The School Plan for Student Achievement

School: Glenwood Elementary School

CDS Code: 56 73759 6055941

District: Conejo Valley Unified School District

Principal: Vivian Vina-Hunt

Revision Date: **April 30,** 2019

The School 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 May 7, 2019.

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School Vision and Mission

Glenwood Elementary School's Vision and Mission Statements
* Glenwood Elementary School provides an educational setting that encourages students to reach their full potential academically, socially, physically and emotionally.
* Glenwood students will experience the excitement of learning in an environment that promotes not only basic skills, but critical thinking skills, problem solving and the ability to access information.
* Glenwood students will work toward acquiring skills of communication, collaboration, critical thinking and creativity in the context of "lifelong" learning through the use of interactive technology along with individual and group projects.
* Genwood provides a safe and orderly school climate that promotes positive self-esteem, responsibility, citizenship, and achieving one's personal best.
* Glenwood honors, recognizes, and respects the cultural diversity on campus by celebrating the uniqueness of each individual student and staff member. All keys to a stronger learning community.
* Glenwood students, staff, and parents support the school motto, "Keep Your Eyes on Excellence and Take Pride in Your School, Your Work and Your Name" in and out of the classroom.
* Glenwood students and staff will continue to focus on character words for the year supporting the theme "The Choice for Success is Always Yours." using the John Wooden Pyramid of Success Building Blocks to promote character education.
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School Profile

Glenwood Elementary School is one of seventeen elementary schools in the Conejo Valley Unified School District. Opening doors in 1963, Glenwood's community is rich with cultural, linguistic, and socioeconomic diversity. Glenwood has approximately 294 students in grades Transitional Kindergarten through the fifth grade. Goals are reflected in the Single Plan for Student Achievement and demonstrate the support for all students in reading, writing, math, and communication skills. Student data is gathered and monitored regularly in scheduled data team meetings as teachers meet to designate enrichment and intervention groups in the areas of Language Arts and Math throughout the school year. The staff uses data from trimester progress reports, report cards, grade level and trimester Benchmark assessments, and classroom assessments to monitor student progress and plan interventions and instruction. Glenwood's E-Block provides English Language Learners with daily instructional time for the development of English skills with district-adopted curriculum. Students have a 30 minute dedicated time period four days a week using credentialed academic specialists for focused instruction in language arts and math called Target Time. Target Time allows credentialed staff to develop small group targeted instruction to focus on targeted skills. Four Target Time sessions during the year strategically place students into groups for targeted instruction for Language Arts and/or math. Glenwood hosts an after school program with the ASES Grant with STAR Inc. that serves approximately 100 students each school day providing enrichment activities until 6:00 p.m. A local community church provides free weekly tutoring services for the students on their site two day a week for students in grades 1-3. After the Winter Holidays, after school enrichment classes are offered for various topics such as; sewing, soccer and sewing with students applying math skills for measuring, patterns and problem solving.

Starting in the fall of 2018, Glenwood implemented a new Global Studies focus school wide called "Spotlight on OUR World." Throughout the year time is dedicated each Monday for teachers and students to Explore our world. There are seven sessions during the year. Each session has a dedicated continent to study. During this time each grade level has selected a region or country in the Continent as the grade level focus. Students explore this country/region over a three week period with a focus on literature, art and other topics. Students earn stickers for their passport and by the time they leave the 5th grade they will have explored over 42 locations. In addition, students receive instruction in Spanish, French, Chinese an American Sign Language weekly teaching all the students common words such as; please, thank you, family, etc.

We are pleased to be able to support our students with a part time bilingual counselor, part-time Social Worker and a part-time bilingual Parent Outreach Coordinator position. They work to support our students and coordinate our parent education meetings. They bring resources to assist any at-risk families and guide them to the many community resources available. In addition, we are grateful for the support of four bilingual paraprofessionals who work on our campus daily providing translation services and support in classrooms.

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).

The district conducted an LCAP Survey that was accessible through the district and school website. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and ask teachers to assign less homework. Almost half of the students surveyed reported having been teased at school, however only about half reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and that they received help from adults when needed. Most students also felt adults treated them with kindness and respect. Due to limited technology resources in Glenwood households, the survey is provided by hardcopy and sent home to each family.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrator conducts informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

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)

   Students in grades 3-5 take the CAASPP in language arts and math. Students in grade 5 take the CAST in science. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), and other formative assessments. Math assessments include: end of course exams, district benchmarks, and other formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), Initial Proficiency Test (IPT) and Carousel of Ideas.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS, a student data management system, that allows staff to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

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

All teachers are credentialed and are designated as 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 credentialed teachers attend two days of focused professional development. All credentialed teachers attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including writing, reading, English Language Development, and math. District teachers are offered ongoing professional development opportunities based on Common Core Standards and CAASPP assessments. In addition, teachers at Glenwood are provided with staff development opportunities in technology (iPads, Virtual Reality software,Lenovo Think Pads), Go Math, and English Language Development strategies.

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

Schools have access to district -based TOSAs (Teachers on special assignment) in 3 focus areas: 1. English Language Development 2. Professional development. 3. Technology. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. Glenwood has two instructional coaches (one primary and one upper grade teacher), an ELD advisor and a GATE advisor, who also provide support for teachers.

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

Teachers collaborate in a variety of ways during the year. Various staff meetings dedicate time for teachers to collaborate as a staff and by grade level.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning to be uninterrupted.

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

The majority of intervention takes place during Glenwood's school wide E-block program and Target Time. Glenwood employs four credentialed Title 1 teachers who provide additional support and intervention in English Language Development, reading, writing and math skills.

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

All students have access to appropriate CA approved curriculum in all content areas.

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)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum.   Students work on a variety of academic skills to assist them in meeting grade level standards. Glenwood also has Title 1 teachers who work with small groups of students throughout the day. Opportunities to utilize Moby Max and Rosetta Stone are also provided to students at school and at home.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Resources are available through the Free and Reduced Lunch program and through school based interventions/supports.   The Assistance League has provided clothing e

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 representatives and school personnel are involved in a variety of ways at Glenwood in the planning, implementation and evaluation of programs. Glenwood's School Site Council meets regularly to communicate and collaborate on allocation of resources, goals for the schools and to implement action steps. Glenwood also has a PTA that assists in a variety of educational programs as well as an English Learner Advisory Committee (ELAC). Staff meetings are held twice a month for all teachers and the leadership team, comprised of teacher representatives from each grade level, meets once a month.

Funding

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

See budget pages as part of SPSA.

18. Fiscal support (EPC)

    See budget pages as part of SPSA.

