

The Single Plan for Student Achievement

School: Norman Liddell Elementary School
CDS Code: 10-73965-6115521
District: Central Unified School District
Principal: Charlene Graham
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Norman Liddell Elementary School's Vision and Mission Statements

School Mission Statement:

Liddell is dedicated to building an effective team of educators, parents, and community to provide exemplary programs that will empower students to realize their full potential. In essence, devotion to life-long learning will prepare students for productive citizenship in a changing world.

School Vision Statement:

Liddell School's vision is to ensure that every student receives a high quality education in a positive learning environment to prepare our students for college, career, and community.

School Profile

Liddell Elementary School, established in 1998, is an elementary school in Central Unified School District in Fresno, California. Liddell serves about 700 students. It is located within the northwest city limits of Fresno. Liddell Elementary School has an attendance area of approximately seven miles, and lies mainly in a suburban setting. We have 41.88/% students FRSL and 8% ELL.

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).

Parent surveys are sent out annually each Spring, allowing parents the opportunity to share their thoughts regarding the obstacles for educating the whole child. The area receiving the lowest score 76.9%,(up from 73% 2015) is to opportunity to participate in high quality athletic programs and 76.9 is the opportunity to participate in clubs or activities.

Students surveys results show that students feel safe on campus 93%, and would like more clubs/activities on campus.

Title 1 Parent surveys show parents want interventions during school and after school tutoring. They want information on how to help their child both academically and socially.

Classroom Observations

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

Observations are conducted by the Principal, Guidance Instructional Adviser, and the Instructional Support Coach. Drop ins (unscheduled), scheduled observations, co planning, and co teaching are elements conducted each year. Instructional aides are evaluated yearly. All Liddell staff currently meet the standards set by the California Teaching Commission and Central Unified School District.

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)

Teachers analyze several sources of data:

SBAC: Teacher analyze this data to identify CCSS focus areas.

*District Benchmarks: Assessments developed to assess mastery of ELA and Math grade level content standards. Liddell teachers use this to analyze gaps and guide instructional strategies and planning.

*CELDT -Based on HLS, students whose primary language is other than English take this assessment. It assesses students' achievement in in English language proficiency (reading, writing, listening, speaking). English learners receive services based on their scores and progress is monitored by EL benchmarks.

*DIBELS - Teachers in grades 3-6 use DIBELS reading fluency assessment to determine if a student is at risk in the area of reading so that differentiated instruction may be implemented to address areas of weakness.

*Accerated Reader and STAR Test -Teachers use STAR reading assessments to identify students AR reading level. The students select books within their ZPD and take comprehension tests to monitor their reading. The STAR test is administered quarterly to monitor growth.

*Fountas and Pinnell - Individual student reading assessment in grades K-2. It identifies needs in the areas of Oral reading, Fluency, Comprehension, and Writing. It is administered three times a year in Kindergarten, and four times a year in grades 1-2.

Teachers have access to Illuminate for student assessment information. Teachers are beginning the process of using data in PLCs to inform instruction and support.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, CELDT) are used to inform teachers and principal on student placement, diagnosis, progress, and effectiveness of instruction and interventions. Every teacher has a data collection box to monitor the progress of all students.

Staffing and Professional Development

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

100% of certificated and classified staff are highly qualified as defined by NCLB requirements. All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the

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

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development to support the continuing use of SBE-adopted ELA/ELD and mathematics programs, and to support the learning of Tier 2 and 3 students. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners, and students with disabilities in all grade levels and programs.

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

Staff development is provided in many formats. Teachers in 1st-6th grades are offered the opportunity to train and receive GATE certification. The Principal, GIA and ISC all receive ongoing training at the district level. Staff development sessions are held twice monthly on the campus with each session averaging 2 hours. Liddell will continue to align our goals with the district's guiding principles and LCAP goals. The professional development plan for the 2016-2017 school year includes integrating technology into daily lessons, Tier 2 & 3 supports including close reading, re teaching strategies, small group instruction, and guided reading. Classroom observations will be utilized to guide staff development needs. In addition, our district will provide staff development in math and math practices and technology.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

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

The school facilitates and supports 1 weekly 40 minute structured PLC meeting every week through the release time provided by the PE teachers. In addition, each grade level except kindergarten has 4 mornings (40 minutes) of collaboration/common planning time where they have no assigned duties. (An exception may be if they have an IEP/SST for a student that they must attend.) Teachers will continue to train and to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA). All core and intervention curriculum is CUSD board adopted and meets the criteria established by the State of California. All materials are aligned to the content and performance standards.

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

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

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

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

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

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

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

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

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

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

Grade level teams prepare an annual scope and sequence/backwards mapping guides. The use of curriculum mapping ensures that all students receive a common sequence of grade-level instruction. Pre teaching, reteaching, CCSS content aligned curriculum, and effective teaching strategies to address specific student needs.

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

All students have required state adopted materials. Textbooks are monitored by the Library Technician.

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to English Learners.

