

**Del Mar Elementary School**

10621666006183

Principal's Name: Nicole Woods

Principal's Signature:

A handwritten signature in black ink, appearing to read "Nicole Woods", with a long horizontal flourish extending to the right.

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

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<b>District Goals</b>	
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 checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	65/65	30.49 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	62/66	36.69 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	57/67	10.54 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	57/67	89.46 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	50/66	8.98 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	46/67	81.79 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	43/67	18.21 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	41/67	44.92 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	37/66	16.49 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	34/66	41.73 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	61/68	42.86 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	60/68	27.73 %

## 3 Academic Completion

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	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	29/68	42.11 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	52/64	42.86 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	41/68	20.27 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	38/68	15.43 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	42/67	31.86 %
<input type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	36/67	48.5 %
<input type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	8/15	0.81 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]



<p>b. By June 2017, the percentage of K-3<sup>rd</sup> grade students who are one grade level below will show a 10% decrease as measured by SQII indicator 6062.</p> <p>c. By June 2017, the percentage of English Learners who meet borderline eligibility criteria will increase to 40% as evidenced by SQII indicator 5990.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. BAS/DRP</li> <li>2. BPST</li> <li>3. iReady Progress Monitoring</li> <li>4. Imagine Learning progress monitoring</li> <li>5. Interim Assessments</li> <li>6. CELDT</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. TSA/Teachers</li> <li>4. TSA/Teachers</li> <li>5. Teachers/Admin</li> <li>6. TSA/Teachers</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. September 2016</li> <li>2. August 2016</li> <li>3. Oct., Feb., June</li> <li>4. Ongoing</li> <li>5. Oct. &amp; Feb.</li> <li>6. January</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• A Home/School Liaison will help with communication/translation</li> <li>• Information given at Back to School</li> <li>• Parent/Teacher conferences will include strategies for parents to use at home</li> <li>• Parent Coffee will include a focus on reading at home</li> <li>• Quarterly updates of progress monitoring at School Site Council Meetings</li> <li>• Parent University</li> <li>• Babysitting/Translation for parent events</li> <li>• Home/School Liaison to support with communication to parents</li> <li>• EduText and ATLAS Parent Portal</li> <li>• SST Meetings as necessary</li> <li>• ELAC &amp; SSC meetings</li> <li>• Parent Handbook</li> <li>• Parent Newsletters &amp; School Messenger</li> <li>• Home/School Liaison</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Differentiating in the classroom</li> <li>• Blended Learning</li> <li>• Reading Strategies/Reading Comprehension skills (Notice and Note &amp; Making Thinking Visible)</li> <li>• Supporting EL students through Integrated &amp; Designated ELD</li> <li>• PL on iReady and Progress monitoring</li> </ul>		

- *Learning by Doing*

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

- *Students will receive a minimum of four 30 minute sessions of focused instruction at their reading level in smaller classes through a blended learning setting. While with the teacher, they will receive instruction utilizing scientifically proven programs such as Corrective Reading/Reading Mastery. When they are working independently, they will utilize iReady or Reading A-Z. They will remain in flexible groupings until assessment scores show they no longer qualify for that level of intervention services. SPED students and students scoring significantly below grade level will be placed in smaller groupings and work with the RSP team. The Del Mar TSA will provide this support along with classroom teachers and one 6 hour instructional aid.*
- *Kindergarten teacher will differentiate through small group instruction and intentionally planned, engaging centers.*
- *All students in grades TK-2<sup>nd</sup> will receive instruction in foundational skills.*
- *Teachers will have goal setting conversations with students in grades 2<sup>nd</sup> – 6<sup>th</sup> regarding DRP scores during the first quarter.*
- *Students in grade K-2<sup>nd</sup> will participate in a high frequency “Word Wiz” challenge.*
- *Students in grade 3<sup>rd</sup>-6<sup>th</sup> will participate in a “Block D” challenge focusing on an increase in DRP scores.*
- *Release time for teachers to plan, observe other classrooms, attend SST meetings*
- *Subs to cover teachers who are giving the CELDT assessment.*
- *Teacher and student technology (Hardware and programs)*
- *Materials and supplies for small group instruction including Corrective Reading, Reading A-Z, IReady, Reading Mastery Imagine Learning, paper, chart paper, folders, whiteboards, markers, pencils, etc.*
- *Technology to support blended learning*

