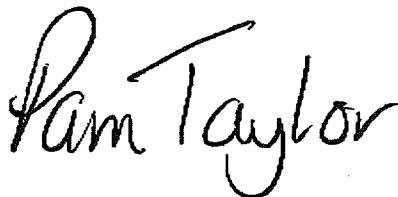


Easterby Elementary School

10621666006191

Principal's Name: Pamela Taylor

Principal's Signature:

A handwritten signature in black ink that reads "Pam Taylor". The signature is written in a cursive style with a large initial "P" and "T".

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

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B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
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E.2.	School Site Council	Members list
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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 :

[Print this page](#)

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	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	50/66	13.25 %
<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	46/66	50.55 %
<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	43/67	45.04 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	40/67	41.88 %

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	40/68	26 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	35/68	53.73 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<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	20/68	44.37 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	46/68	94.01 %
<input checked="" 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	44/68	29.55 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	40/68	4.01 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	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	37/64	62.5 %
<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	36/67	14.81 %

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)	47/67	33.29 %

4/6/2016

SPSA Data Entry Tool



Elementary

Student
Engagement

1- Opportunity
Index

[5946](#)

Number and percentage of Goal 2 (Student Engagement)
opportunities offered to students.

39/67

2.48
%

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
<p>Action # 1</p>	<p><i>Detail the action: Integrated Literacy (ELA Proficiency/Reading by 3rd Grade Tier I)</i></p> <p><i>Easterby will ensure that all students are reading, writing, listening and speaking in all content areas in all lessons. This action will be for all students TK-6th grade with each grade level developing units centered around an integrated literacy approach with a culminating common formative assessment/writing task at the end of each quarter. Development of units and review of student data will take place through the Accountable Community process.</i></p>		
<p><i>SQII Element:</i></p> <p><i>#5997 – Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate</i></p>	<p><i>SQII Sub-element(s):</i></p> <p><i>#6590 – Number and percentage of 3rd grade students who are on-track/ready as of the last grading period.</i></p> <ul style="list-style-type: none"> <i>• Lowest performing subgroup on CORE Report Card – African American</i> <p><i>#4777 – Number and percentage of 2nd – 6th grade students who demonstrated appropriate annual growth between fall and spring DRP assessments</i></p> <ul style="list-style-type: none"> <i>• Lowest performing subgroup on CORE Report Card – African American</i> <p><i>#3714 – Number and percent of 2nd – 6th grade students who demonstrated on-track annual growth on most recent DRP.</i></p> <ul style="list-style-type: none"> <i>• Lowest performing subgroup on CORE Report Card – African American</i> 	<p><i>Site Growth Target:</i></p> <p><i>CORE SQII Report Card for 2016-2015 goal of 48% students meeting or exceeding standards for English Language Arts (growth of 15 percent from 2014-2015)</i></p>	<p><i>Vendor (contracted services)</i></p> <p><i>Listed below are for additional materials and supplies or professional learning materials:</i></p> <p><i>Barnes and Noble</i> <i>Richo</i> <i>ASCD</i> <i>Heinemann Professional</i> <i>Western Blue</i> <i>Office Depot</i> <i>Follett School Solutions</i> <i>GW School Supply</i> <i>CDW Government</i> <i>Renaissance Learning</i></p>

	<p>#6277 – Number and Percentage of students who have an ELA Common Formative Assessment score and more than 10% negatively disproportionate.</p>		
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:</p> <p>On the 2016-2017 CORE SQII Report Card, 48% of Easterby students will be meeting or exceeding standards for English Language Arts.</p> <p>ELA SBAC results for 2016-2017 school year will show 30% or less of students receiving a score in English Language Arts will be more than 10% negatively disproportionate. (#6590 - currently 45% of students receiving a score are more than 10% negatively disproportionate)</p> <p>After the 2016-2017 spring DRP assessment, 80% of 2nd – 6th grade students will demonstrate the appropriate annual growth. (#4777 - #4777 - currently 67% students made appropriate growth).</p> <p>By the last grading period of the 2016-2017 school year, 70% of 2nd – 6th grade students will demonstrate growth on the most recent DRP. (#3714)</p> <p>By the last grading period of 2016-2017 school year, less than 20% of students will be negatively disproportionate. (#6277)</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Quarterly ILT Meetings in which each AC reports out common formative assessment results and next steps (10/19, 1/18, 3/29, 6/5) AC agenda notes store in Office 365 Instructional Practice Guide: Literacy used during classroom walkthroughs. Data collected on Culture of Learning with High Expectations, Challenging Content and student ownership and reported out during Easterby Cabinet meetings. Easterby Cabinet will review all AC agenda notes every two weeks. Next steps based on AC agenda notes will be addressed during monthly professional learning sessions for Lead Teachers based in <u>Learning by Doing</u>. Use of <u>Visible Learning</u> to guide effectiveness of actions 		<p>Owner(s)</p> <p>Principal Lead Teachers AC Teams</p>	<p>Timeline</p> <p>Quarterly review of common formative assessment data</p> <p>Bi-weekly review of AC agendas</p> <p>Monthly professional learning for Lead Teachers on becoming effective Accountable Communities</p>

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Notification of Title 1 program during annual Title 1 Parent Meeting.*
- *Parent/Teacher conferences*
- *Promote use of Edutext*
- *Weekly School Messenger message informing parents of academic focuses*