Description of Barriers and Related School Goals

Barriers to fully implementing strategies related to Glenwood's school goals:
- Additional tech support due to the almost one to one Ipads or laptops for students in addition to the general technology needs.
- Limited technology resources in the households.
- Limited access to school based counseling for general education students.
- Limited English Learner paraprofessional time in proportion to the percentage of the English Learner student population.
- Limited parent involvement in PTA or school district committees due to two parent working families or child care conflicts.
- Language barriers between staff and parents both verbal and written.
- Shortage of special education paraprofessional in the Learning Center

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	47	66	55	47	65	54	46	65	94.8	100	98.5
Grade 4	59	54	50	57	50	50	56	50	50	96.6	92.6	100
Grade 5	56	61	51	56	61	51	56	61	51	100	100	100
All Grades	173	162	167	168	158	166	166	157	166	97.1	97.5	99.4

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.6	2380.5	2421.8	9	2.17	15.38	20	19.57	32.31	37	32.61	24.62	33	45.65	27.69
Grade 4	2441.6	2427.6	2416.4	14	18.00	4.00	23	16.00	22.00	25	18.00	20.00	38	48.00	54.00
Grade 5	2515.0	2468.0	2477.8	29	9.84	11.76	30	32.79	29.41	16	14.75	19.61	25	42.62	39.22
All Grades	N/A	N/A	N/A	17	10.19	10.84	25	23.57	28.31	26	21.02	21.69	32	45.22	39.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	4.35	24.62	52	36.96	49.23	43	58.70	26.15
Grade 4	16	12.00	8.00	39	46.00	46.00	45	42.00	46.00
Grade 5	14	18.03	15.69	54	37.70	50.98	32	44.26	33.33
All Grades	12	12.10	16.87	48	40.13	48.80	40	47.77	34.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	2.22	18.46	63	60.00	55.38	31	37.78	26.15
Grade 4	11	20.00	8.00	57	36.00	52.00	32	44.00	40.00
Grade 5	41	21.31	21.57	39	42.62	54.90	20	36.07	23.53
All Grades	19	15.38	16.27	53	45.51	54.22	28	39.10	29.52

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	11	8.70	10.77	61	69.57	70.77	28	21.74	18.46
Grade 4	11	6.00	8.00	64	60.00	62.00	25	34.00	30.00
Grade 5	18	8.20	11.76	57	63.93	58.82	25	27.87	29.41
All Grades	13	7.64	10.24	61	64.33	64.46	26	28.03	25.30

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	20	8.70	30.77	44	52.17	46.15	35	39.13	23.08
Grade 4	16	18.00	4.00	59	46.00	50.00	25	36.00	46.00
Grade 5	55	24.59	17.65	32	42.62	52.94	13	32.79	29.41
All Grades	31	17.83	18.67	45	46.50	49.40	24	35.67	31.93

Conclusions based on this data:

1. The 3rd grade students made a significant jump in all claims from the prior year. The third grade teachers focused on working on the computer during the year for various activities. Some of the increase may be attributed to the increase.

2. After reviewing a three year pattern it was determined that consistently across grade levels Claim 1 appeared to be the area where the students scored lower across the Claims.

3. For all but one Claim in the 4th grade, the students from the 3rd to 4th and the 4th to 5th improved in each claim area.

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	58	47	66	55	46	64	55	46	64	94.8	97.9	97
Grade 4	59	54	50	57	51	49	56	51	49	96.6	94.4	98
Grade 5	56	61	51	56	61	51	56	61	51	100	100	100
All Grades	173	162	167	168	158	164	167	158	164	97.1	97.5	98.2

* 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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2400.3	2398.2	2419.7	4	0.00	9.38	22	26.09	32.81	40	34.78	31.25	35	39.13	26.56
Grade 4	2454.9	2450.2	2434.7	9	5.88	0.00	21	25.49	14.29	45	45.10	55.10	25	23.53	30.61
Grade 5	2485.3	2491.8	2466.6	9	11.48	3.92	20	16.39	17.65	41	32.79	35.29	30	39.34	43.14
All Grades	N/A	N/A	N/A	7	6.33	4.88	21	22.15	22.56	42	37.34	39.63	30	34.18	32.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	9	10.87	23.44	49	45.65	45.31	42	43.48	31.25
Grade 4	14	13.73	8.16	46	47.06	34.69	39	39.22	57.14
Grade 5	5	18.03	7.84	41	40.98	37.25	54	40.98	54.90
All Grades	10	14.56	14.02	46	44.30	39.63	45	41.14	46.34

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	8.70	20.31	53	52.17	50.00	40	39.13	29.69
Grade 4	7	11.76	0.00	64	45.10	61.22	29	43.14	38.78
Grade 5	11	11.48	7.84	57	45.90	47.06	32	42.62	45.10
All Grades	8	10.76	10.37	58	47.47	52.44	34	41.77	37.20

| Grade Level | Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | |
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	4.35	21.88	80	65.22	53.13	15	30.43	25.00
Grade 4	13	15.69	4.08	54	43.14	46.94	34	41.18	48.98
Grade 5	14	8.20	5.88	48	52.46	52.94	38	39.34	41.18
All Grades	11	9.49	11.59	60	53.16	51.22	29	37.34	37.20

Conclusions based on this data:

1. Students in the third grade scored significantly higher than the third grade group the year prior. This could be that the students had GO Math in the 2nd grade vs the group from the prior year.

2. Students in grades 4 and 5 scored lower on most claims from the year before.   It was the first year that the students took the exam on lap tops in the room. The schedule was also pushed to the end of the year to the extent possible which may have been too late.

3. Scores led to a discussion for the entire staff on focusing on Citing Evidence as a school wide focus.

School and Student Performance Data

ELPAC Results

	2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students			
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1422.0	1443.5	1371.7	35
Grade 1	1469.1	1480.5	1457.2	28
Grade 2	1494.3	1495.5	1492.6	26
Grade 3	1518.2	1514.4	1521.5	38
Grade 4	1524.2	1520.1	1527.8	31
Grade 5	1545.0	1525.7	1563.7	25
All Grades				183

	Overall Language Number and Percentage of Students at Each Performance Level for All Students								
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	12	34.29	12	34.29	*	*	*	*	35
Grade 1	14	50.00	*	*	*	*	*	*	28
Grade 2	13	50.00	*	*	*	*	*	*	26
Grade 3	*	*	21	55.26	*	*	*	*	38
Grade 4	*	*	20	64.52	*	*			31
Grade 5	13	52.00	*	*	*	*			25
All Grades	69	37.70	81	44.26	21	11.48	12	6.56	183

	Oral Language Number and Percentage of Students at Each Performance Level for All Students								
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	20	57.14	*	*	*	*	*	*	35
Grade 1	20	71.43	*	*	*	*	*	*	28
Grade 2	18	69.23	*	*	*	*			26
Grade 3	21	55.26	12	31.58	*	*	*	*	38
Grade 4	18	58.06	*	*	*	*	*	*	31
Grade 5	17	68.00	*	*	*	*			25
All Grades	114	62.30	48	26.23	11	6.01	*	*	183