*Materials:*

*Technology (Hardware/software), iReady, Imagine Learning, Corrective Reading, Reading Mastery, Reading A-Z, resources to support RIRA development, resources for blended learning, paper & materials, subs for CELDT, planning time and IEPs*

*Specify additional targeted actions for EL students:*

- *During the 30 minute block, EL students will receive focused instruction in Tier 2 vocabulary building and writing with the teacher. When working independently, EL students will utilize the Imagine Learning program.*
- *EL students who are struggling readers will receive an additional 30 minute intervention focused on reading skills at the end of the day focusing first on grades 1<sup>st</sup>-3<sup>rd</sup>.*
- *EL Boot camp*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$9,922



1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.7500		New Position for 2016-17	\$37,207	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST Substitutes	\$2,284	
1	1	EL	Instruction	Teacher-Substitute Salaries				CELDT Subs to cover Teacher's Testing	\$1,543	
1	1	EL	Parent Participation	Other Classified-Supplemental				Babysitter/Translator	\$1,527	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts for Instruction	\$1,046	
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Technology Repair/Support	\$1,000	
1	1	EL	Instruction	Non Capitalized Equipment				Technology/Hardware for Intervention	\$6,000	
1	1	EL	Instruction	Materials & Supplies				Materials and Supplies	\$25,764	
1	1	Sup & Conc	Instruction	Books & Other Reference				iReady Software/Online Intervention Program	\$14,000	
1	1	EL	Instruction	Prof/Consulting Svc & Operating			Other*	Imagine Learning Online Tool	\$10,950	
									Total	\$111,243

<b>Domain</b>	<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
<b>Action # 2</b>	<i>Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics. AC teams will collaborate weekly using the Cycle of Continuous Improvement. (Visible Learning pgs. 35,43, 125-6, 144-145, 189-93, 204-205)</i>		
<i>SQII Element: Math SBAC</i>	<i>SQII Sub-element(s): Standard Met/Exceeded 6169 Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC (2015 = 10.54%)(Visible Learning pgs. 35, 125-6)</i>	<i>Site Growth Target: 25%</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i>			
<i>a. By June 2017, the spring administration of CASSP will show at least a 14% increase in percentage of students scoring Standard Met or Standard Exceeded in Math on SQII indicator 6169.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ol style="list-style-type: none"> <li>1. Grade Level Common Assessments</li> <li>2. Math Grades in ATLAS</li> <li>3. Interim data</li> <li>4. Classroom observations/Feedback aligned to the IPG</li> <li>5. Admin will work with AC teams</li> </ol>		<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. Admin</li> <li>4. Admin</li> <li>5. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly</li> <li>2. Quarterly</li> <li>3. Oct. &amp; Feb.</li> <li>4. Quarterly</li> <li>5. Weekly</li> </ol>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> <li>• Parent/Teacher conferences will include strategies to help at home</li> <li>• Quarterly progress reports, report cards, and ISLPs</li> <li>• Quarterly updates of progress at SSC meetings</li> <li>• Edu Text and ATLAS Parent Portal</li> <li>• SST Meetings as necessary</li> <li>• Translators will be provided during Parent/Teacher conferences</li> <li>• Parent Handbook</li> <li>• Parent Newsletters &amp; School Messenger</li> <li>• Home/School Liaison</li> </ul>			

*Describe related professional learning:*

*AC team support through targeted planning time and coach support*

- *Release time to observe in other classrooms utilizing the IPG*
- *PL on focused standard planning and concept building using the progressions, coherence map, scope & sequence*
- *Illuminate CFA building*
- *PL to support technology (Personal Math Trainer & Reflex Math)*
- *Learning by Doing*
- *Growth Mindset*
- *Grade level Planning days with subs*

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

*Students will receive a minimum of 90 minutes per day focused on math. Lessons will focus on use of manipulatives and concept building. Students in grades 1<sup>st</sup> through 6<sup>th</sup> will use BFF and other resources to build math fluency. Students receiving below level grades may be referred to the Student Success Team. Extra pay contracts will be offered to teachers who wish to tutor after school.*

