

School Year: 2020-21 Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the [SPSA Template Addendum](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bennett-Kew Elementary	19-64634-6014435	December 9, 2020	February 24, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our involvement process included the following steps:

- Bringing our current SSC group together to train them on their roles and responsibilities as an SSC member, including their importance in the development of the School Plan for Student Achievement (SPSA). 9/15/2020
- Scheduling our SCC meetings that included working on the SPSA. 9/15/2020
- Reviewed 18.19 plan to identify needs and evaluate the effectiveness of the plan. (Evaluation metric attached) 10/13/2020
- Surveyed the Staff for input that information was to complete the needs assessments. 10/6/2020
- Review school action plan and begin to align work with SPSA.
- Reviewed the student achievement data with Staff and SSC to identify strengths and weaknesses in ELA and Math. 10/6/2020 & 10/13/2020
- After the data analysis, instructional strategies, interventions and additional academic supports will be identified to include in school plan.
- Identify Title 1 allowable expenditures and align to actions identified to improve academic achievement for all students.
- Identify and outline professional learning opportunities for staff and parents that will address our academic efforts. 8/26/2020, 10/7/2020, & 11/4/2020
- Create a timeline of monitoring
- SPSA was approved on December 12, 2020.
- All SSC members will approve SPSA and then submit for BOE approval on February 24, 2021

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1 ELA

ELA SBAC

Goal:

To increase the academic achievement levels for all students in the areas of Literacy and Language Arts.

By June 2021, as measured by CAASPP, an additional 15% of the students in grades 3-5 will have moved up one performance level.

This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with our Strategic Plan Pillar D - **(Data Informed, Effective and Efficient System).**

Basis for this Goal

Current Status: 80.3% of students in 1st Grade – 6th Grade scholars scored Below Grade Level on iReady English Language Arts Diagnostic. **19.7% of students in Grade 1 – Grade 6 scored On or Above Grade Level on iReady English Language Arts Diagnostic. (2020-2021 Data)**

Current Status: 57.14% of students in Grades 3-5 scored “Nearly Met” and “Not Met” on the 2019 CAASPP assessment in English Language Arts. **42.86% of the students in Grades 3-5th scored “Met” and “Exceeded” on the 2019 CAASPP assessment in English Language Arts.**

29% of Kindergarten Students scored Below Benchmark

95% of 1st graders scored Below Grade Level

83% of 2nd graders scored Below Grade Level

61.11% of 3rd graders scored “Nearly Met” and “Not Met”

50.91% of 4th graders scored “Nearly Met” and “Not Met”

59.32% of 5th graders “Nearly Met” and “Not Met”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	42.86% met or exceeded	50% to meet or exceed
iReady Assessments	19.7% Tier 1	50% Tier 1
ELPAC	56.8% Proficient	60% Proficient
Dashboard Gauge	Yellow	Green

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Activities

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served with a focus on African American, SPED, and English Learners Students.

Strategy/Activity

Implement **Inglewood Unified School District Theory of Action Plan and Three Core Instructional Strategies** in every class, every day:

- Close Reading
- Academic Conversations
- Writing for Understanding

- Understand the expected student outcome for each standard. Unpack the standard to determine the skills that students must master in order to achieve expected learning outcomes.
- Differentiate instruction (provide intervention for underperforming students).
- Demonstrate all forms of writing with students, and provide detailed explanations so they understand different writing forms. Educators should model the writing process on a daily basis in the classroom.
- **Implement Theory of Action**

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development.

Q2:

Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

PD Collaboration Themes:

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing cycle of inquiry and professional collaboration as a strategic practice.

Continue to Provide/Offer:

- After school programs for At Risk students and teacher referrals (Approximate Cost - \$20,000).
- Tutoring
- Weekly Imagine It! writing process lesson
- Home/School communication journals
- Daily writing activities via journals, free writes and/or quick writes
- Grade level planning using all levels of Blooms Taxonomy, Higher Order Thinking, and Depth of Knowledge (DOK)
- Instructional time allotted for Imagine Learning, Accelerated Reading, and!Ready
- Grade level meetings include analysis of rubric based prompts
- Purchase supplemental writing materials (Approximate Cost - \$6,000)
- Use of prompts in curriculum guides
- Utilize Imagine It! vocabulary words
- Weekly teachers assessments
- Provide inservice and ongoing training on vocabulary development (Approximate Cost - \$10,500)
- PLC's planning of key vocabulary for the month
- Direct instruction of key vocabulary, cognates, synonyms/antonyms, vocabulary strategies (appositions, context clues, word structure)
- Use of Imagine IT and teacher made vocabulary development activities(i.e.,vocabulary - partners, doze, etc.)
- Focus and review ELA words in Unit Lessons weekly
- Purchase supplemental vocabulary materials (Approximate Cost - \$6,000)
- Provide Accelerated Reader for all students Grades 2-5. (Approximate Cost - \$10,500)
- Provide after school programs for At Risk students and teacher referrals (Approximate Cost - \$15,500)
- Identify and target interventions for students below grade level in fluency
- Create reading log and incentives for school-wide push to read 10-15 minutes daily at home
- Provide inservice for improving reading comprehension (Approximate Cost - \$6,000)
- PLC's share best practices and activities for increasing comprehension
- Purchase supplemental ELA materials and technology (computers, ipads, chromebooks) in order to access and practice the common core standards. (Approximate Cost - \$46,925)
- Direct instruction on comprehension strategies (i.e.,read questions before test,

highlighting/underlining main idea, details, fluency)