Opportunity and Equal Educational Access

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

Students are provided rigorous first instruction in the core curriculum adopted by the District. Additional support is given in class to assist struggling and at-risk students attain grade level concepts. Students that are having difficulty are provided opportunities for intervention. Struggling students are progress monitored every one to two weeks ensure students needs are being met. Small group and individual instruction is provided to assist struggling students. ST Math and small group instruction using math curriculum (reteach and intervention pieces) are used for students struggling in math. EL students are provided ELD using the adopted materials, Universal Access, and small group instruction. Liddell provides opportunities for all students to access the core curriculum.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Resources available for struggling students include:

- *Academic Instructional Coaching for Teachers
- *Intervention for ELA and Math
- *Tutoring
- *DIBELS monitoring
- *Parent and Community Volunteers
- *SSC/ELAC
- *Destination Math
- *AR
- *SST/IEP/504
- *Parent/Teacher Conferences
- *School Psychologist
- *Speech Therapist
- *Instructional Assistants
- *Illuminate
- *Accelerated Reader
- *CUSD Website
- *Liddell has a website a informing families and students of multiple resources and information that will provide support for students achievement and understanding.

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)

The School Site Counsel meets a minimum of 4 times per year. The budget is created through a collaborative process which includes all stakeholders. Teachers and parents are given multiple opportunities in multiple forums (ELAC, staff meetings, Title 1 parent meeting, leadership, ELAC, emails, etc) to identify needs. A proposed budget is presented to SSC for discussion, revision, and approval. The plan, once spending is approved, is submitted to the Central Unified Board of Trustees for approval.

Funding

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

Funding is allocated for supplemental adopted materials, emergency technology needs, intervention, intensive support/tutoring, and professional development opportunities for staff to obtain strategies to assist under performing students.

Local Control Funding Formula (LCFF) funding and Title 1 (TA) are utilized to assist at-risk and EL students to reach proficient levels. Educational materials, technology, and teacher training are provided to assist struggling students. Specific subgroups to be addressed are Socioeconomically Disadvantaged, At Risk, English Learners, Special Education, and Foster Youth.

SLIP monies are used to assist students with educational supplies, resource materials, technology, and literary books.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the School Site Plan (SSP).

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

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

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

Description of Barriers and Related School Goals

Limitations of the current Liddell program to enable under performing students to meet standards are:

Time and Teacher capacity. Teacher capacity is consistently being built through staff development, PLC time, and district professional development. Within these areas the focus is analysis of data, lesson planning, student learning, and effective teaching strategies. Liddell continues to focus on effective and consistent collaboration, integrating and using technology, and planning differentiated instruction to meet the needs of all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	86	85	83	83	83	83	96.5	97.6
Grade 4	86	90	80	85	80	85	93.0	94.4
Grade 5	99	96	94	94	93	94	94.9	97.9
Grade 6	99	102	97	97	97	97	98.0	95.1
All Grades	370	373	354	359	353	359	95.7	96.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2380.1	2400.4	6	19	19	16	33	30	42	35
Grade 4	2476.1	2448.8	25	22	29	21	25	15	21	41
Grade 5	2502.1	2509.5	19	22	33	33	22	17	24	28
Grade 6	2482.8	2537.0	4	16	27	38	25	32	44	13
All Grades	N/A	N/A	13	20	27	28	26	24	33	29

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	14	47	48	46	37
Grade 4	24	15	50	44	26	41
Grade 5	25	26	47	41	28	33
Grade 6	7	18	44	59	48	24
All Grades	16	18	47	48	37	33

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	14	52	49	43	36
Grade 4	26	16	56	47	18	36
Grade 5	23	36	55	41	23	22
Grade 6	11	21	37	58	52	22
All Grades	16	22	50	49	34	29

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	13	66	65	27	22
Grade 4	16	19	68	58	16	24
Grade 5	8	10	71	74	22	16
Grade 6	11	21	71	72	18	7
All Grades	10	16	69	68	20	17

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	18	51	49	39	33
Grade 4	26	33	59	41	15	26
Grade 5	30	38	56	48	14	14
Grade 6	15	35	65	56	20	9
All Grades	21	31	58	49	22	20

Conclusions based on this data:

1. An analysis of 2015-2016 CAASPP in ELA reveals that 29% of Liddell students are performing below standards.
2. An analysis of 2015-16 CAASPP in ELA reveals that the area of Listening is an area of strength.
3. An analysis of 2015-16 CAASPP in ELA reveals that grades 3 and 6 reading is an area of weakness.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	86	85	83	83	83	83	96.5	97.6
Grade 4	86	90	82	85	82	85	95.3	94.4
Grade 5	99	96	95	95	94	95	96.0	99
Grade 6	99	102	97	97	97	97	98.0	95.1
All Grades	370	373	357	360	356	360	96.5	96.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2411.8	2403.6	7	6	33	28	31	31	29	35
Grade 4	2475.1	2464.1	16	12	29	34	35	27	20	27
Grade 5	2484.9	2490.5	8	11	17	24	46	35	27	31
Grade 6	2495.7	2531.5	7	19	16	23	40	40	36	19
All Grades	N/A	N/A	10	12	23	27	39	34	28	28

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	12	42	39	42	49
Grade 4	24	29	43	32	33	39
Grade 5	14	21	36	42	50	37
Grade 6	9	22	41	46	49	32
All Grades	15	21	40	40	44	39

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	11	55	52	30	37
Grade 4	20	14	50	46	30	40
Grade 5	14	9	41	49	45	41
Grade 6	9	25	45	51	45	25
All Grades	14	15	48	49	38	36

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	16	55	58	30	27
Grade 4	24	19	51	47	24	34
Grade 5	7	14	63	57	30	29
Grade 6	8	21	59	64	33	15
All Grades	13	17	57	57	29	26

Conclusions based on this data:

