

Aynesworth Elementary School

10621666006076

Principal's Name: Jane Keeler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	65/66	33.59 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	59/66	61.72 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	40/67	44.91 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	58/68	33.91 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	35/67	49.18 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	30/68	41.65 %
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4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	50/67	8.33 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	42/68	31.37 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	61/67	24.26 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	56/67	0.61 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	39/67	30.19 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action: Aynesworth will implement an intervention plan, by grade level, utilizing a Certificated Tutor, Reading and Beyond Tutors, Paraprofessionals and/or TSA, for a minimum of 30 minutes daily in grades K-6. The teacher will be the primary provider of small group intervention lessons, the tutors will assist with foundational skill building activities and supplemental intervention in areas of need. This time is designed to support the needs of students not meeting grade level standards in reading. Student need will be determined by Spring 2016 and Fall 2016 DRP, Spring CAASP, KAIG, and BAS assessments as well as teacher formative assessments such as but not limited to the BPST and DIBELS.</i>		
<p><i>SQII Element:</i> 6033</p> <ul style="list-style-type: none"> <i>Number and percentage of K-3 students not reading at grade level</i> <p>5997</p> <ul style="list-style-type: none"> <i>Number and percentage of students who have an ELA SBAC score</i> <p>5890</p> <ul style="list-style-type: none"> <i>Number of 1st graders scoring below level G on BAS.</i> <p>5891</p> <ul style="list-style-type: none"> <i>Scoring moderately or significantly below DRP.</i> <p>6257</p> <ul style="list-style-type: none"> <i>Standard not Met or Nearly Met on ELA SBAC</i> 	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> <i>Academic Gap</i> <i>Scoring moderately or Significantly below</i> <i>Standard not Met or Nearly Met</i> 	<p><i>Site Growth Target:25% reduction</i></p>	<p><i>Vendor (contracted services) Reading and Beyond Tutors</i></p>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point: By May 2017, the number of students in grades K-6, reading below grade level will show a 25% reduction as evidenced by the Spring DRP, SBAC, KAIG, and BAS assessments.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

<ul style="list-style-type: none"> • Fall baseline assessments such as BPST and DIBELS • Fall and Spring DRP and BAS assessments • SBAC ELA data • Monthly progress monitoring • Data chats and planning with Principal and Vice Principal • TSA data chats and planning • AC agenda and minutes • Classroom observations by grade level teams and admin team 	<p>Classroom Teachers TSA Reading and Beyond Tutors Instructional Leadership Team</p>	<p><i>Intervention teams (grade level or multi-grade level) will meet 1x a month for data analysis, PL on high impact instructional practices and highly effective AC practices.</i></p> <p><i>Analysis of student work in Accountable Communities will be on-going by all Aynesworth ACs.</i></p> <p><i>Walkthrough Data utilizing the IPGs will be analyzed weekly through Aligned Instructional Learning Systems (AILS) Meeting</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents will be notified when their children are receiving intervention services. • Parents will be continuously engaged in student progress through progress reports quarterly, information nights as Back to School Night, parent/teacher conferences, and Open House. • Teachers will contact and document students receiving D or F in ELA. • Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional learning will occur as determined by collected data pieces and AC agendas to provide strategies to teachers and tutors to improve student learning. PL will be delivered by TSA, Principal and Vice Principal • Training for Reading and Beyond Tutors • On-going training for staff utilizing DRP resources to support student growth • Utilize the Instructional Practice Guides for literacy • Provide research based PL on the benefits of intentionally planned small group instruction 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Students reading below grade level will participate in intervention for a minimum of 20 minutes daily of small group instruction. These interventions will be intentionally planned to meet the needs of each group by the certificated staff. Materials will include but are not</p>		

limited to: ELA curriculum, tablets and technology services, online resources, district and site licenses, NewsELA articles, Leveled readers, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning.

