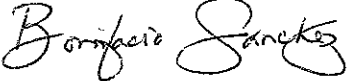


Greenberg Elementary

10621666117477

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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.

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

Consolidated Program 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 receive 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 economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</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 student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</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 of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bonifacio Sanchez	X				
2. Chairperson – Kristen Noorigian		X			
3. Carmen Nunez		X			
4. Maria Mora		X			
5. Thay Moua			X		
6. Daisy Hernandez				X	
7. Doua Vu				X	
8. Kiran Sharma				X	
9. Mai Xiong				X	
10. Perla Ledesma				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bonifacio Sanchez		3/29/17
SSC Chairperson	Kristen Noorigian		3/29/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$47,796 *
7090	LCFF Supplemental & Concentration	\$167,165
7091	LCFF for English Learners	\$82,296
TOTAL 2017/18 ON-SITE ALLOCATION		\$297,257

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required

\$897

Remaining Title I funds are at the discretion of the School Site Council

\$46,899

Total Title I Allocation

\$47,796

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	33/68	N/A ³	20.71%	25.90%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	58/68	N/A ³	11.65%	13.41%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	40/66	N/A ³	22.86%	21.43%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	29/68	0.00% ⁴	48.47%	51.16%	35.90%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	1/63	N/A ⁶	38.64%	68.04%	1.18%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	7/63	N/A ⁶	45.45%	71.13%	1.18%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	53/67	N/A ⁷	N/A ⁷	16.25%	29.05%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	64/67	N/A ⁸	N/A ⁸	11.86%	27.86%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	27/68	8.58%	21.07%	17.81%	15.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	34/68*	15.96%	24.62%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	22/68	40.85%	38.22%	39.44%	41.24%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	50/68	95.02%	94.98%	94.47%	94.80%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	46/69	13.76%	16.59%	18.53%	14.08%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	37/68	N/A ¹⁰	N/A ¹⁰	37.61%	40.98%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	51/69	8.48%	0.16%	0.16%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	62/68	8.48%	7.27%	17.08%	8.45%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	66/68	0.48%	0.32%	0.31%	0.47%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	1/67	43.68%	41.86%	99.84%	3.74%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	57/68	N/A ¹³	N/A ¹³	67.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	58/69	N/A ¹³	N/A ¹³	59.56%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	63/68	N/A ¹³	N/A ¹³	50.00%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	34/68	N/A ¹³	N/A ¹³	71.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: bonifacio.sanchez - 03/06/2017

Save

Greenberg Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	25.9	35.9	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	29.05	39.05	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Greenberg will implement school-wide reading comprehension strategies with a focus on Close Reading and Complex Task by building in rigor using the **Guaranteed Viable Curriculum** in order to align with FUSD's Instructional Practice Guide Tenets 2a, 2b and 2c – Challenging Content. The school will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on the SBAC, DRP, BAS, and KAIG, in grades K – 6 in the spring 2017 administration

SMART Goals

By June 2018, all AC teams will continue to develop and consistently utilize the **Guaranteed Viable Curriculum** and the **Common Core Companion** to develop DOK 3 & 4 text dependent questions and CFAs and will show a positive impact as measured by the ELA District Interim and the SBAC Administration showing at least a 10% increase in the number and percentage of students meeting or exceeding the grade level standards on the CAASP for English.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

Details: Explain the data which will specially monitor progress toward each indicator target

- Grade Level Progress Monitoring with student data and work samples
- DRP spring and fall administrations
- End-of-Year SBAC data
- Illuminate Interim Data
- English Language Development Assessments
- AC Team & School Wide Analysis of SQII
- Classroom Walk through Feedback
- Online IPG Data Analysis - School-wide/Grade Level
- Intervention Progress Monitoring (DIBELS, BPST, etc.)

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

- Each teacher will specifically review each student's reading levels and scores at the fall parent conference.
- The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students' SBAC, DRP, BAS, & KAIG goals and progress, provide parents with adequate reading materials and tools, and encourage reading practice at home.
- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during ELAC to gauge student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.
- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops and ELAC in order to motivate and encourage parent participation.
- Parents will also be trained on the use of the Parent Portal and how to sign up for EduText.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All students in grades 1st – 6th grade scoring significantly below grade level will participate in a minimum of 4 – 45 min. reading intervention sessions per week until DRP, BAS, or KAIG scores show they no longer qualify for the intervention services.
- Provide a part-time Certificated Tutor to service 1st - 6th grade students at the intensive level. The Certificated Tutor will coordinate the Reading Intervention Program and the Teaching Fellow Reading Tutors.
- Greenberg will contract tutors through the Teaching Fellows Corporation to support the Reading Intervention Program under the training of the Certificated Tutor and TSA as well as the First Grade classrooms in order to target Early Literacy Goals.
- Purchase materials and supplies to support the reading intervention program such as McMillan McGraw-Hill SRA Reading Mastery Fast Cycle and Corrective Reading curriculum materials.
- A deployment model for 1st/2nd Grade, 3rd/4th Grade, and 5th/6th Grade will be implemented in order to serve the diverse literacy needs of the students at the intensive, strategic, and benchmark levels in addition to the core instruction.
- Accountable Community Teams will develop and administer formative and summative common assessments in ELA and MATH to monitor student progress and drive instruction.
- Leveled reading books will be utilized by primary grade levels in order to provide leveled reading instruction in the classroom with the goal of reaching grade level reading benchmarks.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- AC Team Teachers