	Written Language Number and Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	20	57.14	*	*	35
Grade 1	*	*	*	*	*	*	*	*	28
Grade 2	12	46.15	*	*	*	*	*	*	26
Grade 3	*	*	22	57.89	*	*	*	*	38
Grade 4	*	*	20	64.52	*	*	*	*	31
Grade 5	14	56.00	*	*	*	*	*	*	25
All Grades	46	25.14	64	34.97	47	25.68	26	14.21	183

	Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	23	65.71	*	*	*	*	35
Grade 1	23	82.14	*	*			28
Grade 2	19	73.08	*	*			26
Grade 3	14	36.84	19	50.00	*	*	38
Grade 4	16	51.61	13	41.94	*	*	31
Grade 5	16	64.00	*	*	*	*	25
All Grades	111	60.66	60	32.79	12	6.56	183

	Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	51.43	13	37.14	*	*	35
Grade 1	16	57.14	11	39.29	*	*	28
Grade 2	18	69.23	*	*	*	*	26
Grade 3	28	73.68	*	*	*	*	38
Grade 4	22	70.97	*	*	*	*	31
Grade 5	18	72.00	*	*	*	*	25
All Grades	120	65.57	53	28.96	*	*	183

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	23	65.71	*	*	35
Grade 1	14	50.00	13	46.43	*	*	28
Grade 2	12	46.15	*	*	*	*	26
Grade 3	*	*	26	68.42	*	*	38
Grade 4	*	*	24	77.42	*	*	31
Grade 5	*	*	14	56.00	*	*	25
All Grades	48	26.23	106	57.92	29	15.85	183

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	12	34.29	17	48.57	35
Grade 1	*	*	17	60.71	*	*	28
Grade 2	*	*	15	57.69	*	*	26
Grade 3	12	31.58	25	65.79	*	*	38
Grade 4	11	35.48	19	61.29	*	*	31
Grade 5	20	80.00	*	*	*	*	25
All Grades	65	35.52	92	50.27	26	14.21	183

Conclusions based on this data:

1. Oral language, listening and speaking domains were the strongest areas on the ELPAC across grade levels.

2. Written language and reading were the lowest areas on the ELPAC across grade levels.

3. Students in the 5th grade were at 80% in the writing Domain Well Developed Area indicating a huge gain.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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 - Citing Evidence
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

SCHOOL GOAL #1:

Kindergarten:
Eighty percent of the Kindergarten students will be able to compare and contrast the adventures and experiences relating to characters, setting and/or story details and explain their thinking. Seventy-five percent of the Kindergarten students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will earn a score of "2" on the Trimester 3 report card for the District grade level standards - Fluently producing sounds that match the letters taught, Reading one-syllable words and Writing upper and lowercase letters taught independently.

1st Grade:
Seventy-five percent of students will meet criteria established by teacher driven rubric. Students will write multiple consecutive interconnected sentences with correct punctuation. Eight-five percent of the 1st grade students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Language Learners will earn a score of "2" on the Trimester 3 report card for the District grade level standards of - Reading grade level text with accuracy, Reading grade level text with fluency and Reading high frequency words.

2nd Grade:
Fifty percent of the EL students in the 2nd grade will move up one level on the Spring 2019 ELPAC. Eighty percent of the 2nd grade students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will earn a score of "3" on the Trimester 3 report card for the District grade level standards of - Reading grade level material aloud accurately and Reading 300 high-frequency words.

3rd Grade:
Focus will be on the area of Claim 1 from the ELA Summative on the SBAC.   Instructional focus will be on verbalization and questioning, Student Expectations, Teacher Clarity and Feedback. The percentage of students meeting near and above on this Claim 1 on the Spring 2019 SBAC score will maintain in the range from 68% to 74%.
Third grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English L Learners will score an average of 68% to 71% to support the overall third grade goal of maintain the average of 69% to 74% on Claim 1.

4th Grade/ 5th Grade:
Focus will be on the area of Claim 1 from the ELA Summative on the SBAC. Instructional focus will be on Reading with students reading nonfiction text. They will consider the author's purpose: to inform, to entertain, or to persuade. The percentage of students meeting near and above on this Claim 1 on the Spring 19 SBAC score will improve from 54% to 60% in the 4th grade and will improved from 66.7 to 70% in the 5th grade. Fourth grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will score an average of 55% support the overall fourth grade goal of achieving 60% on Claim 1.
Fifth grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will score an average of 65% support the overall fifth grade goal of achieving 70% on Claim 1

Data Used to Form this Goal:

- District Benchmark Assessments
- Grade level unit assessments
- Reading Results Data
- Target Time Feedback data tracking cards
- ELPAC information (English Learner testing results)
- E-Block progress reviews
- 3rd - 5th CAASPP results
- 3rd - 5th grade Achieve 3000 results

Findings from the Analysis of this Data:

Glenwood students at all grade levels come to school with a wide range of English Language abilities.   The Spanish language represents the majority of the home language for the English Learnerparents. There are students who have parents that only Speak Spanish in the home, while others may have one or two parents who speak limited English. Some students have one parent who speaks Spanish only, while the other parents speaks English. There are many students who understand functional Spanish in order to communicate with family in the home but themselves do not speak Spanish. Glenwood continues to target English Language Learner instruction as an essential component to address individual student needs. Glenwood's Target Time facilitates instruction in smaller group settings and this program continues as a priority in 2018-2019. After reviewing testing information over a three year period for grades 3 - 5 on the State exam it was determined that Claim 1 is the lowest area over all three grade levels consistently in the area of Language Arts. After discussions a focus on Citing Evidence will be supported across all grade levels for all students which include the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners at Glenwood. Grade level specific vocabulary will be developed for consistency across and within the grade levels for students to understand the academic vocabulary prompting the need to Cite Evidence within English Language Arts curriculum.   It was noted that there was a significant jump in the 3rd grade on Claim 1 from the prior years. The third grade teachers worked with students on the computer in the classroom and in the computer lab throughout the year and we believe that this helped contribute to the testing results during the 17-18 school year. This practice for the students could be part of what accounts for the significant jump in the Claim 1 scores.