Specify additional targeted actions for EL students:

- *EL students will benefit from an added emphasis on student discourse.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875			\$18,336
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875			\$18,336
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets/Technology	\$10,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology services	\$3,000
1	1	EL	Instruction	Sub-agreements for Services			Reading and Beyond	5 Reading and Beyond Tutors	\$21,235
1	1	EL	Instruction	Materials & Supplies				Material and Supplies	\$11,113
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	\$20,202
1	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				Scholastic Magazine	\$5,000
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Reading and Beyond	Reading and Beyond Tutors	\$21,235

1	1	Sup & Conc	Instruction	Direct- Graphics (Dr)			Printing of extra reading material	\$1,500	
								Total	\$129,957

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action #2	Detail the action: <i>Aynesworth Elementary school will implement a school wide system of math supports for all students aligned to state standards and focused on the “eight mathematical practices.” This program will create a comprehensive student support structure for students earning D’s and F’s throughout the year. Emphasis will be placed on classroom supports and collaborative professional learning to ensure students are performing at grade level.</i>		
<p><i>SQII Element:</i> 3789</p> <ul style="list-style-type: none"> <i>Number and Percentage of students with D’s and F’s in the first semester.</i> <p>6259</p> <ul style="list-style-type: none"> <i>Not met or nearly met standards on Common Formative Assessment in Math</i> 	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> <i>High Percentage of D’s and F’s</i> <i>Standards Not Met/ Nearly Met</i> 	<p><i>Site Growth Target:</i> 20% increase in students meeting or exceeding standards on common formative assessments</p>	<p><i>Vendor (contracted services)</i></p>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2017, there will be a 20% increase in the number of students in grades 1-6 who score met or exceeded standards on the Spring Common Formative Assessment, as evidenced by the Spring scores of the assessment.			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Collaborative partnership with grade level colleagues through classroom observations and AC meetings</i> <i>Backwards planning of quarterly common math tasks, utilizing Go Math.</i> <i>Math Talk implementation daily and complex task application, through word problem solving. Utilizing Illuminate and CAASPP release sample problems for each grade level.</i> 		<p><i>Owner(s)</i> Classroom Teachers TSA</p>	<p><i>Timeline</i> A decrease of D’s and F’s will be evident on first semester, December 2016</p> <p><i>Interim goals will be measured and monitored</i></p>

<ul style="list-style-type: none"> • <i>AC analysis of the students’ scores and create classroom interventions</i> • <i>Inverse relationships between operations signs</i> • <i>Group students who have different strengths (present a challenge)</i> • <i>Teachers will create making thinking Visible Routines where students can demonstrate their mathematical thinking.</i> 	<p><i>throughout the year at every reporting period</i></p> <p><i>CAASPP goals will be measured by Summer of 2017</i></p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system.*
- *Parents will be continuously engaged in student progress through progress reports quarterly, information nights as Back to School Night, parent/teacher conferences, and Open House.*
- *Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.*

Describe related professional learning:

- *Professional learning around Making Thinking Visible routines and implementation in math instruction*
- *Technology support and Go Math resources to enhance learning and differentiate instruction*
- *Intervention strategies and the creation of intentionally planned lessons to meet diverse needs of students*
- *Using “Learning by Doing”, to build capacity in AC teams and in return boost student achievement*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): **Small group instruction using Go Math resources, technology(tablets, projectors, supplies) , online resources or site licenses, paper, pencils, crayons, markers, substitute teachers to release teachers for observations and planning.***

Specify additional targeted actions for EL students:

- *EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.*
- *Added intentionally planned discussion opportunities throughout the lesson.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Tablets/technology	\$30,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$13,801
								Total	\$43,801