- Use of Imagine It and curriculum guides to practice reading comprehension
- Teachers will have release time for planning in grade levels, attend conferences, and district workshops. Purchase hardware and software to support instructional practices to prepare students for 21st Century skills. (Approximate Cost - \$10,500)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$163,330
Source(s)	Title 1
Budget Reference(s)	Non capital equipment, tutoring services, and other instructional materials.

Goal 2-Math

Goal:

Develop mathematical skills and literacy for all students.

Math SBAC

By June 2021, as measured by CAASPP, an additional 16% of the students in grades 3-5 will have moved up one performance level.

This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with our Strategic Plan Pillar D - **(Data Informed, Effective and Efficient System).**

Basis for this Goal

Current Status: 87.1% of students in 1st Grade - 6th Grade scored Below Grade Level on iReady English Language Arts Diagnostic. **12.9% of students in Grade 1 – Grade 6 scored On or Above Grade Level on iReady Math Diagnostic. (2020-2021 Data)**

64.28 % of students in Grades 3-6 scored “Nearly Met” and “Not Met” on the 2018 CAASPP assessment in Math. **35.72% of student in Grades 3-5 scored “Met” and “Exceeded” on the 2019 CAASPP assessment in Math.**

99% of 1st graders scored Below Grade Level

93% of 2nd graders scored Below Grade Level

62.96% of 3rd graders scored “Nearly Met” and “Not Met”

52.73% of 4th graders scored “Nearly Met” and “Not Met”

76.27% of 5th graders scored “Nearly Met” and “Not Met”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	35.72% met or exceeded	40% meet or exceed
iReady Assessment	12.9% Tier 1	50% Tier 1
Dashboard Gauge	Green	Blue

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Activities

Students to be Served

(Identify either All Students or one or more specific student groups)

All students will be served with a focus on African American, SPED, and English Learners and Students

Strategy/Activity

Implement **Inglewood Unified School District Theory of Action Plan** and **Three Core Instructional Strategies** in every class, every day:

- Close Reading
- Academic Conversations
- Writing for Understanding

- Understand the expected outcome for each standard. Unpack the standard to determine the skills that students must master in order to achieve expected learning
- Differentiate instruction (provide intervention for underperforming students).
- Demonstrate all forms of writing with students, and provide detailed explanations so they understand different writing forms. Educators should model the writing process on a daily basis in the classroom.
- Reinforce conceptual understanding of key ideas in math instruction, and require students to justify why an answer is correct.

PD Collaboration Themes:

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing cycle of inquiry and professional collaboration as a strategic practice.

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development.

Q2:

Curriculum Implementation: District Leadership ensures that

standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

Continue to Provide/Offer

- Direct instruction on targeted standard domains
- Weekly practice and drills on targeted power standards
- Provide math intervention for all grades K-5-same as ELA
- Instructional Aides work with targeted students in the classroom-same as ELA
- Training and/or n-service on math strategies
- Purchase supplemental materials to enhance understanding of Common Core standards and curriculum (Approximate Cost - \$15,000)
- Utilize facts practice sheets weekly with all subgroups
- Purchase technology for the 21st century to project skills and concepts more effectively such as smartboard or Promethean board. same as ELA
- Provide extra duty for teachers for after school interventions.
- Purchase technology software to support the math curriculum - Next Generation Math, Flex Math--same as ELA
- PLC's analyze data to plan for future instruction and intervention
- Provide after school programs around needs of struggling students and teacher referrals
- Parent make-it and take-it workshops for creating and strategies for utilizing flash cards (Approximate Cost - \$5,000)
- Purchase technology to supplement the instructional program for at-risk students. (Generation Math, Flex Math (Approximate Cost - \$10,000)
- Purchase and upgrade present computers and chromebooks. same as ELA costs
- Purchase additional technology to assist teachers in delivering 21st century skills. (Projectors, Elmos, Promethean boards). same as ELA costs

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$163,330 some costs same as ELA
Source(s)	Title 1
Budget Reference(s)	Non capital equipment, tutoring services, and instructional materials

Goal 3-Climate and Culture

School Culture and Climate

Goal: As measured by AERIES, all students will increase by 5%. We will reduce the number of chronic absences by 5%. Staff will review PBIS data monthly and provide intervention to students in order to increase attendance.