- *Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.*
- *Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.*
- *Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.*
- *Teachers will plan lessons utilizing resources such as the progressions document, coherence map, and scope and sequence.*
- *Teachers will build foundational concept and skill support into the instructional design through the use of manipulatives, models and writing.*
- *Teachers and RSP team will support struggling students in a small group setting (SPED or others).*

*Materials:*

*Paper & supplies, Ricoh copier lease, graphics*

*Specify additional targeted actions for EL students:*

*Extra support with hands on/concept building will be provided as needed*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Planning Days	\$6,742

2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	\$50
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology Hardware Equipment	\$25,000
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Supplies for Parent Participation	\$1,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$15,512
								Total	\$48,304

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
<b>Action # 3</b>	<p><b>1. Teachers will use challenging content in all ELA lessons. Lessons will be focused on a high quality text. Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom. (Visible Learning pgs. 35, 43, 125-6, 189-93, 204-205)</b></p> <p><b>2. Teachers will participate in our COP problem of practice: Our students are not grappling and engaged with complex text worth reading or provided opportunities for comprehension and analysis.</b></p> <p><b>a. Teachers will be more intentional when identifying and utilizing complex text.</b></p> <p><b>b. All teachers will identify challenging content focusing specifically on alignment of text task and questions. (Write Tools, Notice &amp; note, Making Thinking visible)</b></p> <p><b>c. All teachers will be able to use the task rubric focusing on task/questioning using the Instructional Practice Guide for deeper calibration. (Coaches to release teachers for instructional rounds, and classroom walks utilizing the IPG)( Visible Learning pgs. 119-120, 182-183, 210)</b></p>		
<i>SQII Element: ELA (SBAC)</i>	<i>SQII Sub-element(s):</i>  <i>Standard Met/Exceeded</i> <i>5926 Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC (2015 = 18.21%)</i>	<i>Site Growth Target:</i>  <i>30%</i>	<i>Vendor (contracted services)</i>  <i>The Write Tools, LLC</i>

<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input checked="" 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:</i></p> <p>a. <i>By June 2017, the spring administration of CASSP will show at least a 12% increase in percentage of students scoring Standard Met or Standard Exceeded in ELA as measured by SQII indicator 5926.</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> <ol style="list-style-type: none"> <li>1. <i>Grade Level Common Assessments</i></li> <li>2. <i>Language Arts Grades in ATLAS</i></li> <li>3. <i>Fresno High Regional Quarterly Writing samples</i></li> <li>4. <i>Interim Tests</i></li> <li>5. <i>Classroom observations/Feedback aligned to the IPG</i></li> <li>6. <i>Admin will work with AC teams</i></li> <li>7. <i>CELDT</i></li> <li>8. <i>COP</i></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. <i>Teachers</i></li> <li>2. <i>Teachers</i></li> <li>3. <i>Lead Teachers</i></li> <li>4. <i>Admin</i></li> <li>5. <i>Admin</i></li> <li>6. <i>Admin</i></li> <li>7. <i>TSA/Teachers</i></li> <li>8. <i>COP Team</i></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. <i>Monthly</i></li> <li>2. <i>Quarterly</i></li> <li>3. <i>Quarterly</i></li> <li>4. <i>Oct. &amp; Feb.</i></li> <li>5. <i>Quarterly</i></li> <li>6. <i>Quarterly</i></li> <li>7. <i>January</i></li> <li>8. <i>Quarterly</i></li> </ol>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parent/Teacher conferences will include strategies to help at home</i></li> <li>• <i>Quarterly progress reports and report cards</i></li> <li>• <i>Quarterly updates of progress at SSC meetings</i></li> <li>• <i>Translators for Parent/Teacher conferences</i></li> <li>• <i>Edu Text and ATLAS Parent Portal</i></li> <li>• <i>SST Meetings as necessary</i></li> <li>• <i>Parent Handbook</i></li> <li>• <i>Parent Newsletters &amp; School Messenger</i></li> <li>• <i>Home/School Liaison</i></li> </ul>					
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Write Tools Training (Visible Learning pages 141 &amp; 142)</i></li> <li>• <i>Making Thinking Visible PL (Visible Learning page 136)</i></li> <li>• <i>Notice &amp; Note PL (Visible Learning page 136)</i></li> <li>• <i>Release time to observe other classrooms</i></li> <li>• <i>Continued Pl with EL coach (Targeted instruction, Tier II Vocabulary, ELD Framework)</i></li> <li>• <i>RIRA Training for Kinder &amp; 1<sup>st</sup></i></li> <li>• <i>Growth Mindset (Visible Learning pages 46, 47)</i></li> <li>• <i>Questioning (Visible Learning page 182)</i></li> <li>• <i>Quarterly Lead Teacher Meetings will focus on writing incorporating strategies from Learning By Doing</i></li> </ul>					