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates	
Action #3	<i>Detail the action: Understanding that parents and guardians are important partners in the education of all children, Aynesworth Elementary School will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students.</i>			
<i>SQII Element:</i> 356 <ul style="list-style-type: none"> • <i>Feel welcome and respected at school</i> 	<i>SQII Sub-element(s):</i> <ul style="list-style-type: none"> • <i>Feel welcome and respected at school</i> 	<i>Site Growth Target:</i> 10% increase in “Agree” and “Strongly Agree” on Parent Survey	<i>Vendor (contracted services)</i>	
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By June 2017, there will be a 10% increase in the in parent responses of “Agree” and “Strongly Agree” to the question if they feel welcomed and respected at their child’s school, as evidenced by the Parent Survey results.</i>				
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> • <i>Implementation of Monthly Coffee Chats focused on school routines, procedures, and activities in and outside the classroom</i> • <i>Following each meeting of ELAC, Coffee Chats or Parent Club a survey will be given for parents to voice their desires for future meeting content.</i> • <i>Quarterly Parent Club meetings will be held after school to keep parents and the community involved in the school and its programs</i> 		<i>Owner(s)</i> Principal Vice Principal Office Staff Teachers	<i>Timeline:</i> <i>Principal will hold monthly coffee chats to allow parents an opportunity of see the school in action and learn what and how their students are learning.</i> <i>Vice Principal will hold quarterly ELAC meetings to teach parents how they can help their students at home and to learn what they are doing at school.</i>	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> • <i>Parents meetings Quarterly for ELAC</i> • <i>Monthly Coffee Chats for all parents.</i> • <i>Parent Club to build a leadership component to work with community members who have expressed an interest in the school.</i> 				
<i>Describe related professional learning:</i>				

- *Strategies on how to support parents from the classroom and create a communication that works for each student (newsletters, daily or frequent notes home, positive communication strategies).*
- Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*
- *Build communication skills in students that transfer to parents, for example: letters home, banners, invitations for school events such as Back to School Night, Parent Conferences, Open House, school performances, events, and sports activities. Materials include but are not limited to: paper, butcher paper, tablets(to create invitations, emails, letters), interpreters, babysitting*
- Specify additional targeted actions for EL students:*
- *Continue on-going support of ELAC (EL Parents Advisory Group)*
 - *Continue to provide English classes*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Interpreters	\$1,262
3	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting	\$500
3	3	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and Supplies	\$1,981
Total									\$3,743

Domain	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action # 4	<p><i>Detail the action: Aynesworth will support the social emotional health and well-being of students and families by contracting a counselor from Comprehensive Youth Services for 16 hours per week, a Home School Liaison, and hiring a Health Aide. This support will be offered to students who have attendance problems, behavior problems, or academic concerns resulting from experiencing social emotional trauma. Services will provide students with strategies to manage; attendance, behavior, anger, and interpersonal relationships in a way that meets expectations. Consistency in care will carry over with the use of a health aide who can help monitor and support student interventions and improvements by building positive consistent relationships with students on a daily basis. The Home School Liaison will make connections with parents to help facilitate any services that are needed from</i></p>		

<i>the counselor or health aide. Teachers and staff members will be trained on best practices to use in and outside the classroom to build a consistency of expectations and follow through throughout the school.</i>			
<p><i>SQII Element:</i> 6302</p> <ul style="list-style-type: none"> <i>Number of TK-6th grade students who have 1 or more suspension incident</i> <p>3708</p> <ul style="list-style-type: none"> <i>Students with 2 or more suspensions.</i> <p>6331</p> <ul style="list-style-type: none"> <i>Students who have chronic absenteeism and have documented evidence of an appropriate attendance intervention</i> 	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> <i>Suspensions</i> <i>Chronic Absenteeism</i> 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> <i>50% increase in ATLAS entries indicating a social emotional intervention has taken place.</i> <i>50% decrease in student nurse referrals for students who are not ill.</i> 	<p><i>Vendor (contracted services)</i> Comprehensive Youth Services Boys to Men, intervention program</p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <i>By June 2017, there will be a 50% increase in the number of social emotional entries on ATLAS resulting in a decrease of 50% in tier 3 office referrals as measured by ATLAS and in house data collection.</i> <i>By June 2017, chronic absenteeism will decrease by 25% as evidenced by ATLAS Social Emotional entries and A1 attendance meeting data.</i> <i>By June 2017, the number of nurse referrals will decrease by 50% for students who are not ill, as measured by the recording of nurse visits in Health Master.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Reflect on high needs students at the beginning of the year with teachers</i> <i>Make referrals to counselor to gain parent approval</i> 		<p><i>Owner(s)</i> Counselor Health Aide Classroom Teachers</p>	<p><i>Timeline</i> Culture and Climate team will notify the entire staff of social emotional status reports quarterly.</p>