Describe related professional learning:

- *Monthly professional learning session for Lead Teachers based in Learning by Doing (9/7, 10/5, 11/2, 12/7, 1/11, 2/1, 3/1, 4/5, 5/3)*
- *Professional Learning around tenants of Instructional Practice Guide: Culture of Learning with High Expectations, Challenging Content and Student Ownership.*
- *ILT peer observations and debrief sessions (9/21, 11/9, 1/25)*
- *Integrated Literacy planning and peer observation*
- *Use of Visible Learning to guide effectiveness of actions*

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

- *Students will participate in daily lessons in which literacy is integrated in all content areas.*
- *Student will participate in daily lessons that have a culture of learning with high expectations, challenging content and increased student ownership.*
- *Focus will be on complex text, complex task, and complex talk.*
- *Integrated literacy will include student use of technology for communication, presentation, research, and appropriate tasks.*
- *Technology and supplemental resources to support action*

Specify additional targeted actions for EL students:

- *English Learners will be supported through integrated ELD instruction during core learning time.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					5,141
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)					500

1	1	Sup & Conc	Instruction	Materials & Supplies					14,257
1	1	Title 1 Basic	Parent Participation	Materials & Supplies					1,359
1	1	Sup & Conc	Instruction	Non Capitalized Equipment					10,369
								Total	\$31,626

Domain	<input 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	<p><i>Detail the action: Response to Reading Intervention for grades 1-6 (Reading by 3rd Grade/ELA Proficiency for Tier II and Tier III)</i></p> <p><i>A tiered level of support for reading will be provided for students in grades 1st – 6th. A team of two intervention teachers and four Teaching Fellows will provide small group reading instruction to students identified through initial assessments and progress monitoring. The emphasis will be on students who are reading below grade level in grades 1st and 2nd with the goal to get all students reading on grade level by 3rd grade although identified students in grades 3rd – 6th will also receive reading intervention.</i></p>		
	<p><i>SQII Element:</i></p> <p><i>#6590 – Number and percentage of 3rd graders who are ELA Grade Level On-Track/Ready as of the last grading period.</i></p>	<p><i>SQII Sub-element(s):</i></p> <p><i>#6033 – Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate.</i></p> <p><i># 6034 – 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.</i></p>	<p><i>Site Growth Target:</i></p> <p><i>50% on Indicator #6590</i></p>

	<p># 6035 – Number and percentage of 1st – 3rd grade students were reading on grade level at the end of last year and remain reading on grade level at the end of this year.</p> <p>#3985 – Number and percentage of 1st grader students who demonstrated growth on most recent BAS.</p> <p>#3714 – Number and percent of 2nd – 6th grade students who demonstrated on-track annual growth on most recent DRP.</p> <p>#6277 – Number and Percentage of students who have an ELA Common Formative Assessment score and more than 10% negatively disproportionate.</p>		
<p><input checked="" type="checkbox"/> New Action</p>	<p>Reasoning: <input checked="" type="checkbox"/></p>	<p><input type="checkbox"/> Data</p>	<p><input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>
<p><i>Write a SMART Goal to address each data point:</i></p>			
<p><i>By the last grading period of the 2016-2017 school year, 50% of 3rd grade students will be on Track/Ready in ELA. (#6590)</i></p>			
<p><i>By the last grading period of the 2016-2017 school year, no more than 50% of K-3rd grade students will not be reading at grade level and are more than 10% negatively disproportionate. (#6033)</i></p>			
<p><i>By the last grading period of the 2016-2017 school year, 30% 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. (#6034)</i></p>			
<p><i>By the last grading period of the 2016-2017 school year, 95% of 1st – 3rd grade students who were reading on grade level at the end of 15-16 school year will remain on grade level at the end of the 16-17 school year. (#6035)</i></p>			
<p><i>By the last grading period of the 2016-2017 school year, 100% of 1st grade students will demonstrate growth on the most recent BAS. (#3985)</i></p>			

<p><i>By the last grading period of the 2016-2017 school year, 70% of 2nd – 6th grade students will demonstrate growth on the most recent DRP. (#3714)</i></p> <p><i>By the last grading period of 2016-2017 school year, less than 20% of students will be negatively disproportionate. (#6277)</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>Initial Student Identification using DIEBELS or other appropriate assessment.</i> <i>Monthly Review of student progress. Admin and teaching fellows to have grade level PE time planned for (9/30, 10/28, 12/2, 1/20, 2/17, 3/17, 4/21, 5/19) in which CTs and Classroom teachers review student progress and adjust. Use of RGTB Targeted Intervention Business Process.</i> <i>Referral to Student Study Team based on RGTB Targeted Intervention Business Process.</i> <i>Report out to principal monthly during Easterby Cabinet Meetings (10/7, 11/4, 12/9, 1/27, 2/24, 3/24, 4/28, 5/26)</i> <i>Use of <u>Visible Learning</u> to guide effectiveness of actions</i> 	<p><i>Owner(s)</i></p> <p><i>Vice Principal TSA Report out to Principal monthly</i></p>	<p><i>Timeline</i></p> <p><i>Initial assessment August, 2016 Reevaluation monthly Report out to principal monthly during Easterby Cabinet Meetings (10/7, 11/4, 12/9, 1/27, 2/24, 3/24, 4/28, 5/26)</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Sharing of student intervention information with parents during parent conferences, SST meetings and other meetings called by teacher or parent.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i><u>Pyramid Response to Intervention</u> by Austin Buffum, Mike Mattos, and Chris Weber</i> <i>Training in selected research based materials. Training will be conducted by RSP Teacher. Provide for sub day for training (list date)</i> <i>Professional learning associated with Cycles of Continuous Improvement/Job Embedded Professional Learning (Plan, Do, Study, Act)</i> <i>Use of <u>Visible Learning</u> to guide effectiveness of actions</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <i>Identified students will participate in a deployment rotation in which they receive instruction that matches their assessed need in reading.</i> <i>Students will participate in a research based program, such as Reading Mastery.</i> <i>Services will be provided by two 3.5 hour Certificated Tutors and four teaching fellows. One CT will be assigned two teaching fellows to assist them with the students they are monitoring, creating a team. We will have two “teams” that will be deployed as listed below.</i> 		

