


**Ericson Elementary School**

10621666006217

Principal's Name: Karen Walker

Principal's Signature: 

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 :

[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	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	58/66	40.29 %
<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	53/65	44.68 %
<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	52/67	11.6 %
<input checked="" 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	52/67	88.4 %
<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	48/67	17.07 %
<input checked="" 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	48/67	81.95 %
<input checked="" 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	39/66	12.24 %

## 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	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in	45/68	27.54 %

Redesignation Rate

the current year

### 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	<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	45/68	37.67 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" 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)	56/68	19.24 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	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	52/68	93.35 %
<input checked="" 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	51/68	17.86 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	46/68	4.78 %

### 5 Climate Culture

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	43/67	1.98 %

<input 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	43/67	32.02 %
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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><b>Action # 1</b></p>	<p><i>Detail the action:</i>                      The school will implement a K-6 comprehensive reading program and intervention opportunities, with an emphasis on Early Literacy in grades K-3.                      The school will implement school-wide reading strategies and interventions to reach our goal of all students reading by 3<sup>rd</sup> grade. The school will address teaching deficiencies and pedagogical practices in instructional delivery for students struggling with reading comprehension proficiency:</p> <ol style="list-style-type: none"> <li>1. Engage students in Complex Text, Complex Talk and Complex Task to address reading, listening, speaking, and writing standards                             <ol style="list-style-type: none"> <li>a. School Wide Reading Strategies in grades K-6: Close Reading Strategies, Text Annotation, Student Discourse, Integration of Knowledge Questioning Focused on RI &amp; RL Standards, and Productive Struggle</li> </ol> </li> <li>2. Engage students in Common Core grade level standards                             <ol style="list-style-type: none"> <li>a. Deconstructed Standards</li> </ol> </li> <li>3. Engage students in higher levels of thinking reaching levels 2, 3, and 4 using Webb’s Depth of Knowledge (DOK)</li> <li>4. Engage students in assessments that are standards-based and SBAC aligned                             <ol style="list-style-type: none"> <li>a. Illuminate</li> </ol> </li> </ol>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> <li>▪ Reading by 3<sup>rd</sup> Grade</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> <li>▪ Disproportionality (6062)</li> <li>▪ Grade Level Readiness Retention (6035)</li> <li>▪ Borderline Eligibility Pool (6034)</li> </ul>	<p><i>Site Growth Target:</i></p> <p>2014-2015 Results:                      Reading by 3<sup>rd</sup> Grade</p> <ul style="list-style-type: none"> <li>▪ 40.29% of K-3 students not on grade level/one grade level below</li> </ul>	<p><i>Vendor (contracted services)</i></p> <p>Certificated Tutors                      Teaching Fellows                      Materials/Supplies                      Technology                      Equipment</p>

<ul style="list-style-type: none"> <li>▪ SBAC-ELA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standard Not/Nearly Met (6142)</li> <li>▪ Standard Met/Exceeded (5926)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 44.68% 1<sup>st</sup> -3<sup>rd</sup> students reading on grade level at the of last year and remain reading on grade level at the end of this year</li> <li>▪ 12.24% of 1<sup>st</sup> -3<sup>rd</sup> students not reading on grade level at the end of last year and became on grade level in reading within this academic year</li> </ul> <p>2016-2017 Targets Reading by 3<sup>rd</sup> Grade:</p> <ul style="list-style-type: none"> <li>▪ 30.29% of K-3 students not on grade level/one grade level below</li> <li>▪ 54.68% 1<sup>st</sup> -3<sup>rd</sup> students reading on grade level at the of last year and remain reading on grade level at the end of this year</li> <li>▪ 2.24% of 1<sup>st</sup> -3<sup>rd</sup> students not reading on grade level at the end of last year and became on grade level</li> </ul>	<p>Maintenance/Graphics</p>
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		<p>in reading within this academic year</p> <p>2014-15 Results: SBAC-ELA</p> <ul style="list-style-type: none"> <li>▪ 17.07% Met/Exceeded</li> <li>▪ 81.95% Standards Not Met/Nearly Met</li> </ul> <p>2016-2017 Targets: SBAC-ELA:</p> <ul style="list-style-type: none"> <li>▪ 27.07% Met/Exceeded</li> <li>▪ 71.95% Standards Not Met/Nearly Met</li> <li>▪</li> </ul>	
<p><input type="checkbox"/> <i>New Action</i>   <input type="checkbox"/> <i>On-going</i>   Reasoning:   <input type="checkbox"/> <i>Data</i>   <input type="checkbox"/> <i>Research-based</i>   <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p>Write a SMART Goal to address each data point:   X</p> <p>By the end of the 2016-2017 school year, to address reading comprehension, students will show a decrease in “students not on grade level and/or one grade level below” from 81.95% to 71.95% and an increase in “Met/Exceeded” from 17.07% to 27.07% according to SBAC-ELA.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all <del>interim</del> interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. ATLAS and SQII Data Dashboard             <ol style="list-style-type: none"> <li>a. KAIG</li> <li>b. BAS</li> <li>c. DRP</li> </ol> </li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Classroom Teachers Vice Principal/Principal</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Quarterly</li> </ol>	



<ul style="list-style-type: none"> <li>d. Interim</li> <li>e. Fry Words</li> <li>f. Fluency</li> <li>g. D's &amp; F's</li> </ul> <ol style="list-style-type: none"> <li>2. Fry Words             <ul style="list-style-type: none"> <li>Kindergarten –100 Words</li> <li>First Grade –200 Words</li> <li>Second Grade-300 Words</li> <li>Third Grade-400 Words</li> </ul> </li> <li>3. Kindergarten teachers monitor expected levels of reading proficiency using BAS benchmarks at the end of each quarter:             <ul style="list-style-type: none"> <li>Quarter 2: BAS level – A/B</li> <li>Quarter 3: BAS level – B/C</li> <li>Quarter 4: BAS level – C/D</li> </ul> </li> <li>4. First Grade teachers monitor expected levels of reading proficiency using BAS with benchmarks at the end of each quarter:             <ul style="list-style-type: none"> <li>Quarter 1: BAS level – E/F</li> <li>Quarter 2: BAS level – G</li> <li>Quarter 3: BAS level – H/I</li> <li>Quarter 4: BAS level – J</li> </ul> </li> <li>5. Admin will meet with Lead Teachers monthly to monitor student learning:             <ul style="list-style-type: none"> <li>a. Review school wide and grade level data</li> <li>b. Analyze grade level common formative assessments monthly                 <ul style="list-style-type: none"> <li>➤ Align to BAS, DRP, Interim, and SBAC</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2. K-3 Teachers CT's</li> <li>3. Kindergarten Teachers CT's</li> <li>4. First Grade Teachers CT's</li> <li>5. Vice Principal/Principal Lead Teachers</li> </ol>	<ol style="list-style-type: none"> <li>2. Quarterly</li> <li>3. Quarterly</li> <li>4. Quarterly</li> <li>5. Monthly</li> </ol>
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<ul style="list-style-type: none"> <li>➤ Grade level teams will store common formative/summative assessments in AC binders</li> <li>c. Determine Professional Learning</li> </ul> <p>6. Lead Teachers will lead their AC teams in the Common Formative Assessment Cycle:</p> <ul style="list-style-type: none"> <li>a. Analyze Data - Grade Level Data Profile (Interim, DRP, BAS, KAIG, SBAC)</li> <li>b. Target Standards and Instruction</li> <li>c. Create and administer Common Formative Assessments- Illuminate</li> <li>d. Analyze Results (Illuminate)</li> <li>e. Respond to Results by Reteaching or Enrichment</li> <li>f. AC Teams will store all Common Formative/Summative Assessments in a grade level AC binder</li> </ul> <p>7. Classroom Walkthroughs: Foundational Skills, Complex Text, Task, and Talk, Close Reading Strategies, Implementation of ELA &amp; ELD standards, Small Group Instruction, and Best Practices</p>	<p>6. Lead Teachers</p> <p>7. Vice Principal/Principal</p>	<p>6. Monthly</p> <p>7. On-going</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> <li>1. During Parent-Teacher Conferences every teacher will review with parents each child’s academic performance, attendance, behavior, incentives, opportunities for parent participation, reading levels, and given a copy of grade appropriate State Standards Curriculum Roadmaps, Parent Portal, and EDUTEXT information</li> <li>2. Quarterly progress reports will be provided to parents specific to student achievement (Grades 2-6)</li> <li>3. TSA, CT’s and Teaching Fellows will provide quarterly parent workshops intended to help parents support student reading at home with academic manipulatives, activities, and reading materials. Materials will be purchased as funding allows</li> </ol>		

4. TK/Kindergarten Orientation will be held the Friday before school begins. The meeting will provide information to parents concerning the academic expectations, classroom rules, intervention opportunities, and fieldtrips. A Kindergarten tool kit will be provided to parents with curriculum resources to support learning KAIG skills, math, and reading as funds are available.
5. Book Fair is scheduled in the spring. Parents and students are able to purchase engaging reading materials and other educational items
6. A 0.75 FTE HSL will provide parents and community communication around student progress and various community-building activities including Read Across America
7. Goal setting will be held with students and communicated to parents around the following assessments: KAIG, BAS, Fry Words, DRP, Interim, SBAC, and EL Assessments
8. Teachers will provide work packets for students before Winter Break and Spring break to encourage practice of reading comprehension skills at home
9. Take home reading materials (tool kits), manipulatives and other educational resources for parents to support student learning in grades TK-6 will be purchased as funds allow

*Describe related professional learning:*

1. Designated School Planning: Analyze Student Data: (SBAC, Interim, KAIG, Fry Words, DRP, BAS, EL Assessments, D's & F's, Attendance), Create Common Formative Assessments, Create SMART Goals
2. TSA and Lead Teachers will provide support to new teachers on their teams:
  - a. Developing lessons
  - b. Effective Instructional Strategies
  - c. Embedding foundational skills
3. Professional Learning:

- a. Close Reading Strategies of Complex Text, Task, and Talk - Focus: RI & RL
  - b. Common Formative Assessments/Analysis-Illuminate
  - c. ELA/ELD standards integrating reading, writing, listening and speaking during small group instruction using DoK levels 1-4
  - d. Differentiation based on need
  - e. Pedagogical strategies
  - f. Book study opportunities: Learning by Doing, Skillful Teacher, Making Thinking Visible, and other books and resources. Books and other resources will be purchased as funds allow
4. Four CCSS Commitments:
- a. Plan utilizing grade level Scope & Sequence,
  - b. Integrate reading, writing, speaking and listening;
  - c. Include Depth of Knowledge (DOK) levels 2 and 3
  - d. Engage students in assessments that are standards-based and SBAC aligned
5. Kindergarten and First grade students reading below grade level will receive additional support in ELA skills and reading standards according to KSEP, KAIG, and BAS, Interim benchmarks, formative assessments, and teacher judgment
6. Accountable Communities:
- a. Calendar assessments and create technology plan
  - b. Analyze student work for growth and gaps in learning and instruction
  - c. Create/Analyze common formative assessments using Illuminate targeting Key Ideas & Details, Craft & Structure, Integration of Ideas and Detail, unmastered standards according to Interim, SBAC, and DRP
  - d. Plan Close Reading using IPC strategies with Complex Text
  - e. Create targets for each KAIG, BAS, DRP, Interim, SBAC, and IEP goals
  - f. Create SMART goals around key standards/skills
7. Teachers will implement “*Seven Principals of Good Feedback Practice*”  
Step 1: Clarify What Good Performance Is

- Step 2: Students Self-Assess
- Step 3: Teachers Deliver High Quality Information Regarding Student Learning
- Step 4: Teacher/Peer & Peer/Peer Dialogue
- Step 5: Positive Motivational Belief and Self-Esteem
- Step 6: Opportunity to Close Learning Gap
- Step 7: Above Process Provides Reteaching

8. Cycle of Continuous Learning - Instructional Talks:

- a. On-going discussions
- b. Determine Problem of Practice
- c. Instructional strategies, test results, gaps, and trends
- d. Differentiated instruction
- e. Create targets for BAS, DRP, Interim, and SBAC
- f. Formative Assessments
- g. Subs will be provided to teachers for Instructional Talks, ELA training, and Peer Observations as funds allow

9. Subs will be made available to teachers for Data Chats, Instructional Talks, training, and Peer Observations as funds allow

10. Teacher representatives from grades 2-6 will meet monthly with the REA team to create Math and ELA Illuminate assessments and quantify item analysis

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

1. Teachers in grades K-6 will implement a Core Reading Block:

- a. Aligned to State standards
- b. Kindergarten: 60 minutes daily
- c. Grades 1-6: 120 minutes daily
- d. Text-Based Comprehension Strategies: Teacher modeling with text, Text Deconstruction, Close Reading, Complex Text, Task, Talk, and Group Work

- e. Small group instruction daily during UA
  - Targeting EL students
  - Teacher-directed skill-focused lessons provided to differentiated and flexible groups.
  - Grouping is based on assessment data findings and teacher judgement
  - Students not working with the teacher in small groups participate in independent activities that support or extend reading instruction
2. Teachers in grades K-6 will implement IPC - An additional Reading Block specifically focused on RI & RL standards embedded in Complex Text, Complex Talk, and Complex Task (TDQ's, and writing prompts). An Illuminate assessment question aligned to the objective standard will be presented to students along with a TDQ/prompt.
  - a. Kindergarten: 20-30 minutes daily
  - b. Grades 1-6: 45 minutes daily
3. Technology Standards will be taught weekly using ASUS tablets:
  - a. Kindergarten: Turn on computer and login, use mouse, open documents, keyboard, use *Word* to write
  - b. First Grade: Save documents, Use online tools, Copy and paste text
  - c. Tablets, laptops, Technology will be purchased as funds allow
4. Technology upgrades, repair, and maintenance, printers, copiers, student tablets, laptops, document cameras, projectors, smartboards, and other technology equipment, on-line and print subscriptions, research software, hardware, and ELA & Math software will be purchased as funds allow<sup>1</sup>
5. Intervention/Deployment Protocol in grades K & 1 will be utilized:
  - a. Teachers will utilize BPST and/or KAIG, and KSEP to assess students
  - b. Fill out *Criteria for Recommendation*
  - c. Teachers collaborate with CT team to create Intervention groups and set Intervention objectives
  - d. TSA and CT team will meet the last Friday of each month to discuss student progress and articulate learning to classroom teachers
  - e. Students will exit Intervention upon meeting goals and teacher judgement

6. Three Certificated Tutors, TSA, and three Teaching Fellows will collaborate to provide reading support to students:
  - a. Reading Lab (grades K-1)
    - Phonological awareness, phonics, fluency, decoding, vocabulary and comprehension, and fry words
  - b. Afterschool Intervention
    - Foundational Skills and Reading comprehension standards will be targeted
  - c. Standard-aligned curriculum material, informational text, and other supplemental materials will be used and purchased as funds allow
7. Supplies and materials including class sets of literature books, notebooks, journals, paper, pencil, pens, markers, crayons, whiteboards, and other associated items to support reading instruction needed throughout the year will be provided as funds allow
8. Non-Identified students will participate in reading groups with RSP and/or SDC Aides or Teachers as space is available
9. Extra Pay/Supplemental contracts may be available to staff for the following: data collection, intervention, administering a variety of tests including: KAIG, KSEP, KAIG, EL assessments, DRP, Interim, SBAC, Illuminate, CELDT and other assessments.
10. Extra Pay/Supplemental contracts will be provided for test coordination, technology support, and troubleshooting
11. Goal Setting:
  - a. Prior to the EL assessments, BAS, KAIG, DRP, Interim, and SBAC testing
  - b. Discuss with students their current status and areas of needed growth in Reading and set goals
12. An additional Teaching Fellow will assist the classroom teacher in providing technology-integrated intervention to support reading and math instruction
13. CT's will be provided with supplemental contracts to administer assessments including BPST, BAS, KAIG, EL Assessments and other students assessments as funds allow

*Specify additional targeted actions for EL students:*

1. Teachers will provide small group instruction for EL's as well as EO's who require frontloading of the text
2. Utilize Redesignation Goal Setting report: EL status and set goals in areas of needed growth
3. Certificated Tutors, TSA, and teaching fellows will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening during ELD Camp

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125		2016/17 \$35,000 (1) Certificated Tutor	27,325
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125		2016/17 Budget: CT's	26,809
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125		2016/17 Budget: CT's	23,526
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250		2016/17 \$35,000 (1) Certificated Tutor	10,929
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250		2016/17 Budget: CT's	10,724
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250		2016/17 Budget: CT's	9,410



1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				2016/2017 \$2,300 Subs for Data Chats	2,626
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Supplemental				2016/2017 \$3,000 Supplemental Contracts Test Coordinator, Data Collection, Reading Clubs	3,525
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				2016/17 \$27,890 Purchase Technology	27,890
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	2016/2017 budget of: \$30,245 Teaching Fellows	30,245
1	1	Title 1 Basic	Instruction	Materials & Supplies				2016/17 - \$582 Materials & Supplies	582
1	1	Sup & Conc	Instruction	Materials & Supplies				2016/17 \$18,000 Material/Supplies	18,000
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				2016/17 \$20,755 Purchase Technology	20,755
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				2016/17 \$2,500 Technology Maintenance	2,500
Total									\$214,846

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 # 2</b>	<p><i>Detail the action:</i>                      The school will implement instructional Math strategies in grades K-6 to improve academic skills:</p> <ol style="list-style-type: none"> <li>1. Emphasize interactive activities and problem solving</li> <li>2. Increase student discourse and integrate writing using academic math vocabulary knowledge</li> <li>3. Provide differentiated instruction</li> </ol>		
<p><i>SQII Element:</i></p> <ol style="list-style-type: none"> <li>1. SBAC-Math</li> <li>2. Interim-Math</li> </ol> <p>X</p>	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> <li>1. Standards Met/Exceeded (6169)</li> <li>2. Standards Not Met/Nearly Met (6160)</li> </ol> <ol style="list-style-type: none"> <li>1. Standards Met/Exceeded (6258)</li> <li>2. Standards Not Met/Nearly Met (6259)</li> </ol> <p>X</p>	<p><i>Site Growth Target:</i></p> <p>2014-15 Results:                      SBAC-Math</p> <ul style="list-style-type: none"> <li>▪ 11.6% of students scoring standards met or standard exceeded</li> <li>▪ 88.4% of students scoring standard not met or standard nearly met</li> </ul> <p>2016-2017 Targets:                      SBAC-Math</p> <ul style="list-style-type: none"> <li>▪ 21.6% of students scoring standards met or standard exceeded</li> <li>▪ 78.4% of students scoring standard not met or standard nearly met</li> </ul>	<p><i>Vendor (contracted services)</i></p> <p>Certificated Tutors                      Teaching Fellows                      Materials/Supplies                      Technology                      Equipment                      Maintenance</p>

<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input 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>By the end of the 2016-2017 school year, students will show a decrease in students scoring “standard not met or standard nearly met” from 88.4% to 78.4% and an increase of “standard met or standard exceeded” from 11.6% to 21.6% on SBAC-Math.</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. Friday Math Tasks (Common Assessments)</li> <li>2. Interim</li> <li>3. D’s &amp; F’s                             <ol style="list-style-type: none"> <li>a. ATLAS - Grade Distribution by Teacher</li> <li>b. Progress Reports/Report Cards</li> </ol> </li> <li>4. SQII</li> <li>5. SBAC</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. K-6 Teachers</li> <li>2. 1-6 Teachers</li> <li>3. 2-6 Teachers</li> <li>4. TSA/VP/Principal</li> <li>5. 3-6 Teachers</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Weekly</li> <li>2. Each Semester</li> <li>3. Quarterly</li> <li>4. Monthly</li> <li>5. Annually</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> <li>1. Parents of students receiving a D or an F will be informed of intervention/remediation opportunities for Math and ELA during conferences</li> <li>2. Teachers will provide work packets for students before Winter Break and Spring break to encourage practice of reading and math skills and standards</li> </ol>		

*Describe related professional learning:*

1. Site professional learning of math strategies
2. Differentiated professional learnings according to the data and needs of grade level teams
3. Cycle of Continuous Learning – Instructional Talks
  - a. On-going discussions
  - b. Determine Problem of Practice
  - c. Instructional strategies, test results, gaps, and trends
  - h. Differentiated instruction
  - i. Create targets for Interim, and SBAC
  - j. Classroom Observations, Feedback, and Next Steps
  - k. Subs will be provided to teachers for Instructional Talks, Math training, and Peer Observations as funds allow
4. Admin will meet with Lead Teachers monthly to monitor student learning:
  - a. Review school wide and grade level data
  - b. Analyze grade level common formative assessments monthly
    - Align to Interim, and SBAC
    - Create common formative assessments
    - Grade level teams will store all common formative/summative assessments in a grade level AC binder
  - c. Determine Professional Learning
5. Take home math materials (tool kits), manipulatives and other educational resources for Parents to support student learning in grades TK-6 will be purchased as funds allow
6. Teacher representatives from grades 2-6 will meet monthly with the REA team to create Math and ELA Illuminate assessments and quantify item analysis

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

1. Math Block:
  - a. 1 ½ hours of Math daily
  - b. Components: Problem of the Day, Number Talks, Unlock the Problem-Interactive Learning, Focus on solving math tasks, Small Group Instruction, Consensus Building, Presentation, Closure
  - c. Small Group Instruction: Students who have not mastered the Math skills will be pulled for small group instruction
  - d. Timed test of basic math facts may be utilized to promote automaticity and math fluency
  - e. Tablets utilized weekly for solving math tasks, formative assessments, and practicing math related technology skills. Software will be purchased as funds allow
2. Friday Math Tasks common assessments will be given to students in grades K-6 every Friday. The Math tasks are balanced assessments that consists of 3 parts:
  - a. Computation
  - b. Written Explanation: Making Thinking Visible
  - c. Illustration: How students solved the problems
3. Use formative assessments to provide instruction that is differentiated
4. Teachers in grades K-6 will integrate Writing into the Math block to ensure that students are able to communicate effectively using math vocabulary appropriately
5. Extra pay/supplemental contracts will be provided for support in test coordination, technology troubleshooting, and technology support
6. Technology math on-line and print subscriptions, and software will be purchased as funds allow
7. Goal Setting:
  - c. Prior to Interim and SBAC testing
  - d. Discuss with students their current status and areas of needed growth and set goals
8. Non-Identified students will participate in math groups with RSP and/or SDC Aides or Teachers as space is available

9. Supplies and materials including manipulatives, books, notebooks, journals, paper, pencil, pens, markers, crayons, and other associated items to support math instruction needed throughout the year will be provided as funds allow
10. An additional Teaching Fellow will provide technology-integrated intervention to support reading and math instruction.

*Specify additional targeted actions for EL students:*

1. Teachers will provide small group instruction for EL’s as well as EO’s who require more support with embedded math skills:
  - a. Academic Math Vocabulary
  - b. Understanding the Problem
    - State the problem in your own words?
    - What is it asking you to do or find?
    - What are the unknowns?
    - What information is in the problem?
    - What information is missing or not needed?
2. Opportunities to Improve Test Scores
3. Reteach and provide make up tests

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" 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 # 3</b>	<p><i>Detail the action:</i></p> <p>The school will implement positive attendance supports, behavior modification plans, and academic supports to increase our attendance rate and reduce D’s &amp; F’s and suspensions. We will build a positive school climate and encourage attendance through community projects and hosting a variety of family</p>		



		<ul style="list-style-type: none"> <li>▪ 4.78% of students who have been suspended and or expelled</li> </ul> <p>2016-2017 Targets Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>▪ 9.24% of students are chronically absent</li> <li>▪ 95% of students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester</li> <li>▪ 27.86% of students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester</li> </ul> <p>2016-2017 Targets Suspension</p> <ul style="list-style-type: none"> <li>▪ 2.78% of students who have been suspended and or expelled</li> </ul>	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going    Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context			
Write a SMART Goal to address each data point:			



<p>By the end of the 2016-2017 school year, students who are chronically absent will decrease 10% from 19.24% to 9.24%.</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. Data Chats             <ol style="list-style-type: none"> <li>a. Attendance</li> <li>b. D's &amp; F's</li> <li>c. Suspension/Misbehaviors</li> </ol> </li> <li>2. SST meetings</li> <li>3. Behavior Support Plans</li> <li>4. Culture and Climate Team</li> <li>5. SQII</li> <li>6. ATLAS</li> <li>7. School Culture/Climate: Parent &amp; Student Survey</li> <li>8. Office Referrals</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers/VP/Principal</li> <li>2. SST Coordinator Classroom Teachers Vice Principal</li> <li>3. Classroom Teacher School Psychologist</li> <li>4. Climate/Culture Team</li> <li>5. Vice Principal/Principal</li> <li>6. Classroom Teachers Attendance Counselor HSL Attendance Clerk</li> <li>7. Culture/Climate Team Vice Principal</li> <li>8. Classroom Teacher Vice Principal/Principal</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Monthly</li> <li>3. On-going</li> <li>4. Monthly</li> <li>5. Monthly</li> <li>6. Monthly</li> <li>7. Monthly</li> <li>8. Quarterly</li> </ol>

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

1. District Attendance Counselor and Home School Liaison will use ATLAS list of Manageably and Chronically Absent students to do the following:
  - a. Make calls home to parents of Chronically Absent and Manageably Absent students to encourage attendance
  - b. Make home visits to truant students to encourage attendance
  - c. Hold monthly meetings with parents of Chronically Tardy or Absent students
2. A 0.75 FTE HSL will organize various community building activities including: Parent Coffee Hour, Donuts with Dad, Muffins in May with Mom, Parent Coffee Hours, Father-Daughter Dance, Mother-Son Dance, Pastries with Parents, Sundaes on Mondays, Kona Ice, Spring Program, Open House, Open School, Book Fairs, Parent training, SSC/ELAC, and other opportunities to increase community and family involvement
3. A 0.875 FTE Resource Counseling Assistant will be utilized to work with students having social/emotional and behavioral difficulties in the classroom in grades TK-6:
  - a. Proactive & Preventative Circles: mediation, problem-solving, side by side work with students,
  - b. Re-Entry & Welcome Circles: students return from suspension, transfers from Phoenix, and/or a history of behavioral and social/emotional concerns
  - c. Facilitate Recess Alternative Room: students are able to maintain school connectedness outside of the classroom through positive play during recess hours: board game, mediation, and other meaningful work
  - d. De-Escalation: Intervene with students who have difficulty staying in their seats or leave the classroom, prepare student to re-enter the classroom from a safe place
  - e. Counsel with students throughout the day so they can re-enter the classroom and refocus on the work
  - f. Materials and supplies to encourage student compliance, connectedness, social/emotional and behavioral support, board games, and incentives will be purchased as funds allow
4. Materials, food, and incentives may be purchased to promote various parent involvement events including but not limited to: parent coffee hour, SSC/ELAC, parent meetings and trainings, recognition/celebration dinners, and programs as funds allow.

5. Translators and babysitting provided for SSC/ELAC, Parent-Teacher Conferences, Parent Meetings, SST's, IEP's, and Parent University Training sessions, newsletters, flyers, and other parents notices
6. Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents
7. SST's: Teacher will provide work samples, grades, attendance, behavior records/logs, BAS assessments, in addition to KAIG, DIBELS, BPST, and or SBAC tests, to highlight the student's potential area of need

*Describe related professional learning:*

1. The Culture and Climate team will meet quarterly to review student data regarding chronic behaviors that impede learning in the classroom to determine possible interventions to support appropriate school behavior. Suspension and office referral data will be utilized. (Second Step, EPEC Teambuilding curriculum, and Character Counts)
2. Professional Learning all year will provide support in Social/Emotional Domain: Suspensions attendance, OLWEUS Bullying Prevention, CHAMPS, Capturing Kids Hearts, Social Contracts, Class Meetings, and Second Step
3. Teachers will attend all required district Restorative Practice training
4. Site Culture and Climate team will attend all district required trainings

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

1. District RP Counselor, Resource Counseling Assistant, Attendance Counselor, and Home School Liaison:
  - a. OLWEUS
  - b. CHAMPS
  - c. Focus on disproportionality of Males of Color
  - d. Expectation posters and graphics will be displayed and reviewed as needed
  - e. Materials and supplies to support the Resource Counseling Assistant program including student incentives, T-shirts, social/emotional programs, manipulatives, board games, technology, and other supplies will be purchased as funds allow

2. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted after all classroom and school wide interventions have been utilized
3. A supplemental contract will be provided to a teacher to schedule and facilitate SST meetings, and manage the site IEP Yearly Calendar
4. Student of the Month Luncheons will be provided monthly
5. Perfect Attendance certificates are given out quarterly. All Year Perfect Attendance awards will be given at the end of the year assembly
6. Perfect Attendance Picnics will be held at the end of each month for students who have no tardies and no absences for each month
7. School Wide Quarterly Assemblies will be held for students in grades K-6 to review school wide rules, routines, and procedures
8. School Wide and grade level incentives for students meeting their academic, behavior, and attendance goals: KAIG, DRP, Common Assessments, Interim, EL Assessments, and SBAC:  
Some Examples:
  - a. School wide Popcorn parties with extra recess (K-6)
  - b. Grade level team incentives for students (K-6)
  - c. Pizza parties
  - d. Valley Christian Center and Valley Dream Center-based activities and incentives available for students in grade TK-6
9. Student Store will be available to students to redeem snack incentives based on students meeting a specific criterion such as: grades, behavior, student results, etc. Materials and supplies will be purchased as funds allow
10. Teacher will review the rules and expectations of the common areas and playgrounds at the beginning of every quarter

11. Referrals to counseling services, including but not limited to school restorative counselor, psychologist, McLane Region social worker, Attendance Counselor, Families First Mental Health, CYS Counseling, and Life Arrow may be provided
12. Individualized Educational Plans, 504 plans, Multidisciplinary Teams, and behavior plans will be established for students as needed Behavior Support Plans will be written and implemented, as needed, to support students, parents, and teachers.
  - a. The team will engage in discussions around developing strategies and utilizing resources in order to create an environment that will support effective and positive behavioral changes.
  - b. School Psychologist will meet with students, when appropriate, to develop strategies that will enable them to be successful at school
  - c. Referrals to outside agencies, such as CPS and County Mental Health, will be made when appropriate
  - d. Multidisciplinary and ICET Team meeting will be held when appropriate
  - e. Supplemental materials and supplies will be provided as funds are available
13. Office Referrals will be monitored and data will be provided quarterly to grade level teams and individual teachers to discuss intervention strategies
14. Extra pay/supplemental contracts will be provided to staff to organize and run before and/or afterschool clubs and activities for students: Peach Blossom, boys and girls athletics, reading clubs, student clubs, data collection, and other activities

*Specify additional targeted actions for EL students:*

1. The Home School Liaison will contact the parents of EL students and do home visits, as necessary, to promote positive attendance, behavior and parent communication

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.6250		2016/17 Budget Resource Counseling Assistant \$51,000	35,452

3	2	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.2500	2016/17 Budget Resource Counseling Assistant \$51,000	14,180
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries			2016/2017 : \$2,000 RSP Extra Pay Contract	2,324
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries			2016/2017 \$2,000 Subs for SST/IEP's	2,284
3	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental			2016/17 \$750 Translating	881
3	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental			2016/2017 budget of: \$750 Babysitting	881
3	2	Sup & Conc	Parent Participation	Materials & Supplies			2016/2017 : \$3000 Food (Savemart) Parent Involvement	3,000
3	2	Sup & Conc	Instruction	Direct-Graphics (Dr)			2016/2017 \$3,000- Graphics	3,000
3	3	Sup & Conc	Attendance & Social Work Services	Local Mileage			2016/17 Budget of: Travel Mileage \$475	475
3	3	Sup & Conc	Parent Participation	Direct-Food Services (Dr)			2016/2017 : \$1,500 Food/Nutrition Center Parent Participation	1,500
Total								\$63,977

<b>Domain</b>	<input checked="" 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>
<b>Action # 4</b>	<p><i>Detail the action:</i></p> <p>Implement a school wide plan to decrease Long-Term English Learners (LTEL’s) and increase the number of students moving up a level by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD:</p> <ol style="list-style-type: none"> <li>1. Monitoring the implementation of ELA/ELD State Standards, Vignette Frameworks, and instruction</li> <li>2. Students will receive daily ELD instruction for 30 minutes according to their English proficiency level</li> <li>3. LTEL’s will be targeted for reading intervention opportunities</li> <li>4. District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with admin/teacher teams to accelerate student progress and reclassification                             <ol style="list-style-type: none"> <li>a. Coaching Cycle for teachers</li> <li>b. Provide staff development of state standards and effective instruction</li> </ol> </li> </ol>		
<p><i>SQII Element:</i></p> <p>English Learner</p>	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> <li>▪ English Growth Proficiency (6017)</li> <li>▪ Borderline Eligibility Pool (5990)</li> <li>▪ Borderline to Redesignation (5968)</li> <li>▪ Continuously Enrolled Redesignation (6338)</li> </ul>	<p><i>Site Growth Target:</i></p> <p>2014-2015 Results:</p> <ul style="list-style-type: none"> <li>▪ 38.0% of English Learners students who have been continuously enrolled for 5 years or more and were redesignated in the current year</li> </ul> <p>2016-2017 Target:</p> <ul style="list-style-type: none"> <li>▪ 48.0% of English Learners students who have been continuously enrolled for</li> </ul>	<p><i>Vendor (contracted services)</i></p> <p>Certificated Tutors Teaching Fellows Materials/Supplies Technology Equipment Maintenance</p>

		5 years or more and were redesignated in the current year	
<input type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
Write a SMART Goal to address each data point: X			
By the end of the 2016-2017 school year, Long-Term English Learners students who have been continuously enrolled for 5 years or more and were redesignated in the current year will show a 10% increase of 38.0% to 48.0%.			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li>1. Data Chats                             <ol style="list-style-type: none"> <li>a. Prior to EL Assessments-September</li> <li>b. Prior to each DRP</li> </ol> </li> <li>2. EL Assessments, DRP, Interim, SBAC</li> <li>3. SQII and ATLAS</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Classroom Teachers/Vice Principal/Principal</li> <li>2. Classroom Teachers/TSA CT's</li> <li>3. Vice Principal/Principal/District EL Coach</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Quarterly</li> <li>3. Monthly</li> </ol>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> <li>1. ELD Re-designation Celebrations dinners will be provided to students and families who meet the Redesignation status</li> <li>2. Parents will be encouraged to attend SSC/ELAC. Parents will be informed on school wide academic achievement and pertinent school information.</li> </ol>			



3. Materials, food, and incentives may be purchased to promote various parent involvement events including but not limited to: parent coffee hour, SSC/ELAC, parent meetings and trainings, recognition/celebration dinners, and programs as funds allow
4. Provide translators for parent meetings, conferences, newsletters, flyers and other notices to parents
5. Take home curriculum materials (tool kits), manipulatives and other educational resources for Parents to support EL student learning in grades TK-6 will be purchased as funds allow

*Describe related professional learning:*

1. Teachers will receive professional learning concerning ELD standards that target specific skills according to EL Assessments results
2. Coaching Cycle will be provided by district ELD coaching for grade level teams. They will provide support in developing lessons, and implementation with corresponding ELD/ELA standards
3. AC teams will develop specific plans for integrating ELD standards within Common Core instruction

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

14. EL Instructional Talks
  - a. Prior to the EL Assessments, ELDA, and DRP testing
  - b. discuss with individual students their current DRP status and areas of needed growth in Reading and set goals for the DRP assessment, ELDA, SBAC and EL Assessments
  - c. Utilize Redesignation Goal Setting report: EL status and set goals in areas of needed growth in Reading, Writing, Speaking, and Listening.
  - d. Substitutes will be provided as funds allow
15. Teachers will use ELA/ELD State Standards Framework Vignettes:

- a. TK: Retelling Stories, Past Tense Verbs and Expanded Sentences
- b. Kindergarten: Academic Vocabulary Instruction
- c. First Grade: Unpacking grammatically complex sentences
- d. Second Grade: Verb analysis
- e. Third Grade: Complex sentences
- f. Fourth Grade: Academic vocabulary
- g. Fifth Grade: Using Text Connectives to build text cohesion
- h. Sixth Grade: Language analysis

16. Students who qualify, will have the opportunity to attend district migrant summer school, as implemented by the district
17. Three Certificated Tutors and three Teaching Fellows will provide ELD Camp for English Language Development Support through pull-out intervention to EL students in grades 1-6:
  - a. Levels 1/2, 3, and 4/5 will be grouped together for smaller group instruction with same learning gaps.
  - b. ELD Camp will target Reading, Writing, Listening, and Speaking according to the EL Redesignation Goal Setting report
18. Extra Pay/Supplemental contracts will be provided to administer CELDT and other EL assessments to EL learners
19. Saturday School may be provided to primarily EL students who are **Redesignation Ready** and **On Track** to provide extra support in Reading, Writing, Listening and Speaking. Classes may be held prior to EL assessments, DRP, Interim, and SBAC and other formative/summative assessments.
20. Extra Pay/Supplemental contracts will be available to staff providing primarily EL students afterschool and or morning reading/math intervention, and Saturday School intervention. Supplemental material and supplies will be provided as needed. Technology, tablets, laptops, standards-based and other supplemental materials will be purchased as funds allow.
21. CT's will be provided with extra pay/supplemental contracts to administer CELDT, and EL assessments