<ul style="list-style-type: none"> • <i>Meet quarterly with counselor, health aide, and teacher to discuss improvements in behavior, attendance, academics, and number of nurse’s office visits</i> • <i>Monitor progress monthly and implement strategies to keep students on tract</i> • <i>Student Success Team Meetings</i> 	<p><i>Home School Liaison</i></p>	<p><i>Counselor will notify of successes and strategies that work to motivate students quarterly.</i></p> <p><i>Health aide will keep record of students coming to be seen monthly.</i></p> <p><i>The Home School Liaison will work with parents and staff to help meet the needs of students who have chronic absenteeism or behavior problems.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parent education on:</p> <ul style="list-style-type: none"> • <i>Home School Liaison will be available to help with communication between school and home.</i> • <i>The importance of good attendance</i> • <i>How school works including classroom visit to see school in action</i> • <i>Behavior strategies to use at home and at school</i> • <i>Ways to help your student academically and social emotionally</i> • <i>Parent education on what constitutes a visit to the nurse’s office and what can be taken care of in the classroom.</i> • <i>Parents will be engaged on being participants of the Boys to Men, intervention program.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Safe and Civil training quarterly to evaluate classroom management and discuss strategies for working with high needs students in the areas of attendance, behavior, academics and health office visits.</i> • <i>Training by the counselor on strategies to use in and outside the classroom with our high needs students to build a better connection to school.</i> • <i>Teacher training by Nurse on what constitutes a visit to the health office and what can be done by the teacher in the classroom.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Individual and group counseling services to meet the needs of students to improve school attendance, behavior and achievement. Communication between counselor and parent to provide information on how to help their child. Create student awareness of when a visit to the health office is necessary and what they can do with the help of the teacher before a visit is required. Materials and supplies include</p>		

but are not limited to: games and equipment for individual and small group activities, paper, pencils, crayons and markers, various art supplies, substitutes for Student Success Team meetings, babysitting for meetings.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Health Services	Classified Support-Regular	Assistant, Health	0.4375		Health Aide	\$11,914
4	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500			\$45,774
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	CYS Counselor	\$32,605
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2 % Evaluation Fee	\$652
								Total	\$90,945

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action: Aynesworth will focus on leading from the middle and provide opportunities for grade alike peers to observe each other teaching in order to build a common understanding of each classroom and thus provide a more cohesive platform for discussions around student data and outcomes during AC meetings. Teachers will plan a time for each member of the grade level team to spend 30 – 60 minutes observing in each classroom over a period of 3-5 days. This allows each teacher to see the other members of their team during the same time of day teaching the agreed upon lesson. Observations are focused on student actions and discourse, resulting in a better understanding of each member of the team and creating an accountable community that can work at a high level and hold each member to the highest standards for improved student achievement.</i></p>		
SQII Element: 4073	SQII Sub-element(s): • Students not on grade level		Site Growth Target: Vendor (contracted services)

<ul style="list-style-type: none"> • Number of students who are not on grade level 		<p>25% increase in the number of students on grade level</p>	
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • By June 2017, school Student Success Team meetings will be held, a minimum of 8 times, to identify strategies and classroom interventions to support and improve students’ understanding of content standards and to support student behavior as measured by the master calendar and student achievement data. • By June 2017, each grade level will have been able to watch each other teach a common lesson and debrief to build capacity within the team, as measured by classroom observations by administration, AC agendas and minutes and academic progress of students on formative and summative assessments. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Master Calendar for planning • SST notes • AC minutes • Teacher Observation Feedback • Principal and Vice Principal classroom observations 		<p>Owner(s) Classroom Teachers Principal Vice Principal</p>	<p>Timeline August 15, 2016 – June 8, 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Access to the administration, teachers, psychologist, RSP teacher, and nurse in one setting. • Gain knowledge of strategies to assist their students in their education • Opportunity to ask questions about their child’s academic progress 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Training to support teachers in filling out the Student Success Team referral forms. • Strategies to provide appropriate intervention to support student needs. • Use of the book “Learning by Doing” to build capacity of each grade level’s Accountable Community. 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