This supports LCAP Goal 3. Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar A: Rigorous, Culturally Responsive Teaching and Learning

Basis for this Goal

Support for Social Emotional Development for ALL STUDENTS to increase Math and English Language Arts scores

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - Chronic Absenteeism	22.7% - Red	10% Reduce by 12.7%
CA Dashboard - Suspension Rates	0% - Blue	Maintain Declined Status Blue" on CA Dashboard
Office Discipline Referrals (ODR)	7 ODRs SY 19/20	5 ODRs SY 20/21

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

All Students

-The principal, office manager, office program aide, counselor, and teachers monitor attendance daily.

- Phone calls home to connect with parents.
- Monthly Attendance Assemblies to promote positive attendance.
- Parent will receive a phone call and letter from the school explaining that the student has missed three days of school and reminding the parent of the importance of regular school attendance. The parent will be encouraged to meet with counselor to discuss attendance issues.
- Hold SART Meetings
- Implement PBIS

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L2: Culturally-relevant PD: Principal And leadership Team encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and provide ongoing culturally relevant professional development.

L7:

Data-informed intervention: Principal and Leadership Team meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students' academic and behavioral intervention and enrichment to address attendance, suspensions, positive student intervention and support.

Educational Strategies:

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progress regarding behavior and achievement.

SP 1.2: Ensure students and teachers have genuine opportunities to express their voices and ideas in the classroom through activities that provide opportunities for equitable input and timely feedback.

L3:

Connecting with The Community: Principal and leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	Title 1
Budget Reference(s)	

Goal 4-Parent Involvement

Parent Involvement

Increase Parent Involvement to increase understanding of student academic expectations and academic support.

LCAP Goal 3: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar A: Rigorous, Culturally Responsive Teaching and Learning.

Basis for this Goal

Creating parent partnerships, and building relationships within the school community.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Site Council, ELAC, Title I Meetings	Verify sign-in sheets from meetings or event	Increase by 10% by the EOY
Event Sign-in sheets from various school events	Count various event signatures	Increase by 10% by the EOY
Parent Learning Opportunities	To date--No workshops	Increase a series of 7 parent workshops by FACTOR groups that focus on supporting student achievement and socioemotional needs

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

(Identify either All Students or one or more specific student groups)

Strategy/Activity

District and site leadership clearly communicates the district's vision, mission, teacher-quality criteria, and performance data, and seeks staff and community input regarding continuous improvement.

Consultant and materials from FACTOR.

FACTOR groups will focus on support student achievement and socioemotional

(Approximate Cost - \$5,000)

Hold annual Title I Parent Meeting.

Provide opportunities for parent workshops and conferences

Professional Practices:

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progress regarding behavior and achievement.

L3: Connecting with The Community: Principal and leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being.

Educational

Strategies: 5.1 promote parent engagement in student learning and growth

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	Title 1 Parent Involvement

Annual Review and Update

SPSA Year Reviewed: 2019.20

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the strategies/activities were implemented to achieve the goals stated in the 2019.20 plan. It was shared with SSC, and staff members administrator. There was growth in English Language Arts and Mathematics as measured by the SBAC.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies/activities outlined in the plan were effective and supported positive growth towards achieving goals. There was change in administration for the 2019.20 school year but data indicated there was some growth in both language arts and math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We are now monitoring our balances and expenditures throughout the school year, where ½ should be spent by December and the reminder by Spring. There was some carryover from the 2019.20 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data for Kindergarten through 2nd grade was added for English Language Arts and Mathematics Goal. In addition, ELPAC information was included in this year's SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 163,330

Consolidation of Funds

List the Federal programs that the school is consolidating in the school wide program. Adjust the table as needed.

Federal Programs	\$163,330
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Subtotal of consolidated federal funds for this school: \$ 166,925

List the State and local programs that the school is consolidating in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP supplemental/concentration funds	\$43,408



INGLEWOOD UNIFIED SCHOOL DISTRICT

Bonnie H-Kew
School Plan for Student Achievement

ASSURANCES

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

Assurances	Approval Date
The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.	11/30/2020
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	11/30/2020
The school site council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/30/2020
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	11/30/2020
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: English Learner Advisory Committee; Gifted and Talented Education Advisory Committee	11/30/2020
Approvals	
The school plan was adopted by the council	11/30/2020
Public Notice Due Date	
District Governing Board Review Due Date	
School Site Plan Approved	11/30/2020
Attested by School Principal	11/30/2020
Attested by School Site Council Chairperson	11/30/2020

Attested

La Royce Murphy, Ed.D	<i>L. Murphy</i>	11/30/2020
Typed Name of School Principal	Signature of School Principal	Date
Mrs. Christina Hernandez	<i>Christina Hernandez</i>	11/30/2020
Typed Name of SSC Chair	Signature of SSC Chair	Date