1. An analysis of 2015-16 CAASPP in Math reveals that concepts and procedures and problem solving are areas of weakness school wide.
2. An analysis of 2015-16 CAASPP in Math reveals 6th grade made gains in % exceeding and a positive drop in % below standards.
3. An analysis of 2015-16 CAASPP in Math reveals Communicating Reasoning is an area of strength.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			8	20	20	25	60	60	58	20	20	8			
1	6	5	6	53	57	29	29	33	35		5	18	12		12
2					38	18	50	46	55	50	8	18		8	9
3					25	38		63	50	***		13		13	
4		25		50	25	67	25	50	17	25		17			
5		***		56		***	22	***	***	11			11	***	
6					60		***	20		***	20				***
Total	2	5	3	35	41	32	35	42	42	21	7	14	6	5	8

Conclusions based on this data:

- 99 English Learners tested in 2015-16. We had 42 students intermediate level both 14-15 and 15-16.
- Analysis of band scores show lowest scores are in the area of writing. Writing is also cause of many students staying at intermediate level.
- In staff development, EL strategies will be addressed with a focus on writing. In PLCs, EL students need to be discussed (student name-student need) and progress monitored. Teachers analyze CELDT score to meet the need of their EL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				11	19		30	22		22	31		37	28	
1	5	5		52	55		29	36			5		14		
2					40		56	40		44	7			13	
3					25		***	63		***				13	
4		25		50	25		25	50		25					
5		25		50			30	25		10			10	50	
6				14	60		57	20		29	20				
Total	1	3		27	33		35	33		20	14		17	16	

Conclusions based on this data:

1. Analysis of CELDT scores show writing is the greatest area of need.
2. Only 2 students school wide moved from intermediate to higher level.
3. Need to focus interventions and instruction on areas of need for each intermediate student.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	48	59	59
Percent with Prior Year Data	93.8%	100%	98.3%
Number in Cohort	45	59	58
Number Met	27	44	31
Percent Met	60.0%	74.6%	53.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	62	14	75	9	73	5
Number Met	13	--	21	--	18	--
Percent Met	21.0%	--	28.0%	--	24.7%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	--	No	--

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

Conclusions based on this data:

1. Reclassification of English Learners of 5 or more years as well as those less than 5 years did not occur at the rate of the target. Individual student data analysis disclosed needs varied by student. Therefore, support needs to be highly individual.
2. AMAO 2 was not met. Students who are receiving intervention for Long Term EL students, were primarily upper grade (5th, 6th grade). They made growth in their area of focus but not enough to reclassify. In addition to serving students at these grade level, Intervention needs to be provided earlier in the student's school career to support reclassifying prior to student becoming LTEL.
3. Progress monitoring and interventions for EL students. PLCs should include EL student progress and reteaching strategies.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By October, 2017 all students K-6 will demonstrate one years growth in reading and writing as measured by F&P, DIBELS, District Benchmarks, SBAC, and writing samples closing the experience gap for students of poverty, at risk students, special education, and foster youth.
Data Used to Form this Goal:
District Benchmarks 2016 Fountas and Pinnell Data (end of year 2016) PLC data SBAC 2015-2016 HH EL Benchmarks CELDT
Findings from the Analysis of this Data:
Liddell teachers need support in guided reading, differentiation, re-teaching, intervention strategies, and Tier 2 supports to close the experience gap for students of poverty, at risk students, special education, and foster youth to increase student learning.
Means of evaluating progress & group data needed to measure gains:
District Benchmarks-increase in ELA results from previous benchmarks. SBAC *Fontas and Pinnell-Beginning scores will be compared to mid and end year scores.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Best first instruction in ELA-reading and writing/ (Tier 1)</p> <p>PLC time, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.</p> <p>Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacher</p> <p>Tier 2 and 3 reading intervention support, in class small group instruction</p>	October, 2016 - October, 2017	All Staff	Reading Intervention support / small group	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6500.00
			Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	900.00
			Leveled Readers for small group reading support Tier 2 &3	4000-4999: Books And Supplies	LCFF	3000.00
			Teaching Fellows for in class support	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9152.00
<p>Implement a systematic program for creating reading success:</p> <p>Increase number of library books of interest to students to increase reading comprehension and fluency</p> <p>Activities to promote increased amount of time reading and to foster the love of reading</p> <p>After school tutoring teacher led with support, student nest, live tutor, and small group instruction</p> <p>After school tutoring materials and supplies for small group instruction</p>	October, 2016 - October, 2017	Teachers Library Technician	Library Books	4000-4999: Books And Supplies	LCFF-SLIP	1405.95
			Activities/Supplies/materials	4000-4999: Books And Supplies	LCFF	500.00
			Library books	4000-4999: Books And Supplies	LCFF	1414.14
			Tutoring: Student Nest :110 ELA Licenses, 40 live tutor hours	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	910.00
			After school tutoring Teacher	1000-1999: Certificated Personnel Salaries	SES-Tutoring	8284.00
			After school tutoring support	2000-2999: Classified Personnel Salaries	SES-Tutoring	1576.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Students will be provided opportunities for Tier 2 (small group) & Tier 3(individualized) push in & pull out reading intervention support in literacy</p> <p>Tier 2 & 3 pull out books, materials, supplies</p> <p>Implement use of student technology and classroom technology to build literacy skills and 21st century skills</p>			<p>Intervention Instructional Aide for Tier 2 & 3 push in/pull out reading support</p>	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11034.00
			<p>Supplies, books for Tier 2 & 3 reading intervention</p>	4000-4999: Books And Supplies	Title I Part A: Allocation	3600.00
			<p>Replacement Technology, Replace laptops, technology that supports student learning</p>	5000-5999: Services And Other Operating Expenditures	LCFF	7900.00
<p>Professional development to build adult capacity of CCSS, Tier 1 first best teaching instruction,Tier 2 & 3 instruction, reading and writing instruction</p> <p>Professional development provided to staff to effectively use technology for student learning and to build literacy skills.</p> <p>Tech Talk 2 times a month during site PD</p> <p>Tech training menu for staff development in relation to staff need</p> <p>Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction</p> <p>Drop in observations with specific instructional feedback</p>	October 2016-October, 2017	Teachers, Admin, Site IC	<p>Conferences/Training expenses/Professional Dev</p>	5000-5999: Services And Other Operating Expenditures	LCFF	1700.00
			<p>Teacher Release Time (Substitutes) for Professional Development opportunities</p>	1000-1999: Certificated Personnel Salaries	LCFF	750.00
			<p>Professional Development materials and supplies</p>	4000-4999: Books And Supplies	LCFF	350.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Specific and strategic Instructional Coach support in Tier 1 best first teaching through collaboration, PLC, co planning, co teaching, modeling, and instructional feedback						