Meeting as a SST to meet individual needs of students, Improved classroom instruction within grade levels by watching each other teach and debriefing following each visit. Material include but are not limited to: Substitute teachers, interpreters, babysitting, chart paper, markers,

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Peer Observations, planning and SST subs.	\$9,711
Total									\$9,711

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action: Ayneswoeth will create opportunities for students in grades K – 6 to participate in “Club Wednesdays” and/or after school enrichment activities around the goal 2 criteria of Arts, Activities and Athletics. Research states that participation in activities at school creates a sense of belonging that carries over into academics and the completion of High School and beyond which speaks to the Fresno Unified goal of College and Career Ready Graduates. These opportunities will be offered at least once a semester for a period of 6 weeks. Students will choose their activity for the list generated by the teachers.</i></p>		
<p><i>SQII Element: 2080 4110</i></p> <ul style="list-style-type: none"> <i>There is no Latino/Hispanic students participating in Goal 2 activities.</i> <p><i>3031</i></p> <ul style="list-style-type: none"> <i>There is no Special Education students participating in Goal 2 activities.</i> 	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> <i>Participation on Goal 2 activities</i> 	<p><i>Site Growth Target: 50% increase in the overall participation rate of unique students.</i></p>	<p><i>Vendor (contracted services)</i></p> <p><i>GW School Supply</i></p> <p><i>Save Mart/Food Maxx</i></p> <p><i>Office Depot</i></p> <p><i>FUSD Warehouse</i></p> <p><i>Art Supply Stores</i></p>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year the number of unique students participating in Goal 2 activities will increase by 50% as measured by ATLAS.</i></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>Enter names of students participating in activities onto ATLAS quarterly</i> • <i>Debrief with students about their experience and things they would like to see</i> • <i>Walk-through data from Admin team</i> • <i>Student and Parent survey data</i> • <i>AC agendas and minutes</i> 	<p><i>Owner(s)</i> Classroom Teachers ILT Admin Team</p>	<p><i>Timeline –</i> Teachers will work in grade level pairs (2 grade levels together) to create the classes they would like to teach</p> <p>ILT will gain feedback from teachers after the 1st semester on changes and improvement for 2nd semester implementation.</p> <p>Admin team will support and organize the classes and scheduling each semester.</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe related professional learning:

- *Two grade level teams (1st and 2nd, and 3rd and 4th) will plan 6 week blocks of “Club” activities*
- *Athletic coaches will participate in Sunnyside Regional “Athletes of Character” events*
- *Attend Peach Blossom at CSU, Fresno in the Spring of 2017*
- *Kids Invent trainings for 5th and 6th grade teachers*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities. Materials include but are not limited to: arts and crafts supplies, cooking ingredients, t-shirts, athletic equipment and supplies,

Specify additional targeted actions for EL students:

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$10,000
								Total	\$10,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 7	Detail the action: <i>Aynesworth Elementary school will continue to implement learning around strategies and supports for teaching English Learners (EL). Professional Learning will provide ELD/Intervention for students who have been continuously enrolled for 5 or more years and have not re-designated or who have met the borderline criteria for re-designation. Teachers will received planning days to work collaboratively to include academic language acquisition, literacy skills, writing development and using EL data indicators to inform instruction.</i>			
SQII Element:6338 5891 <ul style="list-style-type: none"> English Learners scoring Moderately or Significantly Below on DRP 5890 <ul style="list-style-type: none"> 1st grade English Learners scoring below level G on BAS 4073 <ul style="list-style-type: none"> English Learners not at grade level 	SQII Sub-element(s): LCFF Subgroup <ol style="list-style-type: none"> Moderately or Significantly Below Achievement Gap Not at grade level 	Site Growth Target: Increase re-designation rate by 25%	Vendor (contracted services)	
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By the end of the 2017 school year the re-designation rate will increase by 25% over the end of the 2016 school year as measured by the criteria of CELDT and DRP scores.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> 2016 EOY DRP scores Beginning of the year teacher observations Intervention plans created by the teacher/grade level AC meeting agendas and minutes Certificated Tutor feedback Admin. Classroom walk-throughs Fall and Spring DRP scores Fall CELDT Boot Camp CELDT scores 		Owner(s) Classroom Teachers Cert. Tutor TSA Principal Vice Principal EL Coach	Timeline Principal will communicate EL data or learning strategies to entire staff. EL VP will monitor DRP data twice a year within two weeks of testing administration. ELD chats will take place quarterly, where teachers will	