How the School will Evaluate the Progress of this Goal:

* Curriculum Unit Assessments
* Grade level unit assessments
* Reading Results
* District Benchmark Assessments
* Intervention Data - Four sessions approximately 6 weeks each
* Report Card Marks
* 3- 5th grade CAASSP data analysis
* 3rd - 5th grade Achieve 3000 results
* ELPAC 2019 results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students for English Learner instruction during E-Block time and for small group instruction during grade level Target Time. 2018 ELPAC (English Learner testing) results along with data from Carousel information from the previous year are used to establish initial groups for E-Block (English Learner) instruction at the start of the school year. Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year. The 4th and 5th grade will have separate Target Time periods instead of a joint instructional time as the year prior to support students in smaller group settings. This will support students in the subgroups of English Learner, Special Education and Socio-Economically Disadvantaged. Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year. Target Time tracking cards will be used to reflect progress on each individual student for each Target Time session.	Initial identification in September 2018. On-going assessments and program adjustments will be made throughout 2018-2019.	Teachers, Academic Specialists, Principal, and EL para professionals	Academic Specialist positions Substitutes for data meetings	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Title I	35,000 500
Instructional coaches, staff and district support staff will support staff on the following:	On Going	Instructional Coaches, Teachers and Principal	Print shop mateirals	5000-5999: Services And Other Operating Expenditures	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental intervention materials Staff Development as needed			Intervention Support materials	4000-4999: Books And Supplies	Title I	2,000
			Staff development material costs	4000-4999: Books And Supplies	Title I	500
			Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	Title I	1,000
Technology to support staff and student collaboration throughout the campus. Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus Rosetta Stone, various apps Computer lab open prior to school for student practice for Rosetta Stone Staff development to support student devices and software (specifically Virtual Reality software)	Sept; 2018 - June 2019	Principal, Teachers, and Specialists	Hardware	6000-6999: Capital Outlay	Title I	6,000
			Software	4000-4999: Books And Supplies	Title I	1,500
			Specialist	2000-2999: Classified Personnel Salaries	0TRM	8,000
			Staff development stipends	1000-1999: Certificated Personnel Salaries	Title I	750
			Staff development materials for tech	4000-4999: Books And Supplies	Title I	500
Provide fine arts/music specialist to promote oral language proficiency and public speaking skills.	One day a week per class	Music Specialist	Instruction	1000-1999: Certificated Personnel Salaries	Title I	16,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students, including special education (learning center and SDC) are included with the general education student for music weekly. Teach chanting, rhyme, rhythm, cadence and patterning. Teach public speaking skills and oral presentation skills as well as listening skills Cultural music will support the Spotlight on OUR World program. Supporting students with their story presentations through music at grade levels.						
Provide Enrichment and Intervention Opportunities to support Language Arts Field Trips for all students including special education students and English learners. After school Intervention and/or enrichment classes open to all students including special education and English learners.	On going	Principal and Teachers	Monetary support for field trips Certificated Staff	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	2,000 4,200
United Methodist Church"Study Buddy" after school tutoring ASES-STAR	November 2018- May 2019 August 2018 - June 2019	Staff Supervision and planning support of tutoring STAR staff	Certificated costs No cost to school - grant funded	1000-1999: Certificated Personnel Salaries	0TRM	1,625

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting the arts through literature and language	September 2018- May 2019	Teachcers	Instruction	4000-4999: Books And Supplies	Title I	1,500
Classroom materials needed to support students for flexible seating, promoting classroom collaboration and individual learning styles.	September 2018 - May 2019	Supplies, Furniture,	Supplies, Furniture	6000-6999: Capital Outlay	Parent-Teacher Association (PTA)	4,500
Hiring an additional credential teacher to reduce the teacher:student ratio in grades 4-5 to support small group instruction, differentiation, targeted individual and group goals.	August 2018 to June 2019	Certificated Teacher	Instruction	1000-1999: Certificated Personnel Salaries	Title I	50,000
Materials to support classroom instruction Paper, ink cartridges, workbooks, student organizational tools specifically colored cartridges to support highlighting information for EL students Support in helping teachers prepare classroom materials	August 2018 to June 2019	Instructional materials	Instructional materials Support personnel Instructional materials	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	0TRM OCBG OCBG	5,074 12,700 5,844
Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their language arts standards.	October 2018 to May 2019	Specialist	Specialist	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	TPGR 0TRM	5,600 8,350

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

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: Math - Citing Evidence
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

SCHOOL GOAL #2:

Kindergarten:
Eighty percent of students will be able to identify and compare sets of objects with equal, less and more amounts and justify thinking. Seventy-Five percent of the Kindergarten students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will earn a score of "2" on the Trimester 3 report card for the District grade level standards of – Counting by rote 10's 50's 100's and Counts forward from any given number.

1st Grade:
Students will be able to verbally or written identify all academic vocabulary and accurately solve word problems with 80% accuracy using established district benchmark tests and teacher assessments. Eighty percent of the 1st grade students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will earn a score of "2" on the Trimester 3 report card for the District grade level standards of – Fluently solving addition and subtraction facts.

2nd Grade:
Students will be able to verbally or written identify all academic vocabulary and accurately solve word problems with 80% accuracy using established district benchmark tests and teacher assessments. Eighty percent of the 2nd grade students in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will earn a score of "3" on the Trimester 3 report card for the District grade level standards of – Adds or subtracts 3 digit numbers.

3rd Grade:
Focus will be on the area of Claim 1 from the Math Summative on the SBAC. Instructional focus will be on feedback, direct instruction, student expectations and verbalization and questioning.. The percentage of students meeting near and above on this Claim 1 on the Spring 2019 SBAC score will maintain in the range from 68.7%. to 72%.
Third grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will score an average of 64% to 71% to support the overall third grade goal of maintain the average of 68.7% to 742% on Claim 1.

4th Grade/5th Grade:
Focus will be on the area of Claim 2 from the Math Summative on the SBAC. Instructional focus will be on Problem Solving. Students will uses specific procedures to (ex. 1 - decide on operations to use, 2-drawing diagrams or models, and writing equations to solve multi-step programs) The percentage of students meeting near and above on this Claim 1 on the Spring 19 SBAC score will improve from 42.9% to 60% in the 4th grade and from 46% to 50% in the 5th grade. Fourth grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will score an average of 56% support the overall fourth grade goal of achieving 60% on Claim 1.
Fifth grade students who are in the subgroups of Special Education, Socio-Economically Disadvantaged and English Learners will score an average of 47% support the overall fifth grade goal of achieving 50% on Claim 1.

Data Used to Form this Goal:

- District Benchmark Assessments
- Formal and informal observations/assessments
- 3rd - 5th grade CAASSP results
- Unit Assessments
- Target Time Feedback data tracking cards

Findings from the Analysis of this Data:
Evaluation of results of CAASSP indicate improvement in some claims areas but overall students did not perform to expectations and targeted areas of math skills are still needed. Students experienced difficulty with the transition to the new Go Math curriculum. Glenwood EL students experienced difficulty with the language component and written expression requirements of the Go Math curriculum.