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By October, 2017, K-6 grade students will demonstrate one years growth in concept attainment and critical thinking in math, as measured by district benchmarks, performance tasks, SBAC, CBA, and ST Math.
Data Used to Form this Goal:
Curriculum Based Assessments ST Math SBAC Performance Tasks District Benchmarks
Findings from the Analysis of this Data:
Students need support in modeling, and concept attainment and problem solving.
Means of evaluating progress & group data needed to measure gains:
Classroom Assessments ST Math (90% complete), District Benchmarks/Performance tasks SBAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 &3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills	October, 2016 - October 2017	Principal GIA ISC Classroom teachers	ST MATH/Fluency	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4062.00
			Math materials and supplies, manipulatives, Materials, books, and supplies for small group instruction	4000-4999: Books And Supplies	LCFF	500.00
			Student Nest Math app/40 hours live tutor	4000-4999: Books And Supplies	Title I Part A: Allocation	1170.00
			Replacement Technology, Replace laptops, technology that supports student learning	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	1480.00
			Equipment/technology that supports student learning, chrome lab mice	5000-5999: Services And Other Operating Expenditures	LCFF	7900.00
				4000-4999: Books And Supplies	LCFF	400.00
Materials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom, school wide	October 2016 - October, 2017	Principal GIA ISC Classroom teachers	BrainPop	5000-5999: Services And Other Operating Expenditures	LCFF	1908.00
			In class Stem /math and scienc activities/supplies	4000-4999: Books And Supplies	LCFF	3220.00
			Books, supplies, materials, technology that support CCSS	4000-4999: Books And Supplies	LCFF	5500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Professional development, to build adult capacity in Math CCSS, first best instruction (Tier 1), Tier 2 & 3 supports, and 21st Century skills, academic vocabulary</p> <p>Professional development provided to staff to effectively use technology for student learning and to build literacy skills. Tech Talk 2 times a month during site PD Tech training menu for staff development in relation to staff need</p> <p>Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)</p> <p>Drop in observations with specific instructional feedback</p> <p>Specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, and instructional feedback</p>	October 2016-October 2017	Admin, teachers, ISC	<p>Substitute Salaries fpr Professional Development, peer observations, coaching, planning , data analysis</p> <p>Professional Development conference and workshop fees</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	LCFF	<p>3800.00</p> <p>1800.00</p>

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By October 2017, All English Learner K-6 students will demonstrate one year's band growth in listening, speaking, reading, and writing, closing the experience gap, measured by the CELDT.
Data Used to Form this Goal:
CELDT (2015) Fountas & Pinnell- End of year 2015 HH EL Benchmarks -2015 RFEP data
Findings from the Analysis of this Data:
CELDT data shows students are making growth and moving performance bands. More emphasis needs to be placed on monitoring progress of our ELL through District Benchmark Data, F& P, grade level performance, and data from computer programs. Support and effective intervention is needed for ELL students stuck in a performance band. Writing is the area of greatest need.
Means of evaluating progress & group data needed to measure gains:
HH EL Benchmarks Fountas & Pinnell- beginning of year compared to mid and end year AMAO CELDT Writing Samples

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Implement first best instruction for all ELA content and ELD standards, guided reading, SDAIE strategies -Tier 1</p> <p>In class, small group instruction, guided reading, differentiated instruction for at risk students EL and LTELS</p> <p>Reading/writing pull out intervention block for Tier 2 & 3 EL students and LTELS by a credentialed teacher</p> <p>Materials and supplies for Tier 2 & 3 interventions</p>	October, 2016 - October, 2017	Classroom Teachers ISC Principal GIA	<p>ELD/Title1 Intervention pull out support</p> <p>Books, materials, supplies to support small group instruction</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>18694.71</p> <p>978.00</p>
<p>EL parent involvement/education activities to support student learning</p> <p>Recognition for EL learner: growth on bands, reclassification</p> <p>Translators for parent conferences, parent involvement activities, site meetings, communication, student recognition</p>	October 2016- October 2017	Admin Teachers	<p>EL parent involvement activities/student recognition</p> <p>Interpreters for EL Parent Communications, conferences, and EL parent involvement, student recognition</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF</p> <p>LCFF</p>	<p>200.00</p> <p>250.00</p>
<p>Build Adult Capacity in ELD strategies, reading, and writing instruction, and academic vocabulary</p> <p>PD provided to staff to effectively use ELD strategies, and to build reading and writing skills</p>	October 2016- October 2017	Admin ISC	Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF	600.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Specific and strategic Instructional Coach support in ELD strategies, and building reading and writing skills through collaboration, PLC, co planning, co teaching, modeling, and instructional feedback</p> <p>Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)</p> <p>Drop in observations with specific instructional feedback</p>						

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By October 2017, Liddell will prepare students for college, career, and community as evidenced by the documented use of data in PLCs and PBIS committee meetings to measure student academic (multiple measures assessing reading, writing, math and ELD), and behavior and social emotional growth.
Data Used to Form this Goal:
PLC documents Observation note SWISS/CICO Data SBAC F&P Parent/student surveys Healthy Schools survey
Findings from the Analysis of this Data:
90% of Liddell families have a goal for their child to attend college or a trade school after high school.
Means of evaluating progress & group data needed to measure gains:
PLC planning/data, Character Counts participation, parent surveys, student surveys, PBIS/SWISS/CICO DATA.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Provide opportunities for students to participate in activities which foster a connection to school supported by transportation, supplies, and other activities.</p> <p>Attendance recognition</p>	October 2016 - October 2017	Principal PBIS Team Classroom Teachers	Materials/Supplies or Activities	4000-4999: Books And Supplies	LCFF	1000.00
<p>Implement Healthy Schools Program</p> <p>Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.</p> <p>Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .</p>	October, 2016 - October, 2017	PBIS Team Teachers Principal GIA PLC teams	<p>Substitutes for PD/Healthy schools implementation</p> <p>Instructional Aide Salary to support alternative recess and alternative play</p> <p>Substitutes for PBIS/Character Education implementation</p> <p>Materials and supplies to support PBIS/Character Counts/Healthy Schools</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p>	<p>286.00</p> <p>8907.00</p> <p>450.00</p> <p>300.00</p>

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By October, 2017, Increase parent participation in parent education opportunities that support academic and social well being as measured by participation and sign in sheets.
Data Used to Form this Goal:
2016 Parent surveys Sign in sheet/participation in 2015-16 Engagement Activities/education opportunities Title 1 Parent input surveys
Findings from the Analysis of this Data:
90% of parents feel welcomed at Liddell. 81.6% My child's teacher and/or principal provide me with ideas on how I can help my child at home. Parents want information on how to academically help their child at home. They also want information on what is typical behaviors for their child's age and how to handle them.(social skills)
Means of evaluating progress & group data needed to measure gains:
Parent Surveys Session evaluations/sign in sheets Title 1 and ELAC parent input

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities: <ul style="list-style-type: none"> engaging parents with the curriculum/Stem activities being used in the classroom provide strategies for parents to be used with assisting students academically and socially building a strong relationship between parents and school personnel Family Stem Nights, Valley PBS parent education series, Bytes and Bites (common sense/social media education for parents)	October 2016-October, 2017	Principal GIA ISC Classroom Teachers	Parent Education/engagement/Valley PBS	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	1320.00
			Parent Education/engagement/Valley PBS con'd	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1680.29
			Supplies for Parent Engagement/Education Activities/Family Stem Nights	4000-4999: Books And Supplies	LCFF	500.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	53,135.14	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,405.95	0.00
Title I Part A: Allocation	57771.00	0.00
Title I Parent Involvement	1,320.00	0.00
SES-Tutoring	12250.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	53,135.14
LCFF-SLIP	1,405.95
SES-Tutoring	12,250.00
Title I Part A: Allocation	57,771.00
Title I Parent Involvement	1,320.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	32,264.71
2000-2999: Classified Personnel Salaries	21,767.00
4000-4999: Books And Supplies	24,938.09
5000-5999: Services And Other Operating Expenditures	20,008.00
5800: Professional/Consulting Services And Operating	26,904.29

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	5,286.00
2000-2999: Classified Personnel Salaries	LCFF	9,157.00
4000-4999: Books And Supplies	LCFF	16,884.14
5000-5999: Services And Other Operating	LCFF	20,008.00
5800: Professional/Consulting Services And	LCFF	1,800.00
4000-4999: Books And Supplies	LCFF-SLIP	1,405.95
1000-1999: Certificated Personnel Salaries	SES-Tutoring	8,284.00
2000-2999: Classified Personnel Salaries	SES-Tutoring	1,576.00
5800: Professional/Consulting Services And	SES-Tutoring	2,390.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,694.71
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,034.00
4000-4999: Books And Supplies	Title I Part A: Allocation	6,648.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	21,394.29
5800: Professional/Consulting Services And	Title I Parent Involvement	1,320.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	58,976.09
Goal: Mathematics	31,740.00
Goal: English Language Development	20,722.71
Goal: School Culture	10,943.00
Goal: Parent Engagement	3,500.29

School Site Council Members

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


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Charlene Graham	X				
Lori Severt		X			
Sandy Gaither		X			
Jenn Moebes		X			
Nicole Ghimenti			X		
Jesse Farias				X	
Cyndi Bauer				X	
Joy Isheim				X	
Kuldip Kaur				X	
Jorgelina Roisenzvit				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

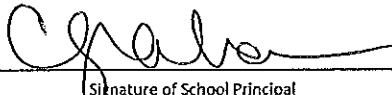

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 09/22/2016.

Attested:

Charlene Graham		10/17/16
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Moebes		10/17/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Norman Liddell Elementary School

Funding Source: LCFF

\$53,135.14 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Leveled Readers for small group reading support Tier 2 &3	4000-4999: Books And Supplies	\$3,000.00	English Language Arts	Best first instruction in ELA-reading and writing/ (Tier 1)PLC time, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherTier 2 and 3 reading intervention support, in class small group instruction
Activities/Supplies/materials	4000-4999: Books And Supplies	\$500.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingAfter school tutoring teacher led with support, student nest, live tutor, and small group instructionAfter school tutoring materials and supplies for small
Library books	4000-4999: Books And Supplies	\$1,414.14	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingAfter school tutoring teacher led with support, student nest, live tutor, and small group instructionAfter school tutoring materials and supplies for small

Norman Liddell Elementary School

Replacement Technology, Replace laptops, technology that supports student learning	5000-5999: Services And Other Operating Expenditures	\$7,900.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingAfter school tutoring teacher led with support, student nest, live tutor, and small group instructionAfter school tutoring materials and supplies for small
Conferences/Training expenses/Professional Dev	5000-5999: Services And Other Operating Expenditures	\$1,700.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 1 first best teaching instruction,Tier 2 & 3 instruction, reading and writing instructionProfessional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech Talk 2 times a month during site PDTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instructionDrop in observations with specific instructional feedbackSpecific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, and instructional feedback
Teacher Release Time (Substitutes) for Professional Development opportunities	1000-1999: Certificated Personnel Salaries	\$750.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 1 first best teaching instruction,Tier 2 & 3 instruction, reading and writing instructionProfessional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech Talk 2 times a month during site PDTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instructionDrop in observations with specific instructional feedbackSpecific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, and instructional feedback

Norman Liddell Elementary School

Professional Development materials and supplies	4000-4999: Books And Supplies	\$350.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 1 first best teaching instruction, Tier 2 & 3 instruction, reading and writing instruction Professional development provided to staff to effectively use technology for student learning and to build literacy skills. Tech Talk 2 times a month during site PD Tech training menu for staff development in relation to staff need Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction Drop in observations with specific instructional feedback Specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, and instructional feedback Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
Math materials and supplies, manipulatives,	4000-4999: Books And Supplies	\$500.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
Replacement Technology, Replace laptops, technology that supports student learning	5000-5999: Services And Other Operating Expenditures	\$7,900.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
Equipment/technology that supports student learning, chrome lab mice	4000-4999: Books And Supplies	\$400.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
BrainPop	5000-5999: Services And Other Operating Expenditures	\$1,908.00	Mathematics	Materials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom, school wide
In class Stem /math and scienc activities/supplies	4000-4999: Books And Supplies	\$3,220.00	Mathematics	Materials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom, school wide

Norman Liddell Elementary School

Books, supplies, materials, technology that support CCSS	4000-4999: Books And Supplies	\$5,500.00	Mathematics	Materials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom, school wide
Substitute Salaries fpr Professional	1000-1999: Certificated Personnel Salaries	\$3,800.00	Mathematics	Professional development, to build adult capacity in Math CCSS, first best instruction (Tier 1), Tier 2 & 3 supports, and 21st Century skills, academic vocabularyProfessional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech Talk 2 times a month during site PDTech training menu for staff development in
Professional Development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	\$1,800.00	Mathematics	Professional development, to build adult capacity in Math CCSS, first best instruction (Tier 1), Tier 2 & 3 supports, and 21st Century skills, academic vocabularyProfessional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech Talk 2 times a month during site PDTech training menu for staff development in
EL parent involvement activities/student recognition	4000-4999: Books And Supplies	\$200.00	English Language Development	EL parent involvement/education activities to support student learningRecognition for EL learner: growth on bands, reclassificationTranslators for parent conferences, parent involvement activities, site meetings, communication, student recognition
Interpreters for EL Parent Communications, conferences, and EL parent involvement, student recognition	2000-2999: Classified Personnel Salaries	\$250.00	English Language Development	EL parent involvement/education activities to support student learningRecognition for EL learner: growth on bands, reclassificationTranslators for parent conferences, parent involvement activities, site meetings, communication, student recognition

Norman Liddell Elementary School

Professional Development	5000-5999: Services And Other Operating Expenditures	\$600.00	English Language Development	Build Adult Capacity in ELD strategies, reading, and writing instruction, and academic vocabulary PD provided to staff to effectively use ELD strategies, and to build reading and writing skills Specific and strategic Instructional Coach support in ELD strategies, and building reading and writing skills through collaboration, PLC, co planning, co teaching, modeling, and instructional feedback Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction) Drop in observations with specific instructional feedback
Materials/Supplies or Activities	4000-4999: Books And Supplies	\$1,000.00	School Culture	Provide opportunities for students to participate in activities which foster a connection to school supported by transportation, supplies, and other activities. Attendance recognition
Substitutes for PD/Healthy schools implementation	1000-1999: Certificated Personnel Salaries	\$286.00	School Culture	Implement Healthy Schools Program Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate. Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Instructional Aide Salary to support alternative recess and alternative play	2000-2999: Classified Personnel Salaries	\$8,907.00	School Culture	Implement Healthy Schools Program Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate. Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Substitutes for PBIS/Character Education implementation	1000-1999: Certificated Personnel Salaries	\$450.00	School Culture	Implement Healthy Schools Program Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate. Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Materials and supplies to support PBIS/Character Counts/Healthy Schools	4000-4999: Books And Supplies	\$300.00	School Culture	Implement Healthy Schools Program Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate. Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .

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Supplies for Parent Engagement/Education Activities/Family Stem Nights	4000-4999: Books And Supplies	\$500.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activities being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnelFamily Stem Nights, Valley PBS parent education series, Bytes and Bites (common sense/social media education for parents)
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LCFF Total Expenditures: \$53,135.14

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,405.95 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books	4000-4999: Books And Supplies	\$1,405.95	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingAfter school tutoring teacher led with support, student nest, live tutor, and small group instructionAfter school tutoring materials and supplies for small

LCFF-SLIP Total Expenditures: \$1,405.95

LCFF-SLIP Allocation Balance: \$0.00

Norman Liddell Elementary School

Funding Source: SES-Tutoring

\$12,250.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Nest Math app/40 hours live tutor	5800: Professional/Consulting Services And Operating Expenditures	\$1,480.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
Tutoring: Student Nest :110 ELA Licenses, 40 live tutor hours	5800: Professional/Consulting Services And Operating Expenditures	\$910.00	English Language Arts	Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase reading comprehension and fluency Activities to promote increased amount of time reading and to foster the love of reading After school tutoring teacher led with support, student nest, live tutor, and small group instruction After school tutoring materials and supplies for small
After school tutoring Teacher	1000-1999: Certificated Personnel Salaries	\$8,284.00	English Language Arts	Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase reading comprehension and fluency Activities to promote increased amount of time reading and to foster the love of reading After school tutoring teacher led with support, student nest, live tutor, and small group instruction After school tutoring materials and supplies for small

Norman Liddell Elementary School

After school tutoring support	2000-2999: Classified Personnel Salaries	\$1,576.00	English Language Arts	Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase reading comprehension and fluency. Activities to promote increased amount of time reading and to foster the love of reading. After school tutoring teacher led with support, student nest, live tutor, and small group instruction. After school tutoring materials and supplies for small
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SES-Tutoring Total Expenditures: \$12,250.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$57,771.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Intervention Instructional Aide for Tier 2 & 3 push in/pull out reading support	2000-2999: Classified Personnel Salaries	\$11,034.00	English Language Arts	Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase reading comprehension and fluency. Activities to promote increased amount of time reading and to foster the love of reading. After school tutoring teacher led with support, student nest, live tutor, and small group instruction. After school tutoring materials and supplies for small

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Supplies, books for Tier 2 & 3 reading intervention	4000-4999: Books And Supplies	\$3,600.00	English Language Arts	Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase reading comprehension and fluency. Activities to promote increased amount of time reading and to foster the love of reading. After school tutoring teacher led with support, student nest, live tutor, and small group instruction. After school tutoring materials and supplies for small
Teaching Fellows for in class support	5800: Professional/Consulting Services And Operating Expenditures	\$9,152.00	English Language Arts	Best first instruction in ELA-reading and writing/ (Tier 1) PLC time, supplies, and materials for systematic collection, student progress monitoring, and analysis of data. Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacher. Tier 2 and 3 reading intervention support, in class small group instruction
Reading Intervention support / small group	5800: Professional/Consulting Services And Operating Expenditures	\$6,500.00	English Language Arts	Best first instruction in ELA-reading and writing/ (Tier 1) PLC time, supplies, and materials for systematic collection, student progress monitoring, and analysis of data. Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacher. Tier 2 and 3 reading intervention support, in class small group instruction
Materials and supplies	4000-4999: Books And Supplies	\$900.00	English Language Arts	Best first instruction in ELA-reading and writing/ (Tier 1) PLC time, supplies, and materials for systematic collection, student progress monitoring, and analysis of data. Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacher. Tier 2 and 3 reading intervention support, in class small group instruction
Materials, books, and supplies for small group instruction	4000-4999: Books And Supplies	\$1,170.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction. Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher. After school tutoring for at risk students, small group, student nest, live tutor. Implement use of student technology and classroom technology to build literacy skills and 21st century skills

Norman Liddell Elementary School

ST MATH/Fluency	5800: Professional/Consulting Services And Operating Expenditures	\$4,062.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Materials, supplies, technology based programs, books, and math manipulatives for small group instruction Small group instruction, reteaching, Tier 2 & 3 in class intervention with teacher After school tutoring for at risk students, small group, student nest, live tutor Implement use of student technology and classroom technology to build literacy skills and 21st century skills
ELD/Title1 Intervention pull out support	1000-1999: Certificated Personnel Salaries	\$18,694.71	English Language Development	Implement first best instruction for all ELA content and ELD standards, guided reading, SDAIE strategies -Tier 1 In class, small group instruction, guided reading, differentiated instruction for at risk students EL and LTEL Reading/writing pull out intervention block for Tier 2 & 3 EL students and LTEL by a credentialed teacher Materials and supplies for Tier 2 & 3 interventions
Books, materials, supplies to support small group instruction	4000-4999: Books And Supplies	\$978.00	English Language Development	Implement first best instruction for all ELA content and ELD standards, guided reading, SDAIE strategies -Tier 1 In class, small group instruction, guided reading, differentiated instruction for at risk students EL and LTEL Reading/writing pull out intervention block for Tier 2 & 3 EL students and LTEL by a credentialed teacher Materials and supplies for Tier 2 & 3 interventions
Parent Education/engagement/Valley PBS con'd	5800: Professional/Consulting Services And Operating Expenditures	\$1,680.29		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activites being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnell Family Stem Nights, Valley PBS parent education series, Bytes and Bites (common sense/social media education for parents)

Title I Part A: Allocation Total Expenditures: \$57,771.00

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

Funding Source: Title I Parent Involvement

\$1,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Norman Liddell Elementary School

Parent Education/engagement/Valley PBS	5800: Professional/Consulting Services And Operating Expenditures	\$1,320.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activites being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnelFamily Stem Nights, Valley PBS parent education series, Bytes and Bites (common sense/social media education for parents)
Title I Parent Involvement Total Expenditures:		\$1,320.00	
Title I Parent Involvement Allocation Balance:		\$0.00	
Norman Liddell Elementary School Total Expenditures:		\$125,882.09	



Norman Liddell Elementary Parental Involvement Policy 2016-2017

Liddell Elementary recognizes the valuable role parents play in the educational development of their children. Our goal is to develop a strong partnership with parents. Liddell's policy was developed with input from ELAC and SSAC. Liddell's Parent Involvement Policy is distributed to all students during the first week of the school year and describes the process and means for carrying out parent involvement activities.

Liddell Elementary has jointly developed with and distributed to parents a home-school compact that outlines how parents, school staff, and students will share responsibility for high student academic achievement. It also describes how the school and parents will develop a partnership to help reach proficiency on the Common Core State Standards. The home-school compact describes the following items:

1. The school's responsibility to provide high quality curriculum and instruction.
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers, through annual conferences, parent portal, reports on student progress, access to staff, and opportunities to volunteer and participate in the educational program.
4. The home-school compact is updated yearly
5. The compact is discussed with parents at fall parent conferences

Liddell Elementary engages parents in a meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals the school has established the following practices.

1. Liddell Elementary provides parents with assistance in understanding State's academic content standards, assessments, and how to monitor and improve the achievement of their children
 - Parent/Teacher conferences in the fall and spring
 - Common Core state standards distributed at fall parent/teacher conferences
 - Progress reports and report cards (provided once per semester). Teachers may also provide weekly progress updates as needed and requested by parents.
 - Parent Resource Link on District and Liddell Elementary Websites
 - Student Success Team (SST) meetings as needed

2. Liddell Elementary School provides parents with materials and trainings to help them work with their children to improve their children's achievement.
 - On-site training opportunities through existing parent advisory groups, ELAC, SSAC, and PFC
 - Training opportunities through Valley PBS Parent Workshops
 - ST Math
 - AR-Accelerated Reader

3. The school educates staff members about the values of parent contributions, and in how to work with parents as equal partners
 - ELAC
 - SSAC
 - PFC

4. Liddell Elementary coordinates and integrates the parental involvement policy with other activities to encourage and support parents in participating in the education of their children.
 - PFC
 - Back to School Night
 - Open House
 - Parent Literacy meetings

5. Liddell Elementary distributes information related to school and parent programs, meetings, and other activities in a format and language that parents understand.
 - Blackboard Connect messages are sent out every Sunday.
 - Information posted on school website, emailed to parents, and/or text messages
 - Teachers send weekly newsletters
 - Punjabi and Spanish translators accessible for parent/teachers conferences and other meetings as needed

6. Liddell Elementary provides support for parental involvement activities.
 - Character Education
 - Community Events
 - Open House
 - Fall and Spring Parent/Teacher Conferences
 - Scholastic Book Fair
 - Liddell Showcase/Young Author's Fair/Science Fair/History Day
 - Peach Blossom
 - Talent Show
 - Educational Field Trips
 - PFC
 - SSAC
 - ELAC
 - Classroom Volunteering
 - Bytes and Bites
 - PFC Sponsored Fundraisers
 - Back to School Night
 - Grade Level Programs

- Movie Nights
- School Play
- Band and Choir Performances
- Robotics
- Red Ribbon Week
- Pastries with Parents
- High Honors Breakfast
- Family Stem Night

Parent Information and Resource Centers (PIRCs)

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

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

PIRCI, Project Inspire is the result of a partnership amongst the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and brochure in English and Spanish that describes services are available at <http://www.bilingualeducation.org/programs.parent.php> are available in multiple languages.

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

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

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

Approved 5/12/2016

Name _____ Grade _____

Liddell Elementary
HOME-SCHOOL COMPACT TO LEARNING
Three-Way School Pledge

Teacher Pledge: I will

- Create a partnership with every student's family including identifying and maintaining a method of communication.
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in reading and math and update parents regularly
- Monitor learning, provide intervention and assistance as needed
- Continually work to develop my teaching strategies so that learning is enhanced for each student
- Ensure students understand the assignment, learning objective and receive immediate feedback.
- Provide opportunities for parent volunteers and participation in your child's education
- Send home school information promptly
- Enforce behavior expectations established in the Lion Laws.

Teacher's Signature

date

Students Pledge: I will

- Get to class on time
- Let my teacher know if I need help
- Read on my own and/or with my family everyday
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework everyday, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents
- Meet the behavior expectations established in the Lion Laws.

Student's Signature

date

Parent's Pledge: I will

- Read school information nightly
- Let the teacher know if my child has any problems with learning, attend conferences and meetings
- Use reading and math materials the school sends home each week to help my child
- Encourage my child to engage in reading activities at least 30 minutes everyday.
- Provide a quiet place/time for my child to complete homework
- Help my child see how to use reading and math to pursue his/her interests and goals
- Get my child to school on time everyday
- Enforce the expectations established in the Lion Laws with my child.

Parent's/Guardian's Signature

date