	<i>communicate their EL action plan.</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Parent notification of CELDT and DRP administrations and strategies to support building language acquisition through ELAC meetings.</i> 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i>Professional Learning on implementing the ELD and State Standards will be held in the beginning of the 2016-2017 school year</i> <i>Professional Development around ELD/ELA Integrated Standards in the Fall and Spring semesters.</i> <i>Professional learning through intentional collaboration with EL Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.</i> <i>The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.</i> 	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>Students meeting the criteria will get daily designated ELD instruction in the least restrictive environment as determined by their needs. Materials include but are not limited to: CELDT Assessors, substitute teachers, technology such as tablets, projectors, books and literature, Scholastic News or similar material with current information, paper, poster paper, copy paper, pencils, pens, etc.</i></p> <p><i>Specify additional targeted actions for EL students:</i></p>	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	EL	Instruction	Teacher-Substitute Salaries				Planning for ELD and Re-designation	\$5,713
7	3	EL	Instruction	Materials & Supplies				Material and Supplies	\$11,177
7	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$4,000
Total									\$20,890

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$50,657 *
7090	LCFF Supplemental & Concentration	\$141,042
7091	LCFF for English Learners	\$117,348
TOTAL 2016/17 ON-SITE ALLOCATION		\$309,047

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,102
Remaining Title I funds are at the discretion of the School Site Council	\$49,555
Total Title I Allocation	\$50,657

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0025 Aynesworth Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Scholastic Magazine	5,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188		18,336.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	20,202.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tablets/Technology	10,000.00
1	1	Sup & Conc	Instruction	Subagreements			Reading and Beyond : Reading and Beyond Tutors	21,235.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology services	3,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Printing of extra reading material	1,500.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.188		18,336.00
1	1	EL	Instruction	Mat & Supp			: Material and Supplies	11,113.00
1	1	EL	Instruction	Subagreements			Reading and Beyond : 5 Reading and Beyond Tutors	21,235.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Tablets/technology	30,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	13,801.00
3	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters	1,262.00
3	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	500.00
3	3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies	1,981.00
4	2	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.438	Health Aide	11,914.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : CYS Counselor	32,605.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2 % Evaluation Fee	652.00
4	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750		45,774.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Peer Observations, planning and SST subs.	9,711.00
6	3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	10,000.00
7	2	EL	Instruction	Teacher-Subs			Planning for ELD and Re-designation	5,713.00
7	3	EL	Instruction	Mat & Supp			Material and Supplies	11,177.00
7	3	EL	Instruction	Direct-Other			: CELDT Assessors	4,000.00
								\$309,047.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,657.00
Sup & Conc	7090	\$141,042.00
EL	7091	\$117,348.00
Grand Total		\$309,047.00

Domain Totals	Budget Totals
Academic	\$183,469.00
Culture & Climate	\$28,920.00
Social/Emotional	\$96,658.00
Grand Total	\$309,047.00

E.1. Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jane Keeler	X				
2. Chairperson - Maria Maldonado				X	
3. Elsa Luna				X	
4. Cindy Arredondo				X	
5. Juan Carrillo				X	
6. Ismael Ruiz				X	
7. Hector Cruz		X			
8. Berta Rodriguez		X			
9. Robert Collom		X			
10. Alvita Torres			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: <i>Aynesworth</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Jane Keeler	<i>Jane Keeler</i>	<i>3/30/16</i>
SSC Chairperson	<i>Maria V. V. Maldonado</i>	<i>MARIA V.V. MALDONADO</i>	<i>3/30/16</i>

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws