are provided with feedback and coaching tips about these visits via Digicoach. Classroom observations indicate a need to continue to focus on mastery (planning for mastery, objective-driven lessons, depth of understanding, time on objectives and focusing on all students) and increase rigor through relevant and collaborative tasks which require problem solving and inquiry. Observations also reveal a need to continue to consistently implement universal design (lesson objectives, academic vocabulary, graphic organizers, sentence frames, visual aids, etc) strategies and use formative assessments regularly.

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)

   All parents received CAASPP results for the 2016-17 school year. The CAASPP data was also shared and discussed with all teachers. The data was broken down and analyzed to decide how best to increase student achievement in ELA, Math and Science. After a thorough analysis and discussion of the results it was determined that the main foci to increase student achievement would be on a focus on mastery via differentiated and personalized instruction.

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

   In addition to on-going daily formative assessments, teachers will also use DIBELS, I-Ready, Culminating Tasks and Unit final Assessments to monitor student progress and determine interventions. DIBELS Fluency and I-ready will be given three times a year and the data will be discussed and analysed during weekly PLC's. Culminating Tasks and Unit Final Assessments (on-line) will be given at the end of each unit of study and will also be analyzed during PLC to determine students' mastery of standards and plan how to re-teach standards as needed.

Staffing and Professional Development

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

   All staff are deemed "highly qualified."

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

   All teachers attend training on state adopted curriculum. in addition, they have also received on-going and in-depth training twice a month on student early release days. Teachers have access to collaborate with one another via PLC. They also have access to district instructional coaches and in-district PD.

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

   Staff development is conducted in a whole group setting twice a month with professional development topics derived from data analysis, school-wide and teacher needs as well as requested trainings. Staff development is also offered through the year during small group PLC time that focuses on specific program training, data analysis, a particular student group such as S.W.D., E.L., etc) and teacher requested P.D. Also, through a partnership with RCOE and Cal. State San Bernardino teachers are able to participate in the T.E.E.M. (Teaching English Learners Early Mathematics) grant.

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

The district employs four instructional coaches that come to the site periodically during small group P.L.C. time, whole group P.D. time and as requested by teachers, teams, and/or administrators. Teachers are also able to attend district trainings, of their choice, facilitated by the instructional coaches. Administration may also suggest teachers attend additional in-district P.D. trainings if the teacher is in need in a particular area. In addition, each school site has a S.I.T.L. (site instructional technology leader) who receives training and is available to all teachers to provide PD or help resolve issues related to technology. Teachers may also request to attend outside professional development to increase knowledge base to support students in need.

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

All teachers have two 50 minute time blocks each week to meet as a grade level team to collaborate about student progress and data. At the district level, teachers may collaborate on the units of study teams in E.L.A. or math, in the T.E.E.M. grant or on various district committees (EL, Cultural Diversity, etc).

Teaching and Learning

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

All Units of Study in Language Arts and Mathematics have been aligned to California Common Core Standards at every grade level. Every grade level also has state adopted curriculum in both social studies and science that address the state standards. I-ready is used as our intervention program for both ELA and math and is aligned to the standards.

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

All teachers teach the required daily/weekly instructional minutes in all subject areas. A P.E. teacher and two instructional aides provide the necessary instruction in order to meet all physical education minutes. All teachers submit their daily schedules to administration and post them in their classrooms. The district provides "place mats" for the pacing of the units of study as well as an Ed. Services Academic Calendar.

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

All units of study in language arts and math have accounted intervention time and "place mats" to ensure appropriate pacing of all instruction with allowance for intervention and reteaching.

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

All students have access to standards-based instructional materials at their grade level. In E.L.A. and math the Units of Study are utilized. Wonders, published by McGraw-Hill, is also available in Language Arts as is Go math. I-ready is used for intervention in both ELA and math and NG Connect is used for ELD instruction.

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)

Romoland utilizes Voyager Passport , I-ready and Read Naturally as state adopted intervention programs.

Opportunity and Equal Educational Access

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

All teachers provide daily intervention blocks of time in both language arts and math. Intervention instruction is provided in a small group setting or individualized.

14. Research-based educational practices to raise student achievement

All classroom teachers utilize research-based instructional strategies in all subject areas in order to raise student achievement. All classrooms utilize a blended learning model and flexible groupings to ensure instruction is differentiated and personalized for student success.

Parental Involvement

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

Romoland has several opportunities throughout the school year available to parents to be involved in their child's education and for enrichment. English classes for parents are offered three days a week through the C.B.E.T. (community based english tutoring) program. Latino Family Literacy Project is offered monthly during ELAC meetings. Mobile dental and health labs offer their services monthly from the site to families. We also have a partnership with the Menifee Valley Community Cupboard and are able to provide 50 families with a backpack of food for the weekend each and every week. The school offers special evenings and events throughout the year for all to attend. These events include: Back to School Night, Open House, Astronomy Night, Literacy Night, Math Night, a talent show, TIGER assemblies, Band and Choir performances, dance team performances and parades, walk to school day, multicultural festival, and more.

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)

Parents, community members, teachers and other school personnel are also involved in committees such as: ELAC, SSC, Coffee with the Principal, lighthouse teams, and a parent-teacher committee.

Funding

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

Our school is focusing our categorical funds to service students, parents, and staff in many ways. We are focusing on providing research-based training on instructional strategies aligned to the CCSS and essential soft skills development to teachers through The Leader in Me. Another focus is on increasing intervention programs and supports for students. Also, developing a growth mindset and leadership skills in students, teachers, and parents. Lastly, additional access to technology for both parents and students.

18. Fiscal support (EPC)

Our fiscal support includes discretionary Title I and Title III budgets.

Description of Barriers and Related School Goals

1. Managing Multiple Initiatives and Time: There are many "new" instructional programs and teachers are still learning them; implementation reflects that.
2. Limited Community Resources: Focus on reading outside of school and completing homework.

The five school goals noted on this plan address the barriers.

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	76	77	78	75	76	78	75	76	78	98.7	98.7	100
Grade 4	84	86	77	83	82	77	83	82	77	98.8	95.3	100
Grade 5	84	83	80	83	81	76	83	81	76	98.8	97.6	95
All Grades	244	246	235	241	239	231	241	239	231	98.8	97.2	98.3

* 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	2388.6	2401.2	2436.6	11	14	30.77	17	17	19.23	35	41	32.05	37	28	17.95
Grade 4	2409.9	2406.6	2439.5	6	12	12.99	20	15	24.68	22	20	24.68	52	54	37.66
Grade 5	2473.2	2467.1	2447.2	12	10	9.21	27	28	27.63	20	22	10.53	41	40	52.63
All Grades	N/A	N/A	N/A	10	12	17.75	22	20	23.81	25	27	22.51	44	41	35.93

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	12	14	26.92	43	51	48.72	45	34	24.36
Grade 4	6	13	22.08	42	33	45.45	52	54	32.47
Grade 5	13	12	10.53	41	44	38.16	46	43	51.32
All Grades	10	13	19.91	42	43	44.16	48	44	35.93

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	12	9	32.05	40	54	46.15	48	37	21.79
Grade 4	7	12	9.09	49	30	58.44	43	57	32.47
Grade 5	20	20	18.42	41	42	38.16	39	38	43.42
All Grades	13	14	19.91	44	42	47.62	43	44	32.47

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	13	23.08	56	68	62.82	33	18	14.10
Grade 4	6	9	6.49	66	66	61.04	28	26	32.47
Grade 5	8	7	9.21	64	63	57.89	28	30	32.89
All Grades	8	10	12.99	62	66	60.61	29	25	26.41

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	12	24	32.05	51	49	52.56	37	28	15.38
Grade 4	7	11	24.68	52	55	51.95	41	34	23.38
Grade 5	29	23	17.11	49	48	36.84	22	28	46.05
All Grades	16	19	24.68	51	51	47.19	33	30	28.14

Conclusions based on this data:

1. There is a great need, especially in 4th and 5th grades, for students to read at grade level.
2. Students' ability to decode and read fluently affect their ability to comprehend, produce writing, communicate effectively, and conduct research.
3. Invest in an intervention program which specifically targets and develops students' ability to read fluently and at grade level.

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	76	77	78	74	76	78	74	76	78	97.4	98.7	100
Grade 4	84	86	77	83	82	77	83	82	77	98.8	95.3	100
Grade 5	84	83	81	83	81	78	83	81	78	98.8	97.6	96.3
All Grades	244	246	236	240	239	233	240	239	233	98.4	97.2	98.7

* 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	2411.1	2417.3	2457.3	12	11	24.36	28	36	38.46	26	26	24.36	34	28	12.82
Grade 4	2423.5	2422.2	2456.0	4	5	6.49	12	12	29.87	42	39	36.36	42	44	27.27
Grade 5	2452.0	2447.2	2444.7	11	11	7.69	8	4	14.10	30	27	19.23	51	58	58.97
All Grades	N/A	N/A	N/A	9	9	12.88	16	17	27.47	33	31	26.61	43	44	33.05

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	26	26	50.00	30	39	34.62	45	34	15.38
Grade 4	8	11	19.48	24	29	36.36	67	60	44.16
Grade 5	12	12	12.82	24	21	21.79	64	67	65.38
All Grades	15	16	27.47	26	30	30.90	59	54	41.63

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	18	21	25.64	42	47	56.41	41	32	17.95
Grade 4	5	7	14.29	49	34	50.65	46	59	35.06
Grade 5	11	6	7.69	33	31	30.77	57	63	61.54
All Grades	11	11	15.88	41	37	45.92	48	51	38.20

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	15	17	24.36	55	58	65.38	30	25	10.26
Grade 4	5	10	15.58	46	38	46.75	49	52	37.66
Grade 5	6	10	7.69	41	33	34.62	53	57	57.69
All Grades	8	12	15.88	47	43	48.93	45	45	35.19

Conclusions based on this data:

1. The greatest number of students are "below standard" in 4th and 5th grades.
2. Students' ability to read greatly impacts their ability to solve math problems and explain their reasoning; both orally and in writing.
3. A focus on math instruction is needed.

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						23	44		46	22		15	33		15
1	4		9	38		49	42		23	15		16	2		2
2	7		10	23		15	47		48	18		25	5		3
3	8		12	16		42	41		42	31		4	4		
4	7			29		50	51		42	11		3	2		5
5	21		9	48		51	17		37	10		3	3		
Total	8		7	28		40	42		38	18		11	5		3

Conclusions based on this data:

1. The majority of students K-5 are performing at the "intermediate" level. We need to focus on building academic language.
2. Most students in 4th and 5th grades are "early advanced." A focus on students in these grade levels reading fluently will improve their acquisition of english.
3. A focus on accountable talk, academic vocabulary, and writing will best support all english learners in acquiring the language.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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/LCAP GOAL:
Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.
SCHOOL GOAL #1:
By June 2018, utilizing the end of year ELA iReady diagnostic, each student will make, at minimum, an equivalence of one year's worth of academic growth as defined by the grade-level growth targets in iReady.
Data Used to Form this Goal:
i-Ready data from trimesters #1 and #3; comparison data of scale score points.
Findings from the Analysis of this Data:
There are a high number of students that are identified as needing Strategic or Intensive support, especially in grades 3-5.
Changes in Practice and Structural Changes Needed to Achieve this Goal:
Build teacher capacity through structured PLC format facilitated by admin. (including data monitoring meetings, analysis of the frameworks and NGSS, and selecting priority and supporting standards). Provide each grade level with 3-5 additional planning days focusing on improved initial instruction for dELD and iELD utilizing new ELA adoption curriculum and other core and supplemental materials. Provide timely, consistent and meaningful walk-through feedback to teachers. Year 1 training and implementation of the Leader in Me (7 habits). Focus on shared vision and leadership via a school lighthouse team.

How the School will Systematically Monitor Implementation of this Goal:
Vertical planning and collaboration using priority and supporting standards identified during PLC's spring 2017. Admin. Will provide a PLC master calendar to teachers detailing the structure and topics for PLC. Grade level leads will facilitate planning days to ensure language supports are integrated throughout all instruction (iELD). Grade level teams will monitor monthly school-wide reading challenge "Reader Leaders." Lighthouse action team to plan activities for all stakeholders, specific to language arts/reading, throughout the year. Site admin will prepare agendas from planning days and PD
How the School will Evaluate the Progress of this Goal:
We will evaluate and monitor students through the 2017-18 N.C.U.S.T./S.M.A.R.T. goal form utilizing data from each iReady diagnostic, at each unit assessment, through ongoing formative assessments, and via weekly PLC meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STRATEGY: During the 2017-2018 school year, Romoland Elementary School will implement the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, the I-ready Intervention program, and provide high quality first best instruction to meet the needs of all students.	2017-18	All staff	Deep Implementation of CCSS via the Units of Study.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the California Common Core Standards in English Language Arts / 2017-2018.	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including to but not limited to teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers.	None Specified	None Specified	0
				None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District's Units of Study in English Language Arts during the 2017-2018 school year. Utilize P.L.C. to discuss assessments in order to plan backwards for first best instruction. Grade levels will also utilize P.L.C. time to conduct learning walks in order to better vertically align instruction. 5 Data Monitoring Meetings will be held every 6-8 weeks throughout the school year.	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers.	None Specified	None Specified	0
				None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Voyager Passport Program during the 2017-2018 school year.	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Identifying students in need of Strategic and Intensive support according to DIBELS Next and iready assessments *Providing structured time in their appropriate level in the Voyager Passport and iready program. * Ensure program materials are available and used by students and teachers. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize and further develop a comprehensive MTSS system during the 2017-2018 school year .	2017-18	Principal Assistant Principal SST Coordinator SST Members Teachers	* Develop regular systems through PLC to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings.	4000-4999: Books And Supplies	None Specified	0
Annual fee to implement The Leader in Me.	2017-18	All Staff	Provide access to a database of resources for The Leader in Me and 7 Habits.	4000-4999: Books And Supplies	Title I	7500
Year 1: Four Day Training of The Leader in Me/7 Habits.	2017-18	All Staff	August 1-4, 2017 Training	1000-1999: Certificated Personnel Salaries	Title I	16320.
				2000-2999: Classified Personnel Salaries	Title I	3680.
CUE Conference	2017-18	Administrators Teachers	CUE Conference: SITL, admin and 3 staff members Increase knowledge and experience with utilizing instructional technology to best support pedagogy.	5800: Professional/Consulting Services And Operating Expenditures	Title I	9000.
Provide the necessary supplemental materials/supplies to staff and students to implement all instructional programs (copies of phonics readers, instructional materials, etc)	2017-18	Principal Asst. Principal Secretary Teachers	Open PO for Office Depot	4000-4999: Books And Supplies	Title I	9000.00
			Open PO for Southwest School & Office Supply	4000-4999: Books And Supplies	Title I	6000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To enrich learning and provide relevant experiences for all students, connected directly to grade level standards, transportation and entrance fees for each grade level will be provided for one or two educational field trip.	2017-18	Teachers	Educational Learning Opportunities tied to grade level standards.	5000-5999: Services And Other Operating Expenditures	Title I	18000.
Each grade level to receive $3,000.00 to use towards grade level specific resources to support learning in all subject areas.	2017-18	Teachers	Grade level specific resources to support learning in all subject areas.	4000-4999: Books And Supplies	Title I	18000.00
To provide students with headphones to be utilized daily for a range of tasks.	2017-18	Teachers	Headphones to support blended and personalized learning. None are needed this year.	4000-4999: Books And Supplies	None Specified	0
Provide engaging reading focus for 2nd grade students through the use of "How Dogs Help Kids Read and Succeed."	2017-18	Teachers (2nd grade and Learning Centers)	2nd Grade Literacy Project	4000-4999: Books And Supplies	Title I	2000.
Family Involvement through "special events" (literacy, math, astronomy) nights at the school.	2017-18	Staff	Literacy	4000-4999: Books And Supplies	Title I	200.00
			Math	4000-4999: Books And Supplies	Title I	200.00
			Astronomy	4000-4999: Books And Supplies	None Specified	0
N.G.S.S. and 5th grade supplemental science alignment through science kits.	2017-18	Teacher	Maintenance of science kits to be used for 5th grade to better prepare students for the 5th grade Science test. No replacements needed this year.	1000-1999: Certificated Personnel Salaries	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site license for Mystery Science in order to enrich science instruction by providing access to a databank of science topics through the use of multi-media.	2017-18	Teachers	1 year site license for Mystery Science.	4000-4999: Books And Supplies	LCFF	800.00
Provide student planners to students in grades 3-5 to assist them in developing organizational skills.	2017-18	Teachers	Student planners/agendas	4000-4999: Books And Supplies	Title I	625.59
Provide 1st grade students with an additional literacy resource to support their reading skills.	2017-18	1st Grade Teachers & Students	RAZ Kids 1 year subscription	4000-4999: Books And Supplies	Title I	500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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/LCAP GOAL:
Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.
SCHOOL GOAL #2:
By June 2018, utilizing the end of year math iReady diagnostic, each student will make, at minimum, an equivalence of one year's worth of academic growth as defined by the grade-level growth targets in iReady.
Data Used to Form this Goal:
Historical trends in mathematics achievement from i-ready, CAASPP, and formative and summative assessments.
Findings from the Analysis of this Data:
Students struggle with number sense and word problems.
Changes in Practice and Structural Changes Needed to Achieve this Goal:
Build teacher capacity through structured PLC format facilitated by admin. (including data monitoring meetings, analysis of the frameworks and NGSS, and selecting priority and supporting standards). Specific focus on analyzing the standards for mathematical practice, math framework, and identifying priority and supporting standards in math. Provide each grade level with 3-5 additional planning days focusing on improved initial instruction for dELD and iELD. Provide timely, consistent and meaningful walk-through feedback to teachers via digicoach. Year 1 training and implementation of the Leader in Me (7 habits). Focus on shared vision and leadership via a school lighthouse team.

How the School will Systematically Monitor Implementation of this Goal:
Vertical planning and collaboration to identify priority and supporting standards; to occur during PLC in the spring of 2018. Admin. will provide a PLC master calendar to teachers detailing the structure and topics for PLC. Focus on the standards for mathematical practice. Grade level planning days to ensure language supports are integrated throughout all instruction (iELD). Lighthouse action team to plan activities for all stakeholders, specific to math, throughout the year. Digicoach walk-through feedback. Data from all iReady diagnostics throughout the year (student growth report). Data from math unit culminating tasks and final assessments.
How the School will Evaluate the Progress of this Goal:
Evaluate and Monitor 2016-17 Internal Math Assessments and iready Math diagnostic results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the California Common Core Standards in Mathematics	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including to but not limited to teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District's Units of Study in Mathematics	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers.	None Specified	None Specified	0
			Administrators and staff (by self-choice) participate in T.E.E.M. (teaching english learners early mathematics) grant initiative overseen by RCOE. Instructional rounds, accountable talk, and math journals are core components of this 3 year initiative.	None Specified	None Specified	0
			Purchase books and manipulatives to support implementation of the units of study.	4000-4999: Books And Supplies	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement I-ready Math Assessment to monitor student achievement during the 2017-2018 school year.	2017-18	Principal Assistant Principal Teachers Instructional Coaches	* Adhere to established dates three times a year, district wide, to administer the iready Math Assessment. * Ensure Teachers review student data and plan interventions based on CAASPP, iready and formative assessments. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.	None Specified	None Specified	0
Develop a Response to Intervention System during the 2017-2018 school year (iready).	2017-18	Principal Assistant Principal SST Coordinator SST Members Teachers	* Develop regular periods to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To build math automaticity in all students through the use of F.A.S.T.T. math; a digital program that targets and develops students basic computational skills.	2017-18	Staff	5 year license for F.A.S.T.T. Math.	4000-4999: Books And Supplies	Title I	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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 Learners
LEA/LCAP GOAL:
Increase the percentage of English learners meeting AMAO 1 and AMAO 2 measurement targets by June 2017.
SCHOOL GOAL #3:
By June 2018, Romoland Elementary will increase by a minimum of 3%, from 20% to 23%, the percentage of English Learners being reclassified.
Data Used to Form this Goal:
2016-20167CELDT Data 2016 Title III Accountability Report
Findings from the Analysis of this Data:
53.3% of English Learners (88 of 165) made annual progress towards English proficiency (target was 59% - AMAO 1 not met. ELs Attaining the English Proficient Level on the CELDT, Less than 5 Years, was 15.9% (target 22.8% - AMAO 2 not meet). ELs Attaining the English Proficient Level on the CELDT, more than 5 Years, was 40.0% (target 49.0% - AMAO 2 not meet).
Changes in Practice and Structural Changes Needed to Achieve this Goal:
By June 2018, Romoland Elementary will increase by a minimum of 3%, from 20% to 23%, the percentage of English Learners being reclassified.