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018.

Quarterly Planning Days will be utilized for planning ELA instructional sequence based off of student samples and student data.

Describe Related Professional Learning:

- Ongoing Professional Development and side-by-side learning with AC Teams and Administration around the use of the Text Complexity Rubric and Rating the DOK level of the TDQs within the planned instructional sequence
- Staff collaboration during accountable communities
- AC Teams will use cognitive planning time to implement the Guaranteed Viable Curriculum and plan quarterly CFAs for progress monitoring in order to answer Grounding Question #2.
- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3 and #4.
- AC Teams and Administration Team will conduct side-by-side learning by using the "Learning by Doing" book while analyzing student work and answering Grounding Question #3 and #4.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against their SMART Goals in order to pinpoint incremental growth and target-meeting.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- AC Teams will conduct school wide progress monitoring of high leverage EL standards during Designated and Integrated ELD.
- AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets (For Example: Using ELD Spirals).
- AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves.
- AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.
- EL students qualifying for these intervention services will receive targeted intervention during daily ELD instruction each week.
- After School Tutorials will be made available to ELD students requiring extra support by Greenberg Staff and/or Teaching Fellows Foundation Staff.
- Kinder and First Grade Students at targeted EL Levels will be provided with after school intervention opportunities through use of the "Imagine Learning" program to support language development and show improvement in speaking and listening as well as reading and writing.

- Student Technology hardware and software to support the individualized needs of students to improve reading skills and comprehension toward District Interim outcomes.
- Aroving sub will be provided on the day of SST/504 meetings to release the general education teacher to participate in the meetings in order to discuss student progress with parents.

Greenberg Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		Will be hiring new CT for this position for same FTE.	\$ 13,376.00	
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2813		Will be hiring new CT for this position for same FTE.	\$ 20,070.00	
1	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Extra Pay - Classified Staff - Parent Conferences	\$ 1,500.00	
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies	\$ 20,961.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	\$ 25,043.00	
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	CTF - Independent Contract for Reading Tutors	\$ 70,000.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies	\$ 26,082.00	
Total									\$ 177,032.00	

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	21.43	31.43	California Teaching Fellows Foundation

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

The TK – 2nd Grade Teams will establish an Early Learning Literacy Continuum which will consist of grade level appropriate foundational reading targets, integrated literacy instructional strategies during RIRA, continuous and purposeful progress monitoring of the ELA CCSS standards and prescriptive interventions during the literacy block with the goal of aligning instructional practices with the Literacy Instructional Practice Guide Tenets 2a, 2b, and 2c – Challenging Content. TK students will exit at BAS Level B, Kinder students exit reading at BAS Level D, and First Grade students exit reading at BAS Level J and Second Grade at BAS Level M. The Kindergarten - Second Grade Teams will analyze student results and implement specific teaching strategies to address identified gaps in ELA. The Kindergarten - Second Grade Teams will also provide after school tutorials in order to provide extra support for students not meeting ELA standards on the KAIG and BAS Assessments, specifically English Learner students. The Kindergarten, First, and Second Grade Teams will also incorporate a parent/student incentive system in order to increase parent engagement and participation toward mastery of the ELA standards.

SMART Goals

By June 2018, Greenberg will have established and refined an Early Learning Continuum that will address grade level appropriate foundational reading targets and integrated literacy instructional strategies during RIRA and will show a positive impact on student learning as measured by SBAC, DRP and BAS Administration showing at least a 12% reduction in the number and percentage of Kinder – 3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Teacher Progress Monitoring
- Parent Quarterly Progress Monitoring
- KSEP data
- KAIG Assessment
- BAS Assessment
- DRP Assessment
- SBAC Assessment
- SQI Indicators

Owner(s):

- Kindergarten Team
- First Grade Team
- Second Grade Team
- Third Grade Team
- Principal
- Vice Principal
- Teacher on Special Assignment
- Instructional Coaches: TK, Pre-K

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018 around effective instructional strategies.

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

Describe Related Professional Learning:

- A series of Grade-Specific Parent Workshops will be conducted in order to involve parents, create awareness and knowledge of grade-level expectations, and provide parents with instructional materials and strategies that they can use at home.
- Teachers will compile quarterly materials to be presented at the Parent Workshops and will provide instruction and strategies for meeting benchmarks.
- Parents participating in the Parent Workshops will be provided with the opportunity to track their student's progress toward quarterly benchmark goals.
- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during ELAC to gauge student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.
- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops and ELAC in order to motivate and encourage parent participation

- On-going training around TDQ development, and common formative assessments as well as staff collaboration during accountable communities
- Teachers will be provided with professional development on prescriptive strategies for differentiated instruction and classroom-based interventions to address the needs of students not meeting grade-level CCSS standards (eg. Guided Reading & Foundational Skills Instructional Approaches)
- K – 2nd Grade Teachers will be provided with training in Foundational Skills including Phonemic Awareness, Phonics, Fluency, Vocabulary, and Sight Words in order to help students meet the target BAS levels for their specific grade: Pre-K BAS Level B, Kinder BAS Level D, 1st Grade BAS Level J and 2nd Grade BAS Level N.
- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3 and #4.
- AC Teams and Administration Team will conduct side-by-side learning by using the "Learning by Doing" book while analyzing student work and answering Grounding Question #3 and #4.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Kindergarten and First Grade students not meeting ELA standards will be provided after school tutoring as extra support to target identified gaps by Greenberg Staff and/or Teaching Fellows Foundation Staff.
- The Kindergarten – 2nd Grade Teams will establish a parent/student incentive program in which students and parents will be rewarded for meeting quarterly benchmarks toward the KAIG and BAS Assessments. Parents will be provided with materials for home practice in order to help meet quarterly goals.
- The Kinder - 2nd Grade Teachers will conduct guided reading during ELA Foundations Instruction.
- The Kinder - 2nd Grade Teachers will assess students on a Quarterly basis using the BAS Assessment in order to conduct quarterly progress monitoring.
- Subs will be provided for teachers in order to conduct BAS Testing.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets.
- AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves.
- AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.
- EL students qualifying for these intervention services will receive targeted intervention during daily ELD instruction each week.
- EL students will be provided with after school tutorials by Greenberg Staff and/or Teaching Fellows Foundation Staff in order to increase oral language fluency and vocabulary acquisition.
- Kinder and First Grade Students at targeted EL Levels will be provided with after school intervention opportunities through use of the "Imagine Learning" program to support language development and show improvement in speaking and listening as well as reading and writing.

Greenberg Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for BAS Testing	\$	6,049.00	
								Total	\$	6,049.00	

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	29.05	39.05	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	27.86	37.86	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

All Greenberg AC teams will ensure a high level of student learning through identification of essential standards & learning targets, development of common formative assessments, analysis of student work, and modification of instruction based on formative data/tiered levels of support. Greenberg will support regional Accountable Communities work to build teacher capacity through professional learning opportunities and collaborative work sessions to calibrate writing and essential standards.

SMART Goals

SMART GOAL #1:

By June of 2018, AC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106).

SMART GOAL #2:

By June of 2018, the Sunnyside Region will grow by 6.8% on ELA and 7.7% on Math from Spring 2017 District CFA/Interim data on both Literacy and Math as measured by CFA/Interim II Spring 2018 for ALL students (SQII #6256). Each site will develop their own 10% of Desired Need Growth Target to be monitored.

SMART GOAL #3:

By June of 2018, Sunnyside Regional IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy and Math from Quarter 1 baseline data for each Regional school site.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106).
- Grade Level Progress Monitoring with student data and work samples
- DRP spring and fall administrations
- End-of-Year SBAC data
- Illuminate Interim Data
- English Language Development Assessments
- AC Team & School Wide Analysis of SQII
- Classroom Walk through Feedback
- Online IPG Data Analysis - School-wide/Grade Level
- Intervention Progress Monitoring (DIBELS, BPST, etc.)

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

- Each teacher will specifically review each student's reading levels and scores at the fall parent conference.
- The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students' SBAC, DRP, BAS, & KAIG goals and progress, provide parents with adequate reading materials and tools, and encourage reading practice at home.
- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during ELAC to gauge student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.
- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops and ELAC in order to motivate and encourage parent participation.
- Parents will also be trained on the use of the Parent Portal and how to sign up for EduText.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Goal 1 - Sub Element 1
 - Elementary AC teams will complete the process of identifying essential standards for the year, sorted by quarters, by September 1, 2017 as measured by PAC team artifacts.
 - Secondary AC teams will complete the process of identifying essential standards for the year by, December 1, 2017 as measured by PAC team artifacts.
 - *We want to move towards identifying high leverage essential standards as a region-wide focus for ALL students at each grade level/content area.*
- Goal 1 - Sub Element 2
 - By the start of each quarter, all AC teams will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- ILT
- AC Team Teachers

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018.

Quarterly Progress Monitoring during ILT Meetings will be conducted in order to identify progress made and develop next steps.

Describe Related Professional Learning:

- Lead Teachers will participate in District Lead Teacher Sessions with focus on "Learning by Doing"
- Lead Teachers and additional AC Team members will participate in Sunnyside Region Lead Teacher Sessions with continued focus on "Learning by Doing" and the "Regional Common Writing Assignment".
- Lead Teachers will participate in Solution Tree Workshops for the Fall 2017 Session to be held in San Diego, CA and will provide Professional Learning for ILT Team and all AC Teams.
- AC Teams and Administration Team will conduct side-by-side learning by using the "Learning by Doing" book while analyzing student work and answering Grounding Question #3 and #4.
- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3 and #4.
- Staff collaboration during accountable communities
- AC Teams will use cognitive planning time to implement the Guaranteed Viable Curriculum and plan quarterly CFAs for progress monitoring in order to answer Grounding Question #2.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against their SMART Goals in order to pinpoint incremental growth and target-meeting.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- AC Teams will conduct school wide progress monitoring of high leverage EL standards during Designated and Integrated ELD.
- AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets (For Example: Using ELD Spirals).
- AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves.
- AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.
- EL students qualifying for these intervention services will receive targeted intervention during daily ELD instruction each week.

- standards, as measured by PAC team artifacts.
- Goal 1 - Sub Element 3
 - All AC teams will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts. This work will include Regional Writing Prompts that aligned with identified essential standards.
- Goal 2 – Sub Element 1
 - Greenberg, along with the Sunnyside Region, will identify the most disproportionate student sub-groups and set targets using the 10% of Desired Need Growth Target.
- Goal 3 - Sub Element 1
 - Greenberg, along with the Sunnyside Region Principals, will upload a synopsis of leadership moves around IPG data quarterly to Office 365 monitoring document. Document will be reviewed together as a team during each SRAC meeting and quarterly with the Greenberg ILT in order to progress monitor and develop site-specific next steps.

- After School Tutorials will be made available to ELD students requiring extra support by Greenberg Staff and/or Teaching Fellows Foundation Staff.
- Kinder and First Grade Students at targeted EL Levels will be provided with after school intervention opportunities through use of the "Imagine Learning" program to support language development and show improvement in speaking and listening as well as reading and writing.

Greenberg Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Teacher Observation - IPG	\$	14,000.00
Total									\$	14,000.00

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	13.41	37.68	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	27.68	37.68	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Greenberg will engage and involve all AC Teams in professional learning around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th and in alignment with Tenets 2a and 2b from the Math Instructional Practice Guide – Challenging Content. AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring. AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards. After school tutorials will be made available specifically for students with a math grade of D/F. The school will also engage AC Teams in ongoing professional development around IPG Tenets 2A and 2B.

SMART Goals

By June 2018, Greenberg's AC Teams will have become more proficient and consistent in providing challenging content as defined in Tenets 2a and 2b of the Instructional Practice Guide for Math including student discourse based on mathematical practices, word problems and math tasks rendering a positive impact on SBAC Math Administration results showing at least a 10% gain in the number and percentage of students scoring Standard Met.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- End-of-Unit Math Task Assessments
- Interim Math Task progress monitoring developed by AC Teams & TSA/Instructional Coach
- Illuminate Math Interim Assessments
- AC Team and School Wide Analysis of SQII Indicators

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- AC Teams
- Teachers

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018

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

- Each teacher will specifically review each student's math grades and scores at the fall parent conference.
- The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students' math grades, progress, and progress on the basic facts to provide parents with adequate materials and tools to encourage home practice toward

Describe Related Professional Learning:

- Math & ELA Scope & Sequence Planning Professional Learning
- Math & ELA CCSS District Training
- Sunnyside Region Integrated Literacy Model Professional Learning
- Teachers will be provided with continuous professional development around the IPG Tenets, specifically

meeting quarterly math goals.

- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during ELAC to gauge student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.
- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops and ELAC in order to motivate and encourage parent participation.
- Funds will be set aside in order to pay staff members to provide babysitting and interpreters for school events and meetings.

Tenet 2A and 2B.

- Teachers will engage in continued professional development around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th.
- AC Teams will work in collaboration with District Math Coach for continued Professional Learning around the Instructional Shifts in CCSS for Math.
- AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring.
- AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards.
- TSA and Admin Team will plan with teachers around end-of-unit math and ELA tasks, interim tasks and common assignments, and analyze student data for progress monitoring and planning next steps.
- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3 and #4.
- AC Teams and Administration Team will conduct side-by-side learning by using the "Learning by Doing" book while analyzing student work and answering Grounding Question #3 and #4.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against their SMART Goals in order to pinpoint incremental growth and target-meeting.
- TSA will also assist teachers and AC Teams with lesson modeling through a coaching model and cycle.
- Teachers will be provided with release time to be able to observe for evidence of the IPG Tenets within their grade levels and across grade levels through a non-judgmental approach in order to provide feedback for professional development.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Provide Supplemental Contracts or Subs for teacher Scope and Sequence Planning.
- Provide extra pay contracts for subs for teacher Scope and Sequence, Common Formative Assessment Planning, and Student Data Analysis.
- AC Teams will develop quarterly common assignments and common formative assessments for progress monitoring.
- Teachers will be provided with Professional Development to support them with a focus on accountable community teams, progress monitoring, determining interventions, and next instructional steps based on the DuFour Model.
- Students in grades 3 – 5 earning a math grade of D/F will be provided with an opportunity to participate in after school tutoring in math to receive assistance with homework and preparing for assessments by Greenberg Staff and/or Teaching Fellows Foundation Staff.
- Provide materials and supplies for Quarterly Student Achievement Awards Assemblies. Awards will be in the form of certificates from FUSD Graphics Dept., trophies, medallions, pins, etc., in order to motivate and inspire students to strive for academic excellence.
- Grade-appropriate, non-fiction and informational text materials and supplies will be purchased for teachers to be able to implement units of study at grade level rigor according to Scope & Sequence.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- AC Teams will continue to implement a focus around key instructional strategies for ELD including: support during math instruction around mathematical practices and key terms and vocabulary necessary for working out math word problems and tasks, engaging in student discourse using the key mathematical practices and terms, and conducting specific progress monitoring of EL students based on math interim assessment results.

Greenberg Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$	11,482.00	
									Total	\$	11,482.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15.71	25.71	
2358 - EL's not advancing at least one proficiency level in Re-designation	41.81	31.81	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

AC Teams will conduct school wide progress monitoring of high leverage EL standards during Designated and Integrated ELD. AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific re-designation and annual growth targets. AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction/reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task and implementation around the ELD Spirals.

SMART Goals

By June 2018, Greenberg's AC Teams will conduct school-wide progress monitoring of targeted EL standards during integrated and designated ELD resulting in the number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were re-designated in the current year increasing the total redesignation rate by 10% for a goal of 25.71% and contributing to an overall increase of 10% on the District ELA Interim.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- AC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD
- AC Teams to progress monitor ELA standards during Integrated ELD
- Collection of student work samples during classroom walkthroughs
- AC Team and School Wide Analysis of SQII Indicators
- Classroom Walkthrough Feedback

Owner(s):

- K-6th Grade AC Teams
- Principal
- Vice Principal
- Teacher on Special Assignment
- Teachers
- Instructional Coaches

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018.

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

- Quarterly Parent Workshops and opportunities for progress monitoring
- Parent Attendance and participation at ELAC Meetings
- Parent Attendance and participation at Coffee Hour Chats with Principal and Vice Principal
- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following

Describe Related Professional Learning:

- Teachers will receive professional learning from Coach with training on ELPAC and conduct ELPAC chats with students prior to taking the ELPAC in the fall. Additionally, teachers will conduct ELPAC chats with students who are in position to be re-designated.
- Teachers will receive professional development around text deconstruction/reconstruction and student talk

up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.

- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Teachers will provide Designated ELD Instruction through a deployment model in which students' specific language needs will be met through purposeful and carefully planned ELD. Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.
- Provide subs to release teachers to administer the ELPAC and/or for district ELPAC assessors to administer parts of the test as needed.
- 3rd-6th grade students who are close to re-designation but need extra support in Reading and Writing will receive targeted instruction specifically focused on developing Reading and Writing proficiency during ELD instruction and targeted after school tutoring.
- Kinder and First Grade Students at targeted EL Levels will be provided with after school intervention opportunities through use of the "Imagine Learning" program to support language development and show improvement in speaking and listening as well as reading and writing.

moves.

- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3 and #4.
- AC Teams and Administration