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):  
 Students will receive 2 hours of learning in ELA daily. In Kindergarten and 1<sup>st</sup> grades, students will receive instruction utilizing the RIRA to promote listening and speaking as well as comprehension. All grades will focus lessons on standards incorporating Write Tools, Making Thinking Visible strategies to keep all students engaged at high levels.*

- 1. Teachers will participate in our COP problem of practice: Our students are not grappling and engaged with complex text worth reading or provided opportunities for comprehension and analysis.
 
  - a. Teachers will be more intentional when identifying and utilizing complex text.*
  - b. All teachers will identify challenging content focusing specifically on alignment of text task and questions. (Write Tools, Notice & note, Making Thinking visible)*
  - c. All teachers will be able to use the task rubric focusing on task/questioning using the Instructional Practice Guide for deeper calibration. (Coaches to release teachers for instructional rounds, and classroom walks utilizing the IPG)**

*Materials:*

*Write Tools, professional books, paper & supplies*

*Specify additional targeted actions for EL students:*

*EL students will receive support through integrated ELD strategies and vocabulary building.*

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
3	1	EL	Parent Participation	Classified Support-Supplemental				Translation for Parent Conferences	\$587
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Paper and Materials for Parent Communication	\$919
3	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	\$11,422
3	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	\$6,500
3	1	EL	Instruction	Direct-Maintenance (Dr)				Technology Update Installation	\$2,000

3	1	Title 1 Basic	Instruction	Non Capitalized Equipment			Technology Hardware/Equipment	\$11,000	
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment			Technology Hardware/Equipment	\$10,050	
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Write Tools	Write Tools Training	\$7,200	
								Total	\$49,678

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Del Mar will implement a behavior management, character building program to reduce suspension rates and enhance time on task. This program will include a positive behavior support program and incentive/recognition program to target attendance, behavior and academic success. By establishing good school habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. (Visible Learning pgs. 102-104, 118-119)</i></p>		
<p><i>SQII Element: Middle School Readiness</i></p> <p><i>Suspension</i></p>	<p><i>SQII Sub-element(s): EIIS Green Zone Rate</i>  <i>6381 Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) (2015 = 50.88%)</i>  <i>Behavior Growth</i>  <i>3684 Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester (2015 = 42.86 %)</i></p>	<p><i>Site Growth Target:</i>  <i>6381 = 60%</i>    <i>3684 = 52%</i></p>	<p><i>Vendor (contracted services)</i>  <i>FunWorks</i>  <i>On Site Counselors</i></p>

<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i>  <i>By June 2017, the percentage of 2<sup>nd</sup>-6<sup>th</sup> grade students meeting EHS attendance, behavior and academic criteria will increase to 60% as measured by SQII indicator 6381.</i>  <i>By June 2017, percentage of TK-6<sup>th</sup> grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester will decrease by 10% as measured by SQII indicator 3684.</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> <ol style="list-style-type: none"> <li><i>1. Attendance monitoring in ATLAS</i></li> <li><i>2. Office referral/Suspension Monitoring</i></li> <li><i>3. ATLAS monitoring of D's &amp; F's</i></li> <li><i>4. SEL Survey results analysis</i></li> </ol>			<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><i>1. Teacher, CWA</i></li> <li><i>2. Teacher, Admin</i></li> <li><i>3. Teacher, Admin</i></li> <li><i>4. Safe &amp; Civil Team</i></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><i>1. Weekly</i></li> <li><i>2. Monthly</i></li> <li><i>3. Quarterly</i></li> <li><i>4. September 2016</i></li> </ol>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> <li><i>1. Parents will be contacted by the CWA when their child is at risk of moving out of the green zone, or chronically absent.</i></li> <li><i>2. CWA will work with identified families to trouble shoot and offer support</i></li> <li><i>3. Attendance, behavior, and grade expectations will be shared with parents at Back to School night</i></li> <li><i>4. Parents will be contacted by teacher for positive behaviors and by Admin for positive behaviors, misbehaviors, and when a suspension is necessary.</i></li> <li><i>5. Parents will be contacted through progress reports when students are receiving D's &amp; F'</i></li> <li><i>6. AI meetings with parents</i></li> <li><i>7. Parent Handbook</i></li> <li><i>8. Parent Newsletters &amp; School Messenger</i></li> <li><i>9. Home/School Liaison</i></li> </ol>						
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><i>• Continued learning with our Safe &amp; Civil Team (levels of behaviors, Clip Chart, Bullying, 2<sup>nd</sup> Step, classroom meetings)</i></li> <li><i>• Review of school wide behavior system</i></li> </ul>						
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>						



***Tier I Supports:***

- *Second Step*
- *Class meetings*
- *Popcorn parties for perfect attendance*
- *Field trip opportunities*
- *Two times a year Behavior Assemblies*
- *Character Counts weekly lessons and monthly recognition*
- *Quarterly Recognition assembly*
- *Daily Use of REACH Poster and REACH tickets*
- *Daily Use of Del Mar Playground Handbook*
- *Daily use of positive behavior clip system/Levels of behavior*
- *FunWorks assemblies to reward attendance, clip ups and Block D*
- *Classroom Behavior Chart*
- *STOIC/CHAMPS/MAC/3-1 Positive to Negative Interactions*
- *Goal II Contracts: Meaningful Jobs and Clubs*

***Tier II Supports***

- *On-Site Counseling*
- *Behavior Support Plan Level I*
- *Parent Communication*
- *Student Study Team*
- *Boys to Men & Girl Power Groups for Identified students*

***Tier III Supports***

- *Behavior Support Plan Levels 2 and 3*
- *Referral to ICET*

*Services/Materials include:*

*FunWorks, On-Site, incentives for students, field trips, paper and supplies*

*Specify additional targeted actions for EL students:*

*CHAMPS/MAC visuals*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Onsite Counselor 2% Fee	\$176
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Fun Works and other Climate/Culture Consultants	\$4,750
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	Onsite Counselor	\$8,512
4	1	Sup & Conc	Instruction	Materials & Supplies				Field Trip Opportunities	\$1,230
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Attendance Field Trip	\$3,600
Total									\$18,268

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
<b>Action # 5</b>	<i>Del Mar will provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students. Students will participate in a variety of activities to connect them with school, other students, staff, and the community. (Visible Learning pgs. 143, 155-158)</i>		
<i>SQII Element: Student Engagement</i>	<i>SQII Sub-element(s): Disproportionality 5944 Number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10%</i>	<i>Site Growth Target: 20%</i>	<i>Vendor (contracted services)</i>

		<i>negatively disproportionate (2015=31.86%)</i>										
<input type="checkbox"/> <i>New Action</i>		<input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i>		<input checked="" type="checkbox"/> <i>Data</i>		<input type="checkbox"/> <i>Research-based</i>		<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: By June 2017, the percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease to 20% as measured by SQII indicator 5944.</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> <ol style="list-style-type: none"> <li><i>1. Goal II indicators in SQII (5944)</i></li> <li><i>2. SEL Survey results</i></li> <li><i>3. Student feedback and interests</i></li> <li><i>4. Suspension rate</i></li> </ol>						<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><i>1. Admin</i></li> <li><i>2. Safe &amp; Civil</i></li> <li><i>3. Admin</i></li> <li><i>4. Admin</i></li> </ol>			<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><i>1. Quarterly</i></li> <li><i>2. September</i></li> <li><i>3. Quarterly</i></li> <li><i>4. Monthly</i></li> </ol>			
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><i>• Parents will be encouraged to help volunteer or sponsor clubs through our Parent Volunteer group</i></li> <li><i>• Family events such as Parent coffees, School Carnival, Assemblies</i></li> <li><i>• Home/School Liaison</i></li> </ul>												
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><i>• Presentation/sharing of club options</i></li> <li><i>• Coaches will participate in the Fresno High Regional Coaches Academy Development to learn skills, identify and retain student athletes</i></li> </ul>												
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students in grades 1<sup>st</sup>-6<sup>th</sup> will participate in “Club Fridays” and assemblies to increase connectedness and allow students to interact and be supported by many teachers, staff members, and parents. Students will be allowed to switch clubs three times per year. Opportunities for after school clubs, field trips and activities will also be provided.</i></p> <p><i>Materials: Supplies for family events, security, Field trips, club Friday supplies/equipment, contracts for Goal 2 sports/activities</i></p>												
<b>Budgeted Expenditures</b>												
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget			
5	2	Sup & Conc	Security	Classified Support-Overtime				Security for Events	\$626			
									Total	\$626		

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

Del Mar - 0120

**ON-SITE ALLOCATION**

3010	Title I	\$42,229 *
7090	LCFF Supplemental & Concentration	\$127,597
7091	LCFF for English Learners	\$58,293
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$228,119</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$919
Remaining Title I funds are at the discretion of the School Site Council	\$41,310
<b>Total Title I Allocation</b>	<b>\$42,229</b>

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 0120 Del Mar Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Instruction	1,046.00
1	1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair/Support	1,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes	2,284.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.750	New Position for 2016-17	37,207.00
1	1	Sup & Conc	Instruction	Bks & Ref			: iReady Software/Online Intervention Program	14,000.00
1	1	EL	Instruction	Teacher-Subs			CELDT Subs to cover Teacher's Testing	1,543.00
1	1	EL	Instruction	Mat & Supp			Materials and Supplies	25,764.00
1	1	EL	Instruction	Nc-Equipment			: Technology/Hardware for Intervention	6,000.00
1	1	EL	Instruction	Cons Svc/Oth			Other* : Imagine Learning Online Tool	10,950.00
1	1	EL	Parent Participation	Oth Cls-Supp			Babysitter/Translator	1,527.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		9,922.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Planning Days	6,742.00
2	1	Title 1 Basic	Instruction	Direct-Graph			Graphics	50.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,512.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology Hardware Equipment	25,000.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation	1,000.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	11,422.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware/Equipment	11,000.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware/Equipment	10,050.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Paper and Materials for Parent Communication	919.00
3	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	6,500.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools : Write Tools Training	7,200.00
3	1	EL	Instruction	Direct-Maint			Technology Update Installation	2,000.00
3	1	EL	Parent Participation	Cls Sup-Sup			Translation for Parent Conferences	587.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Field Trip Opportunities	1,230.00
4	2	Sup & Conc	Instruction	Direct Trans			Attendance Field Trip	3,600.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Fun Works and other Climate/Culture Consultants	4,750.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Onsite Counselor 2% Fee	176.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : Onsite Counselor	8,512.00
5	2	Sup & Conc	Security	Cls Sup-Ovr			Security for Events	626.00

\$228,119.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$42,229.00
Sup & Conc	7090	\$127,597.00
EL	7091	\$58,293.00
<b>Grand Total</b>		<b>\$228,119.00</b>

Domain Totals	Budget Totals
Academic	\$210,455.00
Social/Emotional	\$17,664.00
<b>Grand Total</b>	<b>\$228,119.00</b>

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

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Nicole Woods</b>	X				
2. <b>Chairperson - Cyndia Burkes</b>				X	
3. <b>Vice Chairperson - Rosa Gutierrez</b>				X	
4. <b>Laura Gimbarti</b>				X	
5. <b>Maria Gonzales</b>				X	
6. <b>Naomi Nagai</b>				X	
7. <b>Steve Manfredo</b>		X			
8. <b>Barb Simms</b>		X			
9. <b>Regina Moua</b>		X			
10. <b>Myra Ramirez</b>			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

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

E.3. Required Signatures

<b>School Name:</b> <i>DEL MAR</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	Nicole Woods	<i>Nicole Woods</i>	3/18/15
SSC Chairperson	Cyndia Burkes	<i>Cyndia Burkes</i>	3/18/15

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