How the School will Systematically Monitor Implementation of this Goal:
Vertical planning and collaboration using priority and supporting standards identified during PLC's spring 2017 and aligning these to the ELD standards that will best allow students to attain mastery. Ongoing professional learning about iELD and dELD for staff. Planning days to focus on universal design strategies for iELD and dELD. Admin will provide a PLC master calendar to teachers detailing the structure and topics for PLC. Lighthouse action team to plan activities for all stakeholders, specific to language acquisition, throughout the year. Digicoach walk-through feedback. Data from all iReady diagnostics throughout the year (student growth report)
How the School will Evaluate the Progress of this Goal:
CELDT Data and reclassification percentages.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STRATEGY: Provide daily structured time for English Language Development and fully implement the National Geographic Reach program. Cluster students by C.E.L.D.T. proficiency levels (SEI & ELM), provide high quality first best instruction to meet the linguistic needs of all students during designated and integrated English Language Development.	2017-18	Principal Assistant Principal ELD Coordinator Teachers	Provide daily structured time for English Language Development and fully implement the National Geographic Reach program. Cluster students by CELDT proficiency levels (SEI & ELM), provide high quality first best instruction to meet the linguistic needs of all students during designated and integrated English Language Development.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer C.E.L.D.T. Test to all EL's in TK-5 / July 2016 – June 2017	2017-18	Principal Assistant Principal ELD Coordinator Teachers	* Ensure all identified EL students take the CELDT. * Ensure examiners are calibrated and obtain the appropriate training for CELDT examination. * Provide release time, time cards, and/or substitutes for certificated and classified staff to support completion of CELDT Testing.	1000-1999: Certificated Personnel Salaries	None Specified	0
Implement the National Geographic Reach program / August 2016 – June 2017	2017-18	Principal Assistant Principal ELD Coordinator Teachers	* Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers. * Pilot Renaissance Learning English in a Flash.	4000-4999: Books And Supplies	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Latino Family Literacy Project throughout the year at each ELAC meeting.	2017-18	Principal PIQE Team	Provide parent training for parents of ELs through a 9 week rigorous course.	4000-4999: Books And Supplies	Title III	2000.
English Language Liaison / July 2016 – June 2017	2017-18	Principal Assistant Principal ELD Liason Staff (trained)	* Principal will select English Language Liason to monitor and support the implementation of the District Master Plan for English Learners and Single Plan for Student Achievement. * Ensure fiscal resources are allocated to support the stipend and/or time cards for program coordination.	1000-1999: Certificated Personnel Salaries	None Specified	0
Newcomer Kits	2017-18	Principal Assistant Principal Teachers	Build/compile newcomer kits to be utilized by staff for students new to the United States and just learning English. No new resources are needed this year.	4000-4999: Books And Supplies	Title III	0
Provide additional in-school intervention to identified LTEL students, utilizing an engaging and vocabulary rich reading program program. 26 Wednesdays, 4 hours each.	2017-18	Principal Assistant Principal ELD Liason Staff (trained)	Provide additional in-school intervention to identified LTEL students, utilizing an engaging and vocabulary rich reading program program. 26 Wednesdays, 4 hours each.	1000-1999: Certificated Personnel Salaries	Title III	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with MSJC to provide ESL classes. Provide space on our campus for instruction, 3x/week, from 8:30-11:30, for at least 25 parents.	2017-18	Parents	ESL Classes for community	None Specified	None Specified	0
Purchase additional bilingual books to increase choice in our school library and support our high number of EL students and families.	2017-18	Principal Assistant Principal EL Liason Secretary Media Clerk	Open PO to Follett Library Resources	4000-4999: Books And Supplies	Title III	500
EL program development time for certificated staff.	2017-18	Teachers	5 Planning Days 6 hrs for 25 Teachers	1000-1999: Certificated Personnel Salaries	Title III	21416.

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Attendance
LEA/LCAP GOAL:
Increase the attendance rate of students by a minimum of .5 % by June 2017. Monitor and decrease our chronic absenteeism rate by 1%.
SCHOOL GOAL #4:
By June 2018, Romoland Elementary School will decrease the chronic absenteeism attendance rate of students by a minimum of 3%. From _____ to _____.
Data Used to Form this Goal:
2016-2017 Attendance Data
Findings from the Analysis of this Data:
Attendance was very strong at 96.54%. Exceeded District average of 96%.
Changes in Practice and Structural Changes Needed to Achieve this Goal:
Utilization of a district shared chronic absenteeism report via A2A or Illuminate to allow each site to closely monitor attendance. Attendance recognition at Tiger Assemblies and Trimester Awards Assemblies. Create a “Watch List” for chronic absenteeism. Lighthouse action team to plan activities for all stakeholders, specific to attendance, throughout the year.

How the School will Systematically Monitor Implementation of this Goal:
Phone calls home to students approaching chronic absenteeism ("watch list"). Tier 2 and 3 interventions with the admin. and school counselor (small group, 1-on-1, family counseling sessions and/or attendance meetings). Increase participation and access to information to community members for: Coffee with the Principal, ELAC, and Community Tech meetings by broadcasting them live through the school's Facebook page. Weekly meetings between AP and Attendance clerk to analyze attendance data. Monthly review of district shared chronic absenteeism report accessible via A2A or Illuminate.
How the School will Evaluate the Progress of this Goal:
Monitor monthly attendance average; including chronic absenteeism rates/percentages.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STRATEGY: Monitor monthly attendance rates via use of district wide program "Attention 2 Attendance," follow through with SART/SARB process, provide monthly incentives/awards for perfect attendance, and implement systems, primarily positive messaging, to detour tardies and chronic absenteeism.	2017-18	Principal Assistant Principal Attendance Clerk Staff	Monitor monthly attendance rates via use of district wide program "Attention 2 Attendance," follow through with SART/SARB process, provide monthly incentives/awards for perfect attendance, and implement systems, primarily positive messaging, to detour tardies and chronic absenteeism.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Attendance Improvement Plan / August 2016 – June 2017	2017-18	Principal Assistant Principal Attendance Clerk Staff	* Creating Attendance Awards * Posting Attendance Rates * Conferencing with parents about attendance * Monthly Class Attendance Awards/Incentives * Targeted Case Management * Active SART/SARB letters and meetings (managed via "A2A") * ADA Recovery via Saturday School	4000-4999: Books And Supplies	None Specified	0
			Teachers to provide instruction for Saturday STEAM workshops.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Supplies for Saturday School.	4000-4999: Books And Supplies	None Specified	0
Saturday School S.T.E.A.M. Coordinator & Staff (4 teachers, 1 facilitator, 1 custodian, 1 food service employee)	2017-18	Principal Assistant Principal Attendance Clerk Sat. School Teacher Coordinator	Planning and implementing Saturday School S.T.E.A.M. sessions (4 total) for enrichment and recovery of ADA.	1000-1999: Certificated Personnel Salaries	Title I	2400
			Instructional materials and supplies for S.T.E.A.M.	4000-4999: Books And Supplies	Title I	300

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Safe and Engaging Learning Environments
LEA/LCAP GOAL:
Provide safe and engaging learning environments that support the culturally diverse social, emotional. and physical development for all students.
SCHOOL GOAL #5:
By June 2018, Romoland Elementary School will maintain a low suspension rate, of less than 2% annually, by by focusing on full implementation of P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program.
Data Used to Form this Goal:
Historical Suspension data from past several years.
Findings from the Analysis of this Data:
Romoland Elementary suspension data is the lowest in the District and is below the district averages. We had a single on day suspension in 2016-17.
Changes in Practice and Structural Changes Needed to Achieve this Goal:
Lighthouse action team to plan activities for all stakeholders, specific to social-emotional development and school climate/culture, throughout the year. Year 1: School-wide training and implementation of The Leader in Me/7 Habits (35,000 Title 1: Salaries and Annual Membership Fee). Focus on developing a shared understanding of cultural proficiency by focusing on inclusive practices, utilizing the R.I.R. (Recognize it, Interrupt it, Repair it) protocol as well as the “EPOCH Conversation Starters” consistently throughout the year.

How the School will Systematically Monitor Implementation of this Goal:
Daily schedule/lesson plans of PBIS/& Habits instruction. Tracking guidance lessons via counselor. Tracking of office referrals via minor incidences report in Illuminate. Tracking of restorative conferences (make an option in Illuminate in order to track). Tracking/reporting of suspension data. PBIS Survey results CHKS Data SST Data Counselor Data; counseling sessions Office Referrals/Restorative Conferences data Suspension Data Analysis; weekly, monthly, annually Leadership Day 2018 (TLIM)
How the School will Evaluate the Progress of this Goal:
2016-2017 Suspension Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STRATEGY: Implement Positive Behavior Intervention Systems school wide.	2017-18	Principal Assistant Principal Behavior Inter Teacher All staff	Teach school-wide expectations, expectations by location and the 16 social skills.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PBIS school wide / August 2016 – June 2017	2017-18	Principal Assistant Principal School Counselor Teachers	* Teach specific 16 social skills to all students * Teach behavioral expectations for designated areas on the campus (expectations by location). Purchase PBIS school-wide expectations and expectations by location banners/posters to post schoolwide. Paint PBIS murals on handball courts.	4000-4999: Books And Supplies	Title I	0
			Staff Training	2000-2999: Classified Personnel Salaries	Title I	0
Implement Watch D.O.G.S. program.	2017-18	Principal Assistant Principal Teachers Father Figures Students	To increase parent involvement, specifically Father involvement, and promote a safe school environment we will utilize the Watch D.O.G.S. (Dads of Great Students) program. Monitor number of "fathers" participating in program and track time spent in classrooms and on the playground.	4000-4999: Books And Supplies	None Specified	0
Provide access to physical education equipment which can be utilized at recess and lunch by students, and also checked out by teachers for class activities.	2017-18	Staff	To increase physical activity and play options for students to develop gross motor skills.	4000-4999: Books And Supplies	Title I	2000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To foster a positive behavior culture by making school-wide expectations visible.	2017-18	Staff	To increase awareness of school-wide and area expectations.	None Specified	None Specified	0
To increase the capacity to communicate during a disaster the site will purchase 25 watt mega-phones with a built in siren option.	2017-18	Staff	To increase safety and communication options at the school site. No additional mega phones needed this year.	4000-4999: Books And Supplies	None Specified	0
Red Ribbon Week: BMX Kick off assembly	2017-18	Counselor	A special assembly to kick-off red ribbon week where students will learn about making healthy choices.	5800: Professional/Consulting Services And Operating Expenditures	Title I	997
Bully Awareness Month	2017-18	Counselor	Special assembly to support implementation of PBIS, Olweus. This assembly will take place in October which is Bully Awareness month. It will teach the students about the many aspects of bullying.	5800: Professional/Consulting Services And Operating Expenditures	Title I	995
Say Yes to Success	2017-18	Counselor	The Say Yes to Success assembly prepares students in grades 3 through 5 for CAASPP testing. The assembly teaches specific test taking strategies and encourages them to do their best when taking test.	5800: Professional/Consulting Services And Operating Expenditures	Title I	1195
Materials and resources for library makerspace.	2017-18	Library	Materials and resources for library makerspace.	4000-4999: Books And Supplies	Title I	677.41

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	99590	0.00
Title III	33916	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	800.00
None Specified	0.00
Title I	99,590.00
Title III	33,916.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	50,136.00
2000-2999: Classified Personnel Salaries	3,680.00
4000-4999: Books And Supplies	50,303.00
5000-5999: Services And Other Operating Expenditures	18,000.00
5800: Professional/Consulting Services And Operating	12,187.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	800.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	18,720.00
2000-2999: Classified Personnel Salaries	Title I	3,680.00
4000-4999: Books And Supplies	Title I	47,003.00
5000-5999: Services And Other Operating	Title I	18,000.00
5800: Professional/Consulting Services And	Title I	12,187.00
1000-1999: Certificated Personnel Salaries	Title III	31,416.00
4000-4999: Books And Supplies	Title III	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,825.59
Goal 2	0.00
Goal 3	33,916.00
Goal 4	2,700.00
Goal 5	5,864.41

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Arce, Maggie				X	
Rangel, Monica				X	
Cannon, Deborah		X			
Drabik, Anna		X			
Echiverri, Michelle	X				
Valencia, Esperanza			X		
Renay Ruscilio				X	
Bibiana Becerra				X	
Victoria Medina				X	
Sheila Jackson		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.

Appendices

Appendix A

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 October 9, 2017.

Attested:

MIchelle Echiverri		10/13/17
Typed Name of School Principal	Signature of School Principal	Date
Monica Rangel		10/13/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Romoland School District
SPSA Annual Program Evaluation

Appendix B

Each site principal will work with site stakeholder groups (SSC, ELAC, Parent/Guardian groups, Staff) March-May, 2017 to evaluate the school program as defined in the SPSA. Site Title I, Title III, and LCAP expenditures for 2016-17 will be analyzed per the format noted in this evaluation tool. This program evaluation is due to the Director of Educational Services on May 16, 2017.

The School Site Council of each site will consider the program evaluation results and prepare & approve draft 2017-18 SPSA goals and an expenditure plan (pending preliminary 2017-18 budgets), which is due to the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) on May 16, 2017. A site administrator will present the goals and expenditure plan to the DAC/DELAC at the May 16, 2017 meeting.