How the School will Evaluate the Progress of this Goal:
- District Assessments/Smarter Balanced Assessment   - Intervention Team Data - Four session approximately 6 weeks each   - District Trimester Benchmark Assessments   - Go Math Unit Assessments   - Moby Max Data   - CAASSP data analysis   - Report Card Data- trimesters

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year. Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year.	On-going assessments and program adjustments will be made throughout 2018-2019.	Principal, Teachers, and Specialists	Instruction	1000-1999: Certificated Personnel Salaries	Title I	35,000
			Substitutes for data meetings	1000-1999: Certificated Personnel Salaries	Title I	500
Instructional coaches, staff and district support staff will support staff on the following: Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental Intervention Staff Development as needed	On going	Instructional Coaches, Teachers, and Principal	Print shop	5000-5999: Services And Other Operating Expenditures	Title I	325
			Intervention support materials	4000-4999: Books And Supplies	Title I	2,400
			Staff development materials cost	4000-4999: Books And Supplies	Title I	1,700
			Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	Title I	8,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology to support staff and student collaboration throughout the campus. Software and hardware to support math instruction, intervention, and enrichment. Staff development to support student devices and software (specifically iPads and Think Pads	September 2018 - May 2019	Principal, Teachers, and Specialists	Hardware	6000-6999: Capital Outlay	Title I	3,100
			Software	4000-4999: Books And Supplies	Title I	1,500
			Specialist	2000-2999: Classified Personnel Salaries	Title I	2,000
			Staff development stipends	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Staff development materials for tech	4000-4999: Books And Supplies	Title I	500
Provide Enrichment and Intervention Opportunities including English Learners and Special Education to support math • Field Trips • After school Intervention and/or enrichment classes	On going	Teachers and Principal	Monetary support for field trips	5000-5999: Services And Other Operating Expenditures	Title I	1,625
			Certificated staff for enrichment classes	1000-1999: Certificated Personnel Salaries	Title I	4,200
United Methodist Church"Study Buddy" after school tutoring ASES-STAR	November 2018 - May 2019 August 2018 - June 2019	Staff Supervision and planning support of tutoring STAR staff	Certificated costs No cost to school - grant funded	1000-1999: Certificated Personnel Salaries	Title I	1,600
Classroom materials needed to support students	September 2018 - June 2109	Supplies & Furniture	Supplies & Furniture	6000-6999: Capital Outlay	Title I	3,000
Hiring an additional credential teacher to reduce the teacher:student ration in grades 3 to support small group instruction,	August 2018 - June 2019	Certificated Teacher	Instruction	1000-1999: Certificated Personnel Salaries	Title I	45,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
differentiation, targeted individual and group goals.						
Supplies to support instruction Paper, ink cartridges, workbooks	August 2018 to June 2019	Instructional materials	Instructional materials	4000-4999: Books And Supplies	Title I	5,000
Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their math standards. Specifically focusing on problem solving patterns and strategies,	October 2018 to May 2019	Specialist	Specialists	2000-2999: Classified Personnel Salaries	TPGR	5,600
				2000-2999: Classified Personnel Salaries	0TRM	9,500

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #3:
English Learner students in 2nd through 5th Grade will maintain or move up one level on the Spring ELPAC (English Learner testing) scores from the prior year. Designated English Learner instructional time periods will be designated to support English Learner students in their development of their English Language acquisition incorporating four credentialed teachers to support the students and teachers during their designated English Learner teaching periods. Four credentialed Academic Specialists will support students by grade levels during Target Time which provides targeted instruction in the areas of ELA and math through four designated sessions throughout the year. Translations will be provided for parents during Back to School Night, Open House, PTA, Title 1 and ELAC (English Learner Advisory Committee) parent meetings, parent conferences and school events. Outreach Classified position will help support parents of English Learner students along with additional hours for attendance clerk to support parents of English Learners before and after school. Four Part time English Learner Paraprofessionals to support teachers and students in the classrooms.

Data Used to Form this Goal:

- Benchmark Assessments
- 2018 ELPAC data
- E-Block assessments
- Formal and Informal classroom observations/assessment
- Rosetta Stone data
- Target Time Feedback data
- LAT (Language Advisory Team) meeting feedback

* Achieve 3000 information

Findings from the Analysis of this Data:

Glenwood students are making progress in the development of the English Language Arts skills but continue to struggle with various components of the English language impacting academic progress. Continued focus is needed to support all sub categories of the state assessments as students continue to work on their language acquisition. Students continue to need opportunities to support their academic language progress in multiple curriculum areas. Glenwood EL students continue to struggle with the math curriculum due to the increase of the word problems and the need for written language in the curriculum.

How the School will Evaluate the Progress of this Goal:

Achieve 3000 information
District Adopted Assessments - at the trimester
ELPAC, IPT and LAT meeting information
Carousel unit Assessments reports
E-Block groupings
CAASPP data analysis for English language arts and math for the EL learners
IPT
Attendance at parent level meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assess all English Learners using assessment for reclassification purposes. Analyze data from 2018 Carousel unit assessments to determine groupings for E-Block (English Learner) instructional time.	On-going	Principal, ELD facilitators, bilingual paras, classroom teachers	Academic Specialists	1000-1999: Certificated Personnel Salaries	Title I	11,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Rosetta Stone for English Leaner students specifically those students who are at the beginning level (Level 1 and Level 2)	On-going	Teachers, Computer Specialist	Computer specialist	2000-2999: Classified Personnel Salaries	Title I	860
Student and parent community support Translation supports	Start date to end date of school	Outreach support	Outreach specialist & extra attendance clerk time	2000-2999: Classified Personnel Salaries	0860	14,200
			Translators	2000-2999: Classified Personnel Salaries	0860	980
Translation Services for all communication written and verbal and parent meetings.	On-going	Support personnel	Translation services	2000-2999: Classified Personnel Salaries	Title I	1,500
				2000-2999: Classified Personnel Salaries	0860	500
Provide substitutes to release teachers to attend data team meetings (LAT)	On-going	Substitutes	Substitutes for teacher release	1000-1999: Certificated Personnel Salaries	Title I	520
Staff Development to support English Learner instruction	Jan 2018 - May 2018 staff development for Achieve 3000	Teachers, District Personnel, Outside trainers	Teacher stipends	1000-1999: Certificated Personnel Salaries	Title I	900
			Staff Development	1000-1999: Certificated Personnel Salaries	Title I	700

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: Implementation of Spotlight on OUR World
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes   CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes   CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes   CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #4:
The "Spotlight on OUR World" program with a global studies focus will be implemented during the 2018-2019 school year at all grade levels.   The Spotlight program was designed with an inclusion component to support all students receiving Special Education Services, English Learners and Socio-Economically Disadvantaged students. All Special Education students will be included in a general education class for the "Spotlight on OUR World" instruction.   The inclusion of Special Education students in the program will support the Special Education students in the Special Day Class receiving additional general education minutes in their school day supporting the goals of students in the Least Restrictive Environment.
Data Used to Form this Goal:
Staff development during the 2017-2018 school year
Findings from the Analysis of this Data:
Glenwood was ready to implement the program at the start of the 2018 school year.
How the School will Evaluate the Progress of this Goal:
Student feedback   Grade level debrief after continent units.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development for program focus areas Curriculum materials to support focus areas Supplies for promotion of "Spotlight" program Continuation of language lessons Foreign Language exploration component of the "Spotlight" program Additional curriculum development for units for 2019-2020 school year.	August 2018 - June 2019	Teachers and Principal	Staff Development	1000-1999: Certificated Personnel Salaries	Title I	600
			Curriculum materials	4000-4999: Books And Supplies	Title I	3,000
			Promotion materials	5000-5999: Services And Other Operating Expenditures	Title I	2,000
			Language program	1000-1999: Certificated Personnel Salaries	Title I	750
			Curriculum materials	4000-4999: Books And Supplies	0PGR	2,432