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3500			19,015
4	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4000			21,730
4	3	EL	Instruction	Teacher-Supplemental Salaries				2016/2017 budget of: \$3,720 Supplemental: Saturday School, Reading Interv.	4,323
4	3	EL	Instruction	Teacher-Supplemental Salaries				2016/17 \$2,500 - CELDT Assessor	2,905
4	3	EL	Parent Participation	Classified Support-Supplemental				2016/2017 budget of: \$500 Translators	587
4	1	EL	Instruction	Materials & Supplies				2016/17 \$500 Materials and supplies for EL	500
4	3	EL	Parent Participation	Direct-Food Services (Dr)				2016/2017 \$1,000- Food EL Parent Participation	1,000
4	1	EL	Instruction	Non Capitalized Equipment				2016/17 \$1,436 Purchase Technology for EL	1,436
Total									\$51,496

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

Ericson - 0150

**ON-SITE ALLOCATION**

3010	Title I	\$61,779 *
7090	LCFF Supplemental & Concentration	\$190,816
7091	LCFF for English Learners	\$77,724
		\$330,319
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$330,319</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,344
Remaining Title I funds are at the discretion of the School Site Council	\$60,435
Total Title I Allocation	\$61,779

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 0150 Ericson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			2016/2017 \$2,300 Subs for Data Chats	2,626.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: 2016/17 - \$582 Materials & Supplies	582.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: 2016/17 \$20,755 Purchase Technology	20,755.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : 2016/2017 budget of: \$30,245 Teaching Fellows	30,245.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Sup			2016/2017 \$3,000 Supplemental Contracts Test Coordinator, Data Collection, Reading Clubs	3,525.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313	2016/17 Budget: CT's	26,809.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313	2016/17 Budget: CT's	23,526.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313	2016/17 \$35,000 (1) Certificated Tutor	27,325.00
1	1	Sup & Conc	Instruction	Mat & Supp			: 2016/17 \$18,000 Material/Supplies	18,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: 2016/17 \$27,890 Purchase Technology	27,890.00
1	1	Sup & Conc	Instruction	Direct-Maint			2016/17 \$2,500 Technology Maintenance	2,500.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.125	2016/17 Budget: CT's	9,410.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.125	2016/17 Budget: CT's	10,724.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.125	2016/17 \$35,000 (1) Certificated Tutor	10,929.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			2016/2017 \$2,000 Subs for SST/IEP's	2,284.00
3	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			2016/17 \$750 Translating	881.00
3	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			2016/2017 budget of: \$750 Babysitting	881.00
3	2	Sup & Conc	Instruction	Teacher-Supp			2016/2017 : \$2,000 RSP Extra Pay Contract	2,324.00
3	2	Sup & Conc	Instruction	Direct-Graph			2016/2017 \$3,000- Graphics	3,000.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			2016/2017 : \$3000 Food (Savemart) Parent Involvement	3,000.00
3	3	Sup & Conc	Parent Participation	Direct-Food			: 2016/2017 : \$1,500 Food/Nutrition Center Parent Participation	1,500.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.625	2016/17 Budget Resource Counseling Assistant \$51,000	35,452.00
3	3	Sup & Conc	Attendance & Social Work Service	Local Mileag			: 2016/17 Budget of: Travel Mileage \$475	475.00
3	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.250	2016/17 Budget Resource Counseling Assistant \$51,000	14,180.00
4	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.350		19,015.00
4	3	EL	Instruction	Teacher-Supp			2016/17 \$2,500 - CELDT Assessor	2,905.00
4	3	EL	Instruction	Teacher-Supp			2016/2017 budget of: \$3,720 Supplemental: Saturday School, Reading Interv.	4,323.00
4	1	EL	Instruction	Mat & Supp			: 2016/17 \$500 Materials and supplies for EL	500.00
4	1	EL	Instruction	Nc-Equipment			: 2016/17 \$1,436 Purchase Technology for EL	1,436.00
4	3	EL	Parent Participation	Cls Sup-Sup			2016/2017 budget of: \$500 Translators	587.00
4	3	EL	Parent Participation	Direct-Food			: 2016/2017 \$1,000- Food EL Parent Participation	1,000.00
4	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.400		21,730.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,779.00
Sup & Conc	7090	\$190,816.00
EL	7091	\$77,724.00
<b>Grand Total</b>		<b>\$330,319.00</b>

Domain Totals	Budget Totals
Academic	\$216,782.00
Culture & Climate	\$53,297.00
Social/Emotional	\$60,240.00
<b>Grand Total</b>	<b>\$330,319.00</b>

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

<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>
<b>1. Principal - Karen Walker</b>	<b>X</b>				
<b>2. Chairperson – Earline Drumgoole</b>				<b>X</b>	
<b>3. Renee Lopez</b>				<b>X</b>	
<b>4. Bessie Locatelli</b>				<b>X</b>	
<b>5. Anai Calderon</b>		<b>X</b>			
<b>6. Shauna Heuston</b>		<b>X</b>			
<b>7. Karrie Matoba</b>		<b>X</b>			
<b>8. Jeremiah Ring</b>				<b>X</b>	
<b>9.</b>					
<b>10.</b>					
<b>11.</b>					
<b>12.</b>					
<b>13.</b>					
<b>14.</b>					
<b>15.</b>					
<input type="checkbox"/> ELAC operated as a school advisory committee.			<input checked="" type="checkbox"/> ELAC voted to fold into the SSC – Date <u>2/18/16</u>		

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

E.3. Required Signatures

School Name: <i>Ericson</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	Karen Walker		3/17/2016
SSC Chairperson	Earline Drumgoole		3/17 (2016

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