RES School Site Council and Leadership teams met with site administrators on April 19, 2017 to complete our SPSA annual program evaluation. The members present were: Michelle Echiverri, Lauryn Wild, Deborah Cannon (SSC), and April Sanders (LT).

Title I

SPSA Plan Goal #	**Categorical Action/Expenditure**	**Impact (Academic Achievement, Attendance, or Behavior Data)**	**Positive Impact on Students? Yes or No. Explain.**	**Based on the data, will the Action/Expenditure continue for next year, or will it be modified or replaced? Explain.**
1 ELA	RAZ Kids accounts for students in grades 1 and 2/$3000 EXAMPLE	iReady Reading Diagnostic 2 Student Scores: Grade 1—59% at/above grade level Grade 2—74% at/above grade level EXAMPLE	Yes, since the iReady Diagnostic 1 in fall, 2015: Grade 1 has had an increase from 20% to 59% at/above grade level; Grade 2 has had an increase from 33% to 74% at/above grade level EXAMPLE	Yes, it has been successful and will be continued. Additionally, it will be expanded into Grade 3 due to low iReady Diagnostic 1 and 2 scores at that grade level. EXAMPLE
1 /2	Professional Reading for Instructional Strategies	To support Teachers in planning and instruction of CCSS.	Yes. teachers were able to order supplemental materials to assist them with tier 1 and tier 2 interventions.	Yes. The same amount will be allocated but will be paid for with LCAP funds. ELA-$500.00 Math-$500.00

1	Provide grade level teams with one day of planning time, on a non-student day, in order to plan for first best instruction.	To support teachers by providing them with additional PLC time for planning. Grade level teams K, 1, 2, 3, 4, and 5 each conducted and completed 1 full workday of EL planning time.	Yes. Teachers utilized this resource effectively and the data shows that this time had a positive impact on instruction and learning.	Use Title 3 funding only to provide up to 5 days of release time during 2017-18 school year. Estimated allocation of 20K.
1	To increase student achievement and overall student character development, provide training in "The Leader in Me" and the "7 Habits for HIghly Effective People and Kids."	Build background knowledge and capacity about TLIM. 100% of certificated staff completed a book study of The Leader in Me at 100%.	Yes. We are in the initial phases of building a Leader in Me Culture. Teachers and students are beginning to learn and utilize the 7 habits as well as goal setting and monitoring. We completed a staff book study of The Leader of Me.	Monies will be allocated for the upcoming school year for the following: Lighthouse Team Planning- $2250 Annual Fee- $7500 Site Visits: $1500 Symposium: $4000
1	Provide the necessary supplemental materials/supplies to staff and students to implement all instructional programs (copies of phonics readers, instructional materials, etc)	Open PO's to various companies to provide materials and support instruction.	Yes. These are basic materials/services that are necessary to support the instructional program and student achievement.	Monies will be allocated as follows: Office Depot: 7000.00 Southwest: 6000.00 Perris Print Stop: 5000.00 Lakeshore: 2000.00
1	To enrich learning and provide relevant experiences for all students, connected directly to grade level standards, transportation and entrance fees for each grade level will be	Each grade level team conducted an extended learning trip providing educational learning opportunities connected to and supporting grade level standards. Each team wrote a proposal and submitted it for approval by administration. These	Yes. These field trips supported and enhanced the standards based learning happening in the classroom and provided students with authentic experiences to connect their learning to.	Yes. 15,000.

	provided for one educational field trip.	experiences enhanced the learning occurring in the classroom and provided additional layers of relevance and rigor.		
1	To assist students, parents and community members by providing daily access to internet, e-mail, and library resources after school from 2:00-4:00 pm.	Provide access to internet, email and library resources after- school daily.	Towards the end of the year, many parents utilized this time specifically for support with online registration. Extra support is not needed at this time.	No. Revisit each year.
1	To provide students with headphones to be utilized daily for a range of tasks.	Headphones to support blended and personalized learning. 21 classrooms received class sets of 30 headphones each. 30 additional headphones have been set aside in our supply room as replacements. 100% of the teachers utilized these headphones daily.	No. At this time all classrooms have class sets of headphones and we have a few extra on hand for replacement. In the future, a small amount of money may need to be allocated for replacement.	No.
1	Provide engaging reading focus for 2nd grade students through the use of "How Dogs Help Kids Read and Succeed."	2nd Grade Literacy Project The literacy data from i-Ready Diagnostic #1 to Diagnostic #2 increased by 12%.	Yes.	$2,000 (We are in year 2 of 3).
1	Family Involvement through "special events" (literacy, math, astronomy) nights at the school.	Community Outreach & Family Involvement Red Ribbon Week During the month of March students met the school goal of	Yes. The events engaged students and the community in school-wide initiatives and provided support for achievement.	Special Events: $600.00 Red Ribbon Week: $500.00

		reading more than a combined total of 1,000,000 words.		
1	N.G.S.S. and 5th grade supplemental science alignment through science kits.	Development of science kits to be used for 5th grade to better prepare students for the 5th grade Science test. There is no data from the new CAST this year. 5th grade teachers report that accessibility to the science kits and hands on experiments led to increased engagement and academic growth as measured by the overall results on report card showing that students met the standards.	Yes. The science kits have allowed the teachers to develop and teach a comprehensive science program aligned to the standards. The kits provide the necessary materials and supplies.	Yes. Funded through LCAP. To replenish resources: $100.00 Salary: $300.00
1	Provide tools and resources for teachers to produce supplemental materials for 1st effective instruction (poster maker and laminator)	Instructional materials	Yes. These two resources are used daily to support instruction in the classroom.	Not at this time.
1	Site license for Mystery Science in order to enrich science instruction by providing access to a databank of science topics through the use of multi-media.	1 year site license for Mystery Science. There is no data from the new CAST this year. 5th grade teachers report that access to this digital resource is visually rich, leading to increased engagement and academic growth as measured by the overall results on report card showing that students met the standards.	Yes. This is a supplemental program that offers abundant access to multi-media.	Yes, through LCAP. $1000.00

1	Provide student planners to students in grades 3-5 to assist them in developing organizational skills.	Student planners/agendas	Yes. This a great organizational tool for students.	Yes. $700.00
2	Subscription to Dynamath grades 3-5.	1 year license for Dynamath grades 3-5.	This is a rigorous and relevant tool to support mathematics instruction, however, teachers communicated that they have enough similar math resources, so it will not be repurchased at this time.	no
2	To build math automaticity in all students through the use of F.A.S.T.T. math; a digital program that targets and develops students basic computational skills.	5 year license for F.A.S.T.T. Math. Students automaticity in math facts have increased by more than 50% according to F.A.A.S.T.T. math's diagnostics.	Yes. Access to this program has increased our students' automaticity with basic math facts and skills.	Not at this time. We have a 5 year license which will expire 2021-2022. At this time revisit this goal and determine of monies need to be allocated.
5	Implement PBIS school wide / August 2016 – June 2017	Purchase PBIS school- wide expectations and expectations by location banners/posters to post schoolwide. Paint PBIS murals on handball courts. Also, ability to purchase books/materials to support PBIS instruction.	This project is on hold due to modernization. Only the handball courts will be painted at this time and that will be paid for with discretionary funds.	Yes. $1000.00
5	Staff Training	Classified Title I Personnel Salaries. The high level referral usage increased by 80%.	Yes. 4 noon duty aide supervisors attended a district training on using PBIS in their roles.	Yes. $500.00

5	Provide access to physical education equipment which can be utilized at recess and lunch by students, and also checked out by teachers for class activities.	To increase physical activity and play options for students to develop gross motor skills. 100% of the equipment is being utilized daily throughout the year.	Yes. Due to wear and tear, playground equipment is an on-going need and expense.	Yes. $1000.00
5	To increase the capacity to communicate during a disaster the site will purchase 25 watt mega- phones with a built in siren option.	To increase safety and communication options at the school site. Each grade level lead, administrator, and staff with assigned lead positions, “section chiefs,” identified in our site safety plan have been assigned a megaphone. There are a total of 12 assigned out.	Yes. We fortunately have not had a need to use them yet, but they have been distributed purposefully and are ready for use.	No. At this time there is not a need to replace or increase the number of mega-phones we have.

Title III

SPSA Plan Goal #	**Categorical Action/Expenditure**	**Impact (Academic Achievement, Attendance, or Behavior Data)**	**Positive Impact on Students? Yes or No. Explain.**	**Based on the data, will the Action/Expenditure continue for next year, or will it be modified or replaced? Explain.**
3	Implement P.I.Q.U.E. (September 2016 – November 2017)	Provide parent training through a 9 week informational course. 60 parents completed this training and graduated from PIQE.	This was difficult to measure as parents were not surveyed and their was a lack of organization and communication from the PIQUE representatives. Parents have requested technology trainings for the upcoming year.	No.

<table>
<tr><td>3</td><td>Newcomer Kits</td><td>Build/compilenewcomer kits to be utilized by staff for students new to the United States and just learning English.</td><td>Materials are still being received as of April 2017, so once the kits are compiled, teachers will be trained and we will measure the impact of these kits on our newcomer population.</td><td>No. These kits now exist and do not require additional materials and funding at this time.</td></tr>
<tr><td>3</td><td>Provide additional after-school intervention to identified EL students, with a focus on LTEL's, utilizing an engaging and vocabulary rich, art, science and math focused program: Meet the Masters.</td><td>Progress monitor data (i-ready) from after-school EL intervention programs to increase student achievement (pre and post assessments).

The LTEL’s who participated in this afterschool intervention show an average increase of 39 scale score points. This is an increase of 12 scale score points higher than the designated 27 points which are equivalent to one year's growth. We attribute some of this growth to the after-school intervention.

<table><tr><th>Class/Group</th><th>Diag 3 16-17 Average Scale Score</th><th>Average Scale Score Increase Achieved</th><th>Average Target Growth for One Year</th><th>Number of Students included in Report</th><th>Total Number of Students</th></tr><tr><td>Meet the Masters (Reading)</td><td>502</td><td>+39</td><td>27</td><td>66</td><td>73</td></tr></table></td><td>Yes. Based on last years results via feedback from students, teachers and the culminating project (Art Gallery), students (LTEL’s)were engaged and increasing their use of language.</td><td>Yes.

No additional books/supplies are needed at this time.

Art supplies are being provided through a partnership with Menifee Arts Council.</td></tr>
<tr><td>3</td><td>Purchase additional bilingual books to increase choice in our school library and</td><td>Open PO to Follett Library Resources. We added 30 additional spanish books to our school library.</td><td>Yes. This money was used to increase the number of spanish books available in our library.</td><td>Yes. $300.00</td></tr>
</table>

	support our high number of EL students and families.			
3	EL program development time for certificated staff.	2 Planning Days 6 hrs for 23 Teachers Grade level teams K, 1, 2, 3, 4, and 5 each conducted and completed 2 full workdays of EL planning time.	Yes. The feedback from teachers is that the planning time enabled them to take a deeper look at the standards and plan instruction for both designated ELD as well as integrated ELD. Also, digicoach feedback reflects the focus on first effective instruction.	Yes. 5 planning days for 23 teachers. Approximately $20,000.00.

LCAP

SPSA Plan Goal #	Categorical Action/Expenditure	Impact (Academic Achievement, Attendance, or Behavior Data)	Positive Impact on Students? Yes or No. Explain.	Based on the data, will the Action/Expenditure continue for next year, or will it be modified or replaced? Explain.
	Field Trips/ $10 per student	List field trips; note grade or group, content connection(s) for each field trip, and academic achievement data.		
	Extended learning opportunities/ $	List extended learning opportunities; note grade or group, content or skill targeted, and academic achievement data.		
	Professional Development			

Appendix C

Romoland Elementary School
Title I Parent Involvement Policy

GENERAL EXPECTATIONS:

Romoland Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, and distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree upon.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents in a language that parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Learning Partnership Agreement as a component of its School Parental Involvement Policy.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS:

Romoland Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

1. Romoland Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
   - The parents of Title I students will be given a copy of the Parental Involvement Policy in the Parent Handbook.
   - Copies of the Parental Involvement Policy will be available in the front office.
   - The Parental Involvement Policy will be posted on the school's website.

2. Romoland Elementary School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
   - The Parental Involvement Policy will be reviewed annually at the Title I parent meeting to ensure that joint development occurs.
   - The Parental Involvement Policy will be reviewed annually by the English Language Advisory Committee (ELAC) for input recommendations.
   - A needs assessment survey will be sent to the parents of all students at the close of the school year.
   - The School Site Council will review and revise the Parental Involvement Policy annually.

3. Romoland Elementary School will convene an annual meeting to inform parents of the following:
   - That their child's school participates in a Title I School-wide Program.
   - Requirements of a Title I School-wide program.
   - Their rights to be involved in the Title I program and how they may exercise those rights.
   - Tips and information that will assist them in working with their children at home.

4. Romoland Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

- Parents will be surveyed on convenient meeting times based on a survey included in the first day packets.
- The meetings will be offered at different times and days.
- Day care may be provided for the meetings when meetings occur after regular school hours.
- All information will be in English and Spanish.

5. Romoland Elementary School will provide information about Title I programs to parents of participating children in a timely manner:

- Parents will be given information about the Title I program at the annual Title I Parent meeting in the Fall.

6. Romoland Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Parents will be given information on the Title I program at the annual Title I Parent meeting in the Fall.
- A Title I informational sheet will be given in the Fall.

7. Romoland Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- The principal and all classroom teachers can be contacted through district email.
- The principal and all classroom teachers have voicemail on the automated voicemail system.
- Collaboration will occur among teachers, instructional assistants, and the principal for planning and conducting regular parent workshops.