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: Supporting Students Socially/Emotionally Across the School Setting
LEA/LCAP GOAL:
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #5:
Student attendance will increase during the 2018-2019 school year. The rate of chronically absent students increased by 15.5 % to 26.3%.   The percentage of chronically ab sent students will be reduced to 20.3%. Students will be encouraged to make good Choices daily. All students including Special Education, English Learners and Socio-Economically Disadvantaged students will have the opportunity to attend grade level field trips, attend school assemblies, earn 4th and 5th grade Honor Roll, participate in after school enrichments, grade level monthly Success Awards including Special Education students, Student Council Spirit Days and PTA events.   All students will be encouraged adhere to the school motto and follow school and classrooms rules.
Data Used to Form this Goal:
School attendance records, Teacher discispline referrals, Student interviews
Findings from the Analysis of this Data:
The position of the part time social worker at Glenwood has helped in working with families with attendance concerns, Students are listening to information from the announcements and work with school counselor(s) in making decisions.
How the School will Evaluate the Progress of this Goal:
School attendance records, Teacher discipline referrals, Student interviews

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Daily morning announcements with emphasis on School Motto: Have	On going throughout year	School Staff	printed materials	4000-4999: Books And Supplies	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pride in Your School, Your Work and Your Name and The Choice for Success is always yours reminder. Motto will be used by the principal and teachers in dealing with disciplinary issues.						
District social worker will continue to work with students and families on attendance issues on Tuesday & Thursdays Glenwood ICT will be given additional hours to support EL students by making calls regarding attendance, academics and behavior.	On going throughout the year	Social worker & ICT	incentives	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I Title I	300
School Assemblies to promote student choices including all students in special education and EL students.	On going	Principal & PTA			Parent-Teacher Association (PTA)	1,000
After School Enrichment	March 2019 to May 2019	Glenwood Staff			Title I Parent-Teacher Association (PTA)	1,500 1,000

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
Support students in their Language Arts acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	7/1/2018 to 7/1/2019	Principal	Salary and Benefits		0860	22,140.36
Support Staff	7/1/2018 to 7/1/2019	Principal /District	Salary and Benefits		0860	103,025.34
Professional Development	7/1/2018 to 7/1/2019	Principal/District	Cost for speakers, supplies, teacher release, etc.		0860	10,555.38

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
None Specified		
0860	15,680.00	0.00
0PGR	2,432.00	0.00
0TRM	32,549.00	0.00
Title I	262,830.00	0.00
TPGR	11,200.00	0.00
OCBG	18,544.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
0860	15,680.00
0PGR	2,432.00
0TRM	32,549.00
OCBG	18,544.00
Parent-Teacher Association (PTA)	6,500.00
Title I	262,830.00
TPGR	11,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	219,045.00
2000-2999: Classified Personnel Salaries	69,790.00
4000-4999: Books And Supplies	33,850.00
5000-5999: Services And Other Operating Expenditures	6,950.00
6000-6999: Capital Outlay	16,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	15,680.00
4000-4999: Books And Supplies	0PGR	2,432.00
1000-1999: Certificated Personnel Salaries	0TRM	1,625.00
2000-2999: Classified Personnel Salaries	0TRM	25,850.00
4000-4999: Books And Supplies	0TRM	5,074.00
2000-2999: Classified Personnel Salaries	OCBG	12,700.00
4000-4999: Books And Supplies	OCBG	5,844.00
	Parent-Teacher Association (PTA)	2,000.00
6000-6999: Capital Outlay	Parent-Teacher Association (PTA)	4,500.00
	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	217,420.00
2000-2999: Classified Personnel Salaries	Title I	4,360.00
4000-4999: Books And Supplies	Title I	20,500.00
5000-5999: Services And Other Operating	Title I	6,950.00
6000-6999: Capital Outlay	Title I	12,100.00
2000-2999: Classified Personnel Salaries	TPGR	11,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,143.00
Goal 2	131,750.00
Goal 3	31,160.00
Goal 4	8,782.00
Goal 5	3,900.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vivian Vina	X				
Alice Cole		X			
Jamie Ayers		X			
Denise Brown		X			
Muriel Miller		X			
Leslie Maunu				X	
Rachael Brusseau				X	
Elsa Cassillas			X		
Numbers of members of each	**1**	**3**	**1**	**5**	**0**

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)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 School 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

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 revision on 3-26-19.

Attested:

Vivian Vina-Hunt
_____
Typed Name of School Principal

_____
Signature of School Principal

4/30/19
Date

Alice Cole
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

4/30/19
Date

Budget By Expenditures

Glenwood Elementary School

Funding Source: 0860   **$15,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Outreach specialist & extra attendance clerk time	2000-2999: Classified Personnel Salaries	$14,200.00	English Learners	Student and parent community support Translation supports
Translators	2000-2999: Classified Personnel Salaries	$980.00	English Learners	Student and parent community support Translation supports
	2000-2999: Classified Personnel Salaries	$500.00	English Learners	Translation Services for all communication written and verbal and parent meetings.

	0860 Total Expenditures:	$15,680.00		
	0860 Allocation Balance:	$0.00		

Funding Source: 0PGR   **$2,432.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Glenwood Elementary School

Curriculum materials	4000-4999: Books And Supplies	$2,432.00	Implementation of Spotlight on OUR World	Staff Development for program focus areas
				Curriculum materials to support focus areas
				Supplies for promotion of "Spotlight" program
				Continuation of language lessons Foreign Language exploration component of the "Spotlight" program
				Additional curriculum development for units for 2019-2020 school year.

0PGR Total Expenditures:	$2,432.00	
0PGR Allocation Balance:	$0.00	

Funding Source: 0TRM $32,549.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$9,500.00	Math - Citing Evidence	Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their math standards. Specifically focusing on problem solving patterns and strategies,
Instructional materials	4000-4999: Books And Supplies	$5,074.00	English Language Arts - Citing Evidence	Materials to support classroom instruction
				Paper, ink cartridges, workbooks, student organizational tools specifically colored cartridges to support highlighting information for EL students
				Support in helping teachers prepare classroom materials

Glenwood Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Specialist	2000-2999: Classified Personnel Salaries	$8,000.00	English Language Arts - Citing Evidence	Technology to support staff and student collaboration throughout the campus. Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus Rosetta Stone, various apps Computer lab open prior to school for student practice for Rosetta Stone Staff development to support student devices and software (specifically Virtual Reality software)
Certificated costs	1000-1999: Certificated Personnel Salaries	$1,625.00	English Language Arts - Citing Evidence	United Methodist Church"Study Buddy" after school tutoring ASES-STAR
	2000-2999: Classified Personnel Salaries	$8,350.00	English Language Arts - Citing Evidence	Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their language arts standards.