- Identified 1st grade students will receive intervention from two “teams” for 45 minutes. Deployment model will be implemented
- Identified 2nd grade students will receive intervention from two “teams” for 45 minutes. Deployment model will be implemented.
- Identified 3rd grade students will received intervention from one team for 30 minutes. Deployment model will not be used.
- Identified 4th grade students will received intervention from one team for 30 minutes. Deployment model will not be used.
- Identified 5th grade students will received intervention from one team for 30 minutes. Deployment model will not be used.
- Identified 6th grade students will received intervention from one team for 30 minutes. Deployment model will not be used.
- Technology and supplemental resources to support action

Specify additional targeted actions for EL students:

- English Learners who are identified to participate in reading intervention will be receiving integrated ELD instruction during these lessons with the goal to be able to read, analyze, interpret a variety of literary and informational text types.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500		New Open Position	21,859
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500		New Open Position	21,859
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		New Open Position	16,395
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		New Open Position	16,395
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					4,997
2	1	Sup & Conc	Instruction	Materials & Supplies					5,000

2	1	Sup & Conc	Instruction	Sub-agreements for Services		Teaching Fellows	Contract submitted for 16-17	70,125
							Total	\$156,630

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 # 3	<p><i>Detail the action: Academic Intervention for TK/Kindergarten Students (Reading by 3rd Grade/ELA Proficiency for Tier II and Tier III)</i></p> <p><i>Kindergarten students will receive in-class small group and one-on-one support as needed by a Teaching Fellow to support increased student proficiency in reading, writing, and math.</i></p>		
	<p><i>SQII Element:</i></p> <p><i>#6033 – Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate</i></p>	<p><i>SQII Sub-element(s):</i></p> <p><i>#4017 – Number and percentage of students who demonstrate growth on the most recent KAIG ELA assessment</i></p> <p><i>#4023 – Number and percentage of students who demonstrate math growth on the most recent KAIG math assessment.</i></p>	<p><i>Site Growth Target:</i></p> <p><i>100% of Easterby Kindergarten students will show adequate growth on KAIG for ELA and Math after each grading period</i></p>
<input type="checkbox"/> New Action	<input checked="" 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:</i></p> <p><i>By the last grading period of the 2016-2017 school year, no more than 50% of K-3rd grad students will not be reading at grade level and are more than 10% negatively disproportionate. (#6033)</i></p>			

<p><i>After each grading period of the 2016-2017 school year, 100% of kindergarten students demonstrate growth on the most recent KAIG for ELA and for Math. (#4014 and #4023)</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>Release time for teacher to meet with teaching fellow after each grading period. Use of RGTB Targeted Intervention Business Process (9/1, 10/13, 1/12, 3/23). Vice principal will monitor then report out during Easterby Cabinet Meetings (9/9, 10/21, 1/13, 3/24)</i> <i>Referral to Student Study Team based on RGTB Targeted Intervention Business Process.</i> <i>Use of <u>Visible Learning</u> to guide effectiveness of actions</i> 	<p><i>Owner(s)</i></p> <p><i>Principal Vice Principal Classroom Teachers</i></p>	<p><i>Timeline</i></p> <p><i>Reevaluation quarterly Report out to principal monthly during Easterby Cabinet Meetings (9/9, 10/21, 1/13, 3/24)</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Sharing of student intervention information with parents during parent conferences, SST meetings and other meetings called by teacher or parent.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i><u>Pyramid Response to Intervention</u> by Austin Buffum, Mike Mattos, and Chris Weber</i> <i>Use of <u>Visible Learning</u> to guide effectiveness of actions</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <i>Identified students will receive additional support in class from teaching fellows in both ELA and Math. This support will be focused on CCSS and items identified by KAIG and BAS assessments.</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <i>English Learners who are identified to participate in reading intervention will be receiving integrated ELD instruction during these lessons with the goal to be able to read, analyze, interpret a variety of literary and informational text types.</i> 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					3,999
3	1	Sup & Conc	Instruction	Materials & Supplies					2,000
3	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Contract submitted for 16-17	17,131
								Total	\$23,130