8. Romoland Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Appointments can be made to meet with the school's principal to discuss parental concerns and work on solving issues.
- Parents will be referred to the district office if concerns are not resolved at the site level.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT:

Romoland Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school will incorporate the learning partnership agreement as a component of its School Parental Involvement Policy. The agreement will be:

- reviewed periodically by parents, ELAC, and the School Site Council,
- discussed with all students during the first week of school,
- sent home to all students in the first day packets,
- posted on the school website, and

- will be in the Title I informational packets.

2. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
- the State's academic content standards,
- the State and local academic assessments, including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators
- by undertaking the actions described here:
- sending staff and parent representatives to attend the Annual California Title I Conference (pending funding),
- offering various Parent Workshops, and
- Parent Educational Opportunities (ie; Latino Family Literacy Project, PIQUE, etc.).

3. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Computer, internet, and email training
- Parent Workshops on a variety of subjects such as:
    a. literacy,
    b. math,
    c. homework,
    d. testing tips,
    e. health/exercise, and
    f. arts/crafts
    g. other

4. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering:
- Staff Development
- Back-to-School Night
- Pastries/Coffee with the Principal monthly parent meetings
- Parent-Teacher Conferences
- School Site Council meetings
- English Language Advisory Council meetings
- Opportunities for Parents to Become ASB Parent Volunteers
- Response to Intervention meetings
- Individualized Education Plan meetings
- 504 meetings

5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with area Head Start, area County Preschools, District Preschools, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Providing pamphlets of available resources in the front office "Parent Resource Center"

- Maintaining an informational bulletin board for parents in the front office

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- School newsletter, annual calendar, and monthly calendars
- Parent workshops
- Auto-dialer/phone blasts
- Flyers sent home with students
- School website
- School social media sites (Facebook, Twitter)

ACCESSIBILITY:

Romoland Elementary School will build the school's and parents' capacity for strong parental involvement and provide involvement opportunities for all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by providing:

- Information translated into Spanish
- Handicap accessibility in all buildings
- School Site Council meetings
- Local Control Accountability Plan meetings and committees
- English Language Advisory Council
- District English Language Advisory Council

ADOPTION:

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I programs, as evidenced by the Romoland Elementary School Site Council membership. This policy was adopted by our Romoland Elementary School Site Council on January 12, 2016, and will be in effect for the rest of the 2015-16 and all of the 2016-17 school year.

The school will distribute this policy to all parents on or before February 1, 2016. It will be made available to the local community on or before February 1, 2016. Romoland Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____ 10/9/17

(Signature of Authorized Official) *(Date)*

ROMOLAND ELEMENTARY SCHOOL

LEARNING PARTNERSHIP AGREEMENT

Teacher's Section

I understand the importance of the school experience to every student and my role as a teacher. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ***Provide high quality teaching that build literacy, mathematical skills, and prepares your child for lifelong learning.***
- ***Encourage families to become active in their children's education.***
- ***Teach challenging material so your child will continually learn to the best of their ability.***
- ***Regularly communicate with you regarding your child's progress.***
- ***Be aware to the individual needs of your child.***
- ***Provide a safe, positive and healthy learning environment for your child's success.***
- ***Teach all the necessary concepts to your child before the regular homework is assigned.***
- ***Provide positive disciplinary support.***

Student's Section

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

- ***Get to class on time every day.***
- ***Complete class work on time and to the best of my ability.***
- ***Return completed homework on time.***
- ***Be responsible for my own behavior.***
- ***Be a cooperative learner.***
- ***Ask for help when I need it.***

Parent/Guardian's Section

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

- ***Make sure that my child arrives at school, on time, each day.***
- ***Encourage my child to complete their homework.***
- ***Attend Back-to-School Night, Parent/Teacher Conferences, Open House and other school events.***
- ***Encourage my child to engage in reading and/or writing activities for at least 30 minutes daily.***
- ***Provide a quiet place/time for my child to do homework.***
- ***Make sure my child gets adequate sleep and has a healthy diet.***
- ***Support the school's/district's homework, discipline and attendance policies.***
- ***Participation in a home conference if deemed necessary by parent and teacher.***

***Teacher's Signature*_____ ***Date*_____

***Student's Signature*_____ ***Date*_____

***Parent Guardian's Signature*_____ ***Date*_____

ESCUELA PRIMARIA DE ROMOLAND

ACUERDO DE APRENDIZAJE

Sección de Maestro/a

Yo entiendo la importancia y la experiencia de cada estudiante en la escuela y mi papel como maestro/a. Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda.

- ***Proveer enseñanza de alta calidad que edifique la capacidad de lectura, destrezas de matemáticas, y el aprendizaje de toda la vida.***
- ***Motivar a las familias a estar mas activas en la educación de sus hijos.***
- ***Proveer material para que su hijo/a aprenda continuamente a lo mejor de su habilidad.***
- ***Comunicarme con usted regularmente sobre el progreso de su hijo/a.***
- ***Esforzarme en estar enterado/a de las necesidades de su hijo/a.***
- ***Proveer un ambiente seguro, positivo y saludable para el éxito de sus hijos.***
- ***Enseñar los conceptos necesarios a sus hijos antes de asignar las tareas regulares.***
- ***Proveer apoyo disciplinario positivo.***

Sección del Estudiante

Yo me doy cuenta que mis educaciones s importante. Yo se que yo soy responsable de mi propio éxito. Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda.

- ***Llegar a tiempo a clases todos los dias.***
- ***Completar las tareas a tiempo lo mejor que pueda.***
- ***Regresar las tareas completadas a tiempo.***
- ***Ser responsable de mi propio comportamiento.***
- ***Ser un estudiante cooperativo.***
- ***Pedir ayuda cuando la necesite.***

Sección de Padres/Guardianes

Yo entiendo que mi participación en la educación de mi hijo va ayudar en su logro y actitud.
Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda:

- ***Asegurarme de que mis hijos lleguen a tiempo a la escuela, cada dia.***
- ***Proveer un lugar tranquilo para que mis hijos hagan sus tareas.***
- ***Motivar a mis hijos a terminar sus tareas cada dia.***
- ***Asistir a la Noche de Regreso a la Escuela, Conferencias de Padres y Maestros, Casa Abierta y otros Eventos.***
- ***Motivar a mis hijos en actividades de lectura o escritura por lo menos 30 minutos diarios.***
- ***Asegurarme de que mis hijos duerman adecuadamente y tengan una dieta saludable.***
- ***Apoyar las pólizas de disciplina y asistencia de la escuela y el distrito escolar.***
- ***Tomar parte en una conferencia de hogar si es creída necesaria por los padres y maestros.***

***Firma de Maestro/a*_____ *Fecha*_____**

***Firma de Estudiante*_____ *Fecha*_____**

***Firma de Padres*_____ *Fecha*_____**