0TRM Total Expenditures: $32,549.00

0TRM Allocation Balance: $0.00

Funding Source: OCBG $18,544.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support personnel	2000-2999: Classified Personnel Salaries	$12,700.00	English Language Arts - Citing Evidence	Materials to support classroom instruction Paper, ink cartridges, workbooks, student organizational tools specifically colored cartridges to support highlighting information for EL students Support in helping teachers prepare classroom materials

Glenwood Elementary School

Instructional materials	4000-4999: Books And Supplies	$5,844.00	English Language Arts - Citing Evidence	Materials to support classroom instruction
				Paper, ink cartridges, workbooks, student organizational tools specifically colored cartridges to support highlighting information for EL students
				Support in helping teachers prepare classroom materials

OCBG Total Expenditures:	$18,544.00		
OCBG Allocation Balance:	$0.00		

Funding Source: Parent-Teacher Association (PTA) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,000.00	Supporting Students Socially/Emotionally Across the School Setting	School Assemblies to promote student choices including all students in special education and EL students.
		$1,000.00	Supporting Students Socially/Emotionally Across the School Setting	After School Enrichment
Supplies, Furniture	6000-6999: Capital Outlay	$4,500.00	English Language Arts - Citing Evidence	Classroom materials needed to support students for flexible seating, promoting classroom collaboration and individual learning styles.

Parent-Teacher Association (PTA) Total Expenditures:	$6,500.00		
Parent-Teacher Association (PTA) Allocation Balance:	$0.00		

Funding Source: Title I $262,830.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Glenwood Elementary School

Instruction	1000-1999: Certificated Personnel Salaries	$50,000.00	English Language Arts - Citing Evidence	Hiring an additional credential teacher to reduce the teacher:student ratio in grades 4-5 to support small group instruction, differentiation, targeted individual and group goals.
Instruction	4000-4999: Books And Supplies	$1,500.00	English Language Arts - Citing Evidence	Supporting the arts through literature and language
Staff development stipends	1000-1999: Certificated Personnel Salaries	$750.00	English Language Arts - Citing Evidence	Technology to support staff and student collaboration throughout the campus. Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus Rosetta Stone, various apps Computer lab open prior to school for student practice for Rosetta Stone Staff development to support student devices and software (specifically Virtual Reality software)
Staff development materials for tech	4000-4999: Books And Supplies	$500.00	English Language Arts - Citing Evidence	Technology to support staff and student collaboration throughout the campus. Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus Rosetta Stone, various apps Computer lab open prior to school for student practice for Rosetta Stone Staff development to support student devices and software (specifically Virtual Reality software)

Glenwood Elementary School

Instruction	1000-1999: Certificated Personnel Salaries	$16,000.00	English Language Arts - Citing Evidence	Provide fine arts/music specialist to promote oral language proficiency and public speaking skills.
				All students, including special education (learning center and SDC) are included with the general education student for music weekly.
				Teach chanting, rhyme, rhythm, cadence and patterning. Teach public speaking skills and oral presentation skills as well as listening skills Cultural music will support the Spotlight on OUR World program. Supporting students with their story presentations through music at grade levels.
Monetary support for field trips	5000-5999: Services And Other Operating Expenditures	$2,000.00	English Language Arts - Citing Evidence	Provide Enrichment and Intervention Opportunities to support Language Arts
				Field Trips for all students including special education students and English learners.
				After school Intervention and/or enrichment classes open to all students including special education and English learners.
Certificated Staff	1000-1999: Certificated Personnel Salaries	$4,200.00	English Language Arts - Citing Evidence	Provide Enrichment and Intervention Opportunities to support Language Arts
				Field Trips for all students including special education students and English learners.
				After school Intervention and/or enrichment classes open to all students including special education and English learners.

Glenwood Elementary School

Academic Specialist positions	1000-1999: Certificated Personnel Salaries	$35,000.00	English Language Arts - Citing Evidence	Identify students for English Learner instruction during E-Block time and for small group instruction during grade level Target Time.

2018 ELPAC (English Learner testing) results along with data from Carousel information from the previous year are used to establish initial groups for E-Block (English Learner) instruction at the start of the school year.

Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year. The 4th and 5th grade will have separate Target Time periods instead of a joint instructional time as the year prior to support students in smaller group settings. This will support students in the subgroups of English Learner, Special Education and Socio-Economically Disadvantaged.

Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year.

Target Time tracking cards will be used to reflect progress on each individual student for each Target Time session.

Glenwood Elementary School

Substitutes for data meetings	1000-1999: Certificated Personnel Salaries	$500.00	English Language Arts - Citing Evidence	Identify students for English Learner instruction during E-Block time and for small group instruction during grade level Target Time.
				2018 ELPAC (English Learner testing) results along with data from Carousel information from the previous year are used to establish initial groups for E-Block (English Learner) instruction at the start of the school year.
				Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year. The 4th and 5th grade will have separate Target Time periods instead of a joint instructional time as the year prior to support students in smaller group settings. This will support students in the subgroups of English Learner, Special Education and Socio-Economically Disadvantaged.
				Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year.
				Target Time tracking cards will be used to reflect progress on each individual student for each Target Time session.
Print shop mateirals	5000-5999: Services And Other Operating Expenditures	$1,000.00	English Language Arts - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following:
				Achieve 3000
				Computer Skills Applications
				Rosetta Stone
				Supplemental intervention materials
				Staff Development as needed

Glenwood Elementary School

Intervention Support materials	4000-4999: Books And Supplies	$2,000.00	English Language Arts - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following:

Achieve 3000

Computer Skills Applications

Rosetta Stone

Supplemental intervention materials

Staff Development as needed

Staff development material costs	4000-4999: Books And Supplies	$500.00	English Language Arts - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following:

Achieve 3000

Computer Skills Applications

Rosetta Stone

Supplemental intervention materials

Staff Development as needed

Glenwood Elementary School

Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	$1,000.00	English Language Arts - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following:
				Achieve 3000
				Computer Skills Applications
				Rosetta Stone
				Supplemental intervention materials
				Staff Development as needed
Hardware	6000-6999: Capital Outlay	$6,000.00	English Language Arts - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus
				Rosetta Stone, various apps
				Computer lab open prior to school for student practice for Rosetta Stone
				Staff development to support student devices and software (specifically Virtual Reality software)

Glenwood Elementary School

Software	4000-4999: Books And Supplies	$1,500.00	English Language Arts - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Hardware and software to support English Language Arts instruction Classroom, Intervention and Enrichment focus
				Rosetta Stone, various apps
				Computer lab open prior to school for student practice for Rosetta Stone
				Staff development to support student devices and software (specifically Virtual Reality software)
Instruction	1000-1999: Certificated Personnel Salaries	$35,000.00	Math - Citing Evidence	Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year.
				Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year.
Substitutes for data meetings	1000-1999: Certificated Personnel Salaries	$500.00	Math - Citing Evidence	Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year.
				Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings through out the year.
Print shop	5000-5999: Services And Other Operating Expenditures	$325.00	Math - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following:
				Achieve 3000
				Computer Skills Applications
				Rosetta Stone
				Supplemental Intervention
				Staff Development as needed