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 # 4	Detail the action: <i>Math Instruction (Math Performance, Tier I)</i>		
	All students at Easterby will receive math instruction that incorporates the tenants from the Instructional Practice Guide for math. The tenants are culture of learning with high expectations, challenging content, student ownership, every student having instructional needs met in order to become proficient in each math standards, and ensuring that all students are improving every day.		
SQII Element: #5998 – Number and percentage of students who have a Math SBAC score and are more than 10% negatively disproportionate (currently 41.85%)	SQII Sub-element(s): #6281 – Number and percentage of students who demonstrate on-track growth on the most recent Math Common Formative Assessment <ul style="list-style-type: none"> Lowest performing subgroup on CORE Report Card – African American #6279 – Number and percentage of students who have a Math Common Formative Assessment Score and are	Site Growth Target: 20% or less of Easterby students who have a Math SBAC score will be more than 10% negatively disproportionate CORE SQII Report Card for	Vendor (contracted services) Listed below are for additional materials and supplies or professional learning materials: Office Depot GW School Supply Richo Western Blue ASCD CDW Government

	<p><i>more than 10% negatively disproportionate</i></p> <p><i>#6258 – Number and percentage of students who scored standard met or standard exceeded on Math Common Formative Assessment</i></p> <ul style="list-style-type: none"> <i>• Lowest performing subgroup on CORE Report Card – African American</i> <p><i>#3752 – Number and percentage of students mastering all of the Math sections on the most recent KAIG assessment</i></p> <p><i>#4023 – Number and percentage of kindergarten students who demonstrated math growth on the most recent KAIG math assessment</i></p>	<p><i>2016-2015 goal of 39% students meeting or exceeding standards for Math (growth of 15 percent from 2014-2015)</i></p>	
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Action On-going Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>On the 2016-2017 CORE SQII Report Card, 39% of Easterby students will be meeting or exceeding standards for English Language Arts.</i></p> <p><i>Math SBAC results for 2016-2017 school year will show 30% or less of students receiving a score in Math will be more than 10% negatively disproportionate. (#5998)</i></p> <p><i>By the last grading period of the 2016-2017 school year, 70% of students will demonstrated on-track growth on the most recent Math Common Formative Assessment. (#6281)</i></p> <p><i>By the last grading period of the 2016-2017 school year, 50% or less Easterby students who have a Math Common Formative Assessment score and are more than 10% negatively disproportionate. (6279)</i></p>			

By the last grading period of the 2016-2017 school year, 50% or more students will score standards met or standards exceeded on the Math Common Formative Assessment. (#6258)

By the last grading period of the 2016-2017 school year, 80% of kindergarten students will master all the math sections on the most recent KAIG assessment.

By the last grading period of the 2016-2017 school year, 100% of kindergarten students will demonstrate appropriate math growth on the most recent KAIG math assessment. (#4023)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- *Quarterly ILT Meetings in which each AC reports out common formative assessment results and next steps (10/19, 1/18, 3/29, 6/5)*
- *AC agenda notes store in Office 365*
- *Instructional Practice Guide: Math used during classroom walkthroughs. Data collected on Culture of Learning with High Expectations, Challenging Content and Student Ownership and reported out during Easterby Cabinet meetings.*
- *Easterby Cabinet will review all AC agenda notes every two weeks. Next steps based on AC agenda notes will be addressed during monthly professional learning sessions for Lead Teachers based in Learning by Doing.*
- *Use of Visible Learning to guide effectiveness of actions*

Owner(s)

*Principal
Lead Teachers
AC Teams*

Timeline

Quarterly review of common formative assessment data

Bi-weekly review of AC agendas

Monthly professional learning for Lead Teachers on becoming effective Accountable Communities

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Math achievement data shared during Parent/Teacher conferences*
- *Promote use of Edutext*
- *Weekly School Messenger message informing parents of academic focuses*

Describe related professional learning:

- *Monthly professional learning session for Lead Teachers based in Learning by Doing (9/7, 10/5, 11/2, 12/7, 1/11, 2/1, 3/1, 4/5, 5/3)*
- *ILT peer observations and debrief sessions (9/21, 11/9, 1/25)*
- *Math planning around Focus, Coherence and Rigor and peer observation for these tenants*
- *Professional learning associated with Cycles of Continuous Improvement/Job Embedded Professional Learning (Plan, Do, Study, Act)*
- *Use of Visible Learning to guide effectiveness of actions*

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

- *Students will participate daily in math lessons that meet the appropriate focus, coherence and rigor of the CCSS.*
- *All lessons will include a culture of learning with high expectations, challenging content, and student ownership of the mathematical practices.*
- *Technology and supplemental resources to support action*

Specify additional targeted actions for EL students:

- *During math lessons, English Learners will be supported through integrated ELD. Students will be developing their skills to interact in productive ways through collaborative, interpretive and productive use of English in conjunction with mathematical practices.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Materials & Supplies					3,000
Total									\$3,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" 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	<i>Detail the action: Attendance Intervention Tier I</i>		
	<i>Easterby staff will develop and implement targeted actions to ensure that students are at school, every day, on time, and ready to learn. There will be an emphasis on Kindergarten and 1st grade students and their families since we have seen that a low attendance rate directly influences their ability to be reading on grade-level by 3rd grade.</i>		
<i>SQII Element:</i> #5942 – Number and percentage of students who are chronically absent (attendance rate of 90% or less).	<i>SQII Sub-element(s):</i> #5942 for lowest performing subgroup – Number and percentage of African American students who are chronically absent. #6331 – Number and percentage of TK-6 th grade students who are chronically	<i>Site Growth Target:</i> Reduce chronic absentee rate from 14% to 11% by the end of the 2016-2017 school year	<i>Vendor (contracted services)</i> Listed below are for additional materials and supplies or professional learning materials: Office Depot GW School Supply Richo

	<i>absent and have documented evidence of appropriate attendance intervention</i>		
<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:</i></p> <p><i>By the end of the 2016-2017 school year, no more than 11% of Easterby students will be chronically absent (attendance rate of 90% or less). (#5942)</i></p> <p><i>By the end of the 2016-2017 school year, no more than 15% of Easterby African American students will be chronically absent (attendance rate of 90% or less).</i></p> <p><i>By the end of the 2016-2017 school year, 100% of students who are chronically absent will have documented evidence of appropriate attendance intervention.</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>• Attendance Clerk will report out every two weeks during Easterby Cabinet meeting number and names of students who have between 90% and 95% attendance rate. She will also report out AI meetings held during the two week period.</i> 		<p><i>Owner(s)</i></p> <p><i>Principal</i> <i>Attendance Clerk</i> <i>Home-School Liaison</i></p>	<p><i>Timeline</i></p> <p><i>Report out every two weeks during Easterby Cabinet meeting</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>• Outreach to TK, Kindergarten and 1st grade parents regarding importance of attendance</i> <i>• Parent workshops focused on the importance of attendance</i> <i>• Promote use of Edutext</i> <i>• Weekly School Messenger message informing parents of attendance efforts</i> <i>• All actions above supported with funds for refreshments, graphics, babysitting, and materials/supplies</i> 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i>• Relationship building focus for HSL and Office Staff</i> <i>• Development of techniques by all staff (teachers, admin, classified) to promote an engaging school environment</i> 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

- Engaging lessons, activities, and other school programs will encourage students to understand the importance of being in school, on time every day.
- Technology and supplemental resources to support action

Specify additional targeted actions for EL students:

- Translating services provided to parents of English Learners in order for them to engage in school activities and understand the importance of daily attendance.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" 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 # 6	Detail the action: Attendance Intervention Tier II and Tier III		
	Easterby staff will identify students who are at risk of attending school at a rate 90% or less. We will then develop and implement targeted actions specifically to designed to ensure students do not drop below a 90% attendance rate.		
SQII Element: #5942 – Number and percentage of students who are chronically absent (attendance rate of 90% or less).	SQII Sub-element(s): #5942 for lowest performing subgroup – Number and percentage of African American students who are chronically absent. #6331 – Number and percentage of TK-6 th grade students who are chronically absent and have documented evidence of appropriate attendance intervention	Site Growth Target: Reduce chronic absentee rate from 14% to 11% by the end of the 2016-2017 school year	Vendor (contracted services) Listed below are for additional materials and supplies or professional learning materials: Office Depot GW School Supply Richo
<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 2016-2017 school year, no more than 11% of Easterby students will be chronically absent (attendance rate of 90% or less). (#5942)			

By the end of the 2016-2017 school year, no more than 15% of Easterby African American students will be chronically absent (attendance rate of 90% or less).

By the end of the 2016-2017 school year, 100% of students who are chronically absent will have documented evidence of appropriate attendance intervention.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- *CWAS will report out every two weeks during Easterby Cabinet meeting number and names of students who have below 90% attendance rate. CWAS will also report out status of all students falling in this category and interventions recorded for each student.*
- *CWAS will report on SARB process every two weeks for eligible students*
- *All attendance contact for students in the red or purple EHS categories will be inputted into ATLAS.*

Owner(s)

*Principal
Home-School
Liaison
CWAS*

Timeline

Report out every two weeks at Easterby Cabinet meeting

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Home-School Liaison will have bi-weekly contact with families of students who fall in the red or purple categories for attendance.*
- *CWAS will make home visits to homes of students who fall in the red or purple category after every two documented absences.*

Describe related professional learning:

- *Development of appropriate techniques for CWAS and office staff to encourage increased attendance.*

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

- *Engaging lessons, activities, and other school programs will encourage students to understand the importance of being in school, on time every day.*

Specify additional targeted actions for EL students:

- *Translating services provided to parents of English Learners in order for them to engage in school activities and understand the importance of daily attendance.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		Open Position	3,602
6	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		Open Position	7,201
Total									\$10,803

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" 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 # 7	<p><i>Detail the action: Restorative Practice - Social/Emotional Response Tier I</i></p> <p><i>Easterby students and staff will incorporate restorative practices in their daily interactions and responses to misbehavior. All classrooms will Incorporate CHAMPs and other recommendations made by the Easterby Culture and Climate team.</i></p>		
<p><i>SQII Element:</i></p> <p>#6109 – Number and percentage of students who have been suspended and/or expelled</p>	<p><i>SQII Sub-element(s):</i></p> <p>#3684 – Number and percentage of TK-6th grade students who have at least one suspension incident in the previous semester and have not had a suspension incident in the current semester.</p>	<p><i>Site Growth Target:</i></p> <p>Reduce Suspension rate by 1.5% from 3%</p>	<p><i>Vendor (contracted services)</i></p> <p>Listed below are for additional materials and supplies or professional learning materials:</p> <p>Office Depot GW School Supply Richo</p>
<input type="checkbox"/> New Action	<input checked="" 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:</i></p> <p>By the end of the 2016-2017 school year, no more than 1.5% of Easterby students will have one or more suspensions or have been expelled. (#6109)</p>			

<p><i>By the end of the 2016-2017 school year, 75% or more students who had a suspension in the first semester will not have another suspension during the second semester. (#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> <ul style="list-style-type: none"> <i>Vice Principal and Restorative Practice Counselor report out every two weeks during Easterby Cabinet meeting on number of office referrals along with any trends and patterns they have identified.</i> <i>Vice Principal and Restorative Practice Counselor report out notes from School Culture and Climate Team meetings each month (9/9, 10/7, 11/4, 12/9, 2/10, 3/10, 4/7, 5/12)</i> 	<p><i>Owner(s)</i></p> <p><i>Vice Principal Restorative Practice Counselor Culture and Climate Team</i></p>	<p><i>Timeline</i></p> <p><i>Report out every two weeks at Easterby Cabinet meeting</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Parent-Teacher-Admin conferences recorded into ATLAS after every suspension or appropriate behavior entry.</i> <i>Parent workshop on Restorative Practice</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i>All teaches continue to receive professional learning in Restorative Practices</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <i>Students will receive services from Restorative Practice counselor or other school personnel trained in Restorative Practice techniques. These services will include Restorative Practice circles along with other techniques.</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <i>none</i> 		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" 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 # 8	<p><i>Detail the action: Social/Emotional Tier II and Tier III</i></p> <p><i>Easterby students who fall in Tier II or Tier II levels of support for Social/Emotional needs will receive appropriate support, such as counseling or parent/teacher/admin conferences, in order to help them be more successful behaviorally in school.</i></p>		
	<p><i>SQII Element:</i></p> <p><i>#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 admin entry or SESS contact (such as Behavior Support Plan, Parent/Teacher/Admin Conference, Referral to Problem Solving Team, Referral to Student Success Team, or ATLAS Portfolio Social Emotional Counseling entry)</i></p>	<p><i>SQII Sub-element(s):</i></p> <p><i>#6109 – Number and percentage of students who have been suspended and/or expelled</i></p>	<p><i>Site Growth Target:</i></p> <p><i>No more than 1.5% of Easterby students will have one or more suspensions or have been expelled. (#6109)</i></p>
<input type="checkbox"/> New Action <input checked="" 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:</i></p> <p><i>Ongoing throughout the 2016-2017 school year, 100% of students who have had at least 1 suspension incident will have had an appropriate ATLAS portfolio admin entry or SESS contact.</i></p> <p><i>By the end of the 2016-2017 school year, no more than 1.5% of Easterby students will have one or more suspensions or have been expelled. (#6109)</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>Vice Principal</i></p>	<p><i>Timeline</i></p>

<ul style="list-style-type: none"> Vice Principal and Restorative Practice Counselor report out every two weeks during Easterby Cabinet meeting on all suspensions/expulsions from the previous 2 week and ATLAS portfolio admin entries made for each. 	Restorative Practice Counselor	On-going, reported out every two weeks at Easterby Cabinet meeting
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> Parent-Teacher-Admin conferences recorded into ATLAS after every suspension or appropriate behavior entry. ICET meetings when appropriate 		
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> All teaches continue to receive professional learning in Restorative Practices 		
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> CYS counseling services to identified students Restorative Practice techniques used as appropriate 		
<p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> none 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	Submitted Contract for 16-17	37,120
8	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee for Counseling Services	743
								Total	\$37,863

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 # 9			
<i>Detail the action: Student Engagement</i>			
<i>Easterby staff will implement structures and create conditions in which students will have multiple opportunities to engage in extra-curricular activities, athletics, and the arts in order to foster student engagement at school.</i>			
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<i>#2080 – Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)</i>		<i>80% of Easterby students will be engaged in any Goal 2 Activity</i>	<i>Comprehensive Youth Services (18 hours a week) Teaching Fellows (2 hour contract for two fellows) Listed below are for additional materials and supplies or professional learning materials: Office Depot GW School Supply Richo 1st String US Sports</i>
<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>
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, 80% of Easterby students will be engaged in any Goal 2 Activity, as recorded on ATLAS. (#2080)</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>
<ul style="list-style-type: none"> <i>Vice principal to report out every two weeks at Easterby Cabinet meeting all student engagement activities for past week and entries onto ALAS that correspond.</i> 		<i>Vice Principal Easterby Olympic Committee</i>	<i>Ongoing Reported out every two weeks during Easterby Cabinet meeting</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> <i>Parent outreach regarding importance of involvement in school activities.</i> 			

<ul style="list-style-type: none"> • Parent partnership through Easterby Parent Club in support of Goal 2 activities
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> • none
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • CYS counseling services to identified students • Easterby Olympics. One “country class” a quarter. All students participate in Easterby Olympics in June, 2017. • All Easterby students will participate in one study trip • Easterby intermural program. Two Teaching Fellows will run intermural sports for students during lunch for students in 1st – 6th grades. • Additional time after school for band students with music teacher (extra pay contract for music tutoring) • Any additional materials and supplies to support Goal 2 activities <p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> • Translating services provided for parents of English Learners in order to promote participation in Goal 2 activities.

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 # 10	Detail the action: English Language Development Tier I/On-Track English Learners		
	Easterby students who are identified as English Language Learners will be provided integrated and designated English Language Development instruction. An Easterby English Learner Team will be developed to plan for teacher professional development, monitor program effectiveness, and make recommendations for next steps with English Language Development instruction.		
<p><i>SQII Element:</i></p> <p># 2516 – Number and percentage of English Learners who redesignate in the current year. (CORE SQII Report Card for 2014-2015 – English Learner Redesignation – 59%)</p>	<p><i>SQII Sub-element(s):</i></p> <p># 6318 – Number and percentage of English Learner students who are Grade Level On-Track/Ready</p>	<p><i>Site Growth Target:</i></p> <p>CORE SQII Report Card for 2014-2015 – English Learner</p>	<p><i>Vendor (contracted services)</i></p> <p>Listed below are for additional materials and supplies or professional learning materials: Office Depot</p>

		<p><i>Redesignation – 59%</i></p> <p><i>Growth of 4 percentage points to 63% on CORE SQII Report Card for 2016-2017 for English Learner Re-designation</i></p>	<p><i>GW School Supply</i> <i>Richo</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><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>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of the 2016-2017 school year, 63% of Easterby English Learners will be re-designated. (#2516)</i></p> <p><i>By the last grading period of the 2016-2017 school year, 25% of English Learner students will be considered Grade Level On-Track/Ready. (#6318)</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>• Quarterly AC chats regarding progress monitoring of EL students during established PL time. (calendar to be determined later – August, October, January, April)</i> <i>• Admin or TSA will collect data and report out quarterly to principal during Easterby Cabinet Meetings (9/9-baseline data, 10/21-1st quarter, 1/27-2nd quarter, 4/7-3rd quarter)</i> <i>• Establish Easterby English Learner Team. Team will consist of 3 classroom teachers and Vice Principal.</i> <i>• ELD instruction and its integrated and designated forms will be monitored quarterly by the Easterby English Learner Team. Monitoring will include but is not limited to: classroom walks, review of data, and review lesson plans.</i> <i>• Easterby English Learner Team will report out quarter to principal (through Vice Principal) quarterly during Easterby Cabinet Meetings (9/23, 11/18, 2/10, 5/12)</i> 		<p><i>Owner(s)</i></p> <p><i>Principal</i> <i>Vice Principal</i> <i>Easterby English Learner Team</i> <i>AC Teams</i></p>	<p><i>Timeline</i></p> <p><i>Report out quarterly at Easterby Cabinet Meeting</i></p>

<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Notification to parents ELD options upon enrollment.</i> • <i>ELAC meets quarterly and receives report based on Easterby Cabinet Meeting along with other pertinent data and information regarding English Learners at Easterby.</i> • <i>Yearly notification of CELDT results</i> • <i>Appropriate parent notification of redesignation status</i> 									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Professional Learning to all teachers in the ELD Standards and how to use the standards to design instruction in all content areas (integrated ELD)</i> • <i>Professional Learning to all teachers in the ELD Standards and how to design instruction for designated ELD</i> 									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Identified students will participate daily in lessons in which English Language Development is integrated within the instruction.</i> • <i>Identified students will receive appropriate designated English Language Development instruction as deemed appropriate by assessments and student information.</i> • <i>Technology and supplemental resources to support action</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>See above</i> 									

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	3	EL	Instruction	Teacher-Substitute Salaries					5,713
10	3	EL	Parent Participation	Classified Support-Supplemental					5,284
10	3	EL	Parent Participation	Other Classified-Supplemental					2,995

10	3	EL	Instruction	Materials & Supplies					10,000
10	3	EL	Parent Participation	Materials & Supplies					2,500
								Total	\$26,492

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 11	<i>Detail the action: English Language Development Tier II and Tier III/Long Term English Learners</i>					
	<i>Easterby students who are identified as Long Term English Language Learners (enrolled in school for five or more years) will be provided integrated and designated English Language Development instruction with an emphasis on identified areas of growth needed to become English proficient. An Easterby English Learner Team will be developed to plan for teacher professional development, monitor program effectiveness, and make recommendations for next steps with English Language Development instruction.</i>					
<i>SQII Element:</i>	<i>#4774 – Number and percentage of Long Term English Learner students redesignated</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
			<i># 2516 – Number and percentage of English Learners who redesignate in the current year. (CORE SQII Report Card for 2014-2015 – English Learner Redesignation – 59%)</i> <i>#5968 – Number and percentage of English Learner 1st – 6th grade students identified as meeting borderline criteria for redesignation at the end of Spring semester and are redesignated within 365 days</i>		<i>#4774 – 60% by EOY for 2016-2017</i> <i>(EOY 14-15 – 40.91%.</i> <i>Winter 15-16 - 31.58%)</i>	<i>Listed below are for additional materials and supplies or professional learning materials:</i> <i>Office Depot</i> <i>GW School Supply</i> <i>Richo</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>						
<i>Write a SMART Goal to address each data point:</i>						

By the end of the 2016-2017 school year, 60% of Long Term English Learner students will be redesignated.

By the end of the 2016-2017 school year, 63% of Easterby English Learners will be redesignated. (#2516)

70% of students meeting borderline criteria for redesignation at the end of Spring semester will be redesignated within 365 days. (Spring 2016 to Spring 2017). (#5968)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- *Quarterly AC chats regarding progress monitoring of EL students during established PL time. (calendar to be determined later – August, October, January, April)*
- *Admin or TSA will collect data and report out quarterly to principal during Easterby Cabinet Meetings (9/9-baseline data, 10/21-1st quarter, 1/27-2nd quarter, 4/7-3rd quarter)*
- *Establish Easterby English Learner Team. Team will consist of 3 classroom teachers and Vice Principal.*
- *ELD instruction and its integrated and designated forms will be monitored quarterly by the Easterby English Learner Team. Monitoring will include but is not limited to: classroom walks, review of data, and review lesson plans.*
- *Easterby English Learner Team will report out quarter to principal (through Vice Principal) quarterly during Easterby Cabinet Meetings (9/23, 11/18, 2/10, 5/12)*

Owner(s)

*Principal
Vice Principal
Easterby English Learner Team
AC Teams*

Timeline

Report out quarterly at Easterby Cabinet Meeting

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Notification to parents ELD options upon enrollment.*
- *ELAC meets quarterly and receives report based on Easterby Cabinet Meeting along with other pertinent data and information regarding English Learners at Easterby.*
- *Yearly notification of CELDT results*
- *Appropriate parent notification of redesignation status*

Describe related professional learning:

- *Professional Learning to all teachers in the ELD Standards/Framework and how to use the standards to design instruction in all content areas (integrated ELD)*
- *Professional Learning to all teachers in the ELD Standards/Framework and how to design instruction for designated ELD*

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

- *Identified students will participate daily in lessons in which English Language Development is integrated within the instruction.*
- *Identified students will receive appropriate designated English Language Development instruction as deemed appropriate by assessments and student information.*
- *Technology and supplemental resources to support action*

Specify additional targeted actions for EL students:

- *See above*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	3	EL	Instruction	Teacher-Supplemental Salaries					3,952
11	3	EL	Instruction	Materials & Supplies				Incentives for ELLs	6,694
11	3	EL	Parent Participation	Materials & Supplies					2,500
								Total	\$13,146

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$55,610 *
7090	LCFF Supplemental & Concentration	\$167,451
7091	LCFF for English Learners	\$79,629
TOTAL 2016/17 ON-SITE ALLOCATION		\$302,690

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,210
Remaining Title I funds are at the discretion of the School Site Council	\$54,400
Total Title I Allocation	\$55,610

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 0135 Easterby Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Parent Participation	Mat & Supp				1,359.00
1	1	Sup & Conc	Instruction	Teacher-Subs				5,141.00
1	1	Sup & Conc	Instruction	Mat & Supp				14,257.00
1	1	Sup & Conc	Instruction	Nc-Equipment				10,369.00
1	1	Sup & Conc	Instruction	Direct-Graph				500.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250	New Open Position	21,859.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250	New Open Position	21,859.00
2	1	Sup & Conc	Instruction	Teacher-Supp				4,997.00
2	1	Sup & Conc	Instruction	Mat & Supp			:	5,000.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Contract submitted for 16-17	70,125.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.188	New Open Position	16,395.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.188	New Open Position	16,395.00
3	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Contract submitted for 16-17	17,131.00
3	1	Sup & Conc	Instruction	Teacher-Subs				3,999.00
3	1	Sup & Conc	Instruction	Mat & Supp			:	2,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			:	3,000.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	Open Position	3,602.00
6	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	Open Position	7,201.00
8	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : Submitted Contract for 16-17	37,120.00
8	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation Fee for Counseling Services	743.00
10	3	EL	Instruction	Teacher-Subs				5,713.00
10	3	EL	Instruction	Mat & Supp				10,000.00
10	3	EL	Parent Participation	Cls Sup-Sup				5,284.00
10	3	EL	Parent Participation	Oth Cls-Supp				2,995.00
10	3	EL	Parent Participation	Mat & Supp				2,500.00
11	3	EL	Instruction	Teacher-Supp				3,952.00
11	3	EL	Instruction	Mat & Supp			: Incentives for ELLs	6,694.00
11	3	EL	Parent Participation	Mat & Supp			:	2,500.00

\$302,690.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,610.00
Sup & Conc	7090	\$167,451.00
EL	7091	\$79,629.00
Grand Total		\$302,690.00

Domain Totals	Budget Totals
Academic	\$214,386.00
Culture & Climate	\$39,638.00
Social/Emotional	\$48,666.00
Grand Total	\$302,690.00

E.1. Assurances

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Pamela Taylor	X				
2. Chairperson – Virginia Baker		X			
3. Vice Chairperson – Teresa Cavazos				X	
4. Secretary – Dorothy Kuehter			X		
5. Lisa Pierson				X	
6. Rosie Excinia				X	
7. Antionette Marquez				X	
8. Ella Gearhart				X	
9. Jennifer Bramwell		X			
10. Ana Hernandez		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>Easterby</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	Pamela Taylor	<i>Pam Taylor</i>	4/1/16
SSC Chairperson	VIRGINIA BAKER	<i>Virginia Baker</i>	4/1/16

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