Glenwood Elementary School

Intervention support materials	4000-4999: Books And Supplies	$2,400.00	Math - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following: Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental Intervention Staff Development as needed
Staff development materials cost	4000-4999: Books And Supplies	$1,700.00	Math - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following: Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental Intervention Staff Development as needed
Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	$8,200.00	Math - Citing Evidence	Instructional coaches, staff and district support staff will support staff on the following: Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental Intervention Staff Development as needed

Glenwood Elementary School

Hardware	6000-6999: Capital Outlay	$3,100.00	Math - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Software and hardware to support math instruction, intervention, and enrichment.
				Staff development to support student devices and software (specifically iPads and Think Pads
Software	4000-4999: Books And Supplies	$1,500.00	Math - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Software and hardware to support math instruction, intervention, and enrichment.
				Staff development to support student devices and software (specifically iPads and Think Pads
Specialist	2000-2999: Classified Personnel Salaries	$2,000.00	Math - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Software and hardware to support math instruction, intervention, and enrichment.
				Staff development to support student devices and software (specifically iPads and Think Pads
Staff development stipends	1000-1999: Certificated Personnel Salaries	$1,000.00	Math - Citing Evidence	Technology to support staff and student collaboration throughout the campus.
				Software and hardware to support math instruction, intervention, and enrichment.
				Staff development to support student devices and software (specifically iPads and Think Pads

Glenwood Elementary School

Staff development materials for tech	4000-4999: Books And Supplies	$500.00	Math - Citing Evidence	Technology to support staff and student collaboration throughout the campus. Software and hardware to support math instruction, intervention, and enrichment. Staff development to support student devices and software (specifically iPads and Think Pads
Monetary support for field trips	5000-5999: Services And Other Operating Expenditures	$1,625.00	Math - Citing Evidence	Provide Enrichment and Intervention Opportunities including English Learners and Special Education to support math - Field Trips - After school Intervention and/or enrichment classes
Certificated staff for enrichment classes	1000-1999: Certificated Personnel Salaries	$4,200.00	Math - Citing Evidence	Provide Enrichment and Intervention Opportunities including English Learners and Special Education to support math - Field Trips - After school Intervention and/or enrichment classes
Certificated costs	1000-1999: Certificated Personnel Salaries	$1,600.00	Math - Citing Evidence	United Methodist Church"Study Buddy" after school tutoring ASES-STAR
Supplies & Furniture	6000-6999: Capital Outlay	$3,000.00	Math - Citing Evidence	Classroom materials needed to support students
Instruction	1000-1999: Certificated Personnel Salaries	$45,000.00	Math - Citing Evidence	Hiring an additional credential teacher to reduce the teacher:student ration in grades 3 to support small group instruction, differentiation, targeted individual and group goals.
Instructional materials	4000-4999: Books And Supplies	$5,000.00	Math - Citing Evidence	Supplies to support instruction Paper, ink cartridges, workbooks
		$1,500.00	Supporting Students Socially/Emotionally Across the School Setting	After School Enrichment

Glenwood Elementary School

printed materials	4000-4999: Books And Supplies	$100.00	Supporting Students Socially/Emotionally Across the School Setting	Daily morning announcements with emphasis on School Motto: Have Pride in Your School, Your Work and Your Name and The Choice for Success is always yours reminder. Motto will be used by the principal and teachers in dealing with disciplinary issues.
incentives	4000-4999: Books And Supplies	$300.00	Supporting Students Socially/Emotionally Across the School Setting	District social worker will continue to work with students and families on attendance issues on Tuesday & Thursdays Glenwood ICT will be given additional hours to support EL students by making calls regarding attendance, academics and behavior.
Academic Specialists	1000-1999: Certificated Personnel Salaries	$11,000.00	English Learners	Assess all English Learners using assessment for reclassification purposes. Analyze data from 2018 Carousel unit assessments to determine groupings for E-Block (English Learner) instructional time.
Computer specialist	2000-2999: Classified Personnel Salaries	$860.00	English Learners	Implementation of Rosetta Stone for English Leaner students specifically those students who are at the beginning level (Level 1 and Level 2)
Translation services	2000-2999: Classified Personnel Salaries	$1,500.00	English Learners	Translation Services for all communication written and verbal and parent meetings.
Substitutes for teacher release	1000-1999: Certificated Personnel Salaries	$520.00	English Learners	Provide substitutes to release teachers to attend data team meetings (LAT)
Teacher stipends	1000-1999: Certificated Personnel Salaries	$900.00	English Learners	Staff Development to support English Learner instruction
Staff Development	1000-1999: Certificated Personnel Salaries	$700.00	English Learners	Staff Development to support English Learner instruction

Glenwood Elementary School

Staff Development	1000-1999: Certificated Personnel Salaries	$600.00	Implementation of Spotlight on OUR World	Staff Development for program focus areas
				Curriculum materials to support focus areas
				Supplies for promotion of "Spotlight" program
				Continuation of language lessons Foreign Language exploration component of the "Spotlight" program
				Additional curriculum development for units for 2019-2020 school year.
Curriculum materials	4000-4999: Books And Supplies	$3,000.00	Implementation of Spotlight on OUR World	Staff Development for program focus areas
				Curriculum materials to support focus areas
				Supplies for promotion of "Spotlight" program
				Continuation of language lessons Foreign Language exploration component of the "Spotlight" program
				Additional curriculum development for units for 2019-2020 school year.
Promotion materials	5000-5999: Services And Other Operating Expenditures	$2,000.00	Implementation of Spotlight on OUR World	Staff Development for program focus areas
				Curriculum materials to support focus areas
				Supplies for promotion of "Spotlight" program
				Continuation of language lessons Foreign Language exploration component of the "Spotlight" program
				Additional curriculum development for units for 2019-2020 school year.

Glenwood Elementary School

Language program	1000-1999: Certificated Personnel Salaries	$750.00	Implementation of Spotlight on OUR World	Staff Development for program focus areas
				Curriculum materials to support focus areas
				Supplies for promotion of "Spotlight" program
				Continuation of language lessons Foreign Language exploration component of the "Spotlight" program
				Additional curriculum development for units for 2019-2020 school year.

Title I Total Expenditures:	$262,830.00
Title I Allocation Balance:	$0.00

Funding Source: TPGR $11,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Specialist	2000-2999: Classified Personnel Salaries	$5,600.00	English Language Arts - Citing Evidence	Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their language arts standards.
Specialists	2000-2999: Classified Personnel Salaries	$5,600.00	Math - Citing Evidence	Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their math standards. Specifically focusing on problem solving patterns and strategies,

TPGR Total Expenditures:	$11,200.00
TPGR Allocation Balance:	$0.00
Glenwood Elementary School Total Expenditures:	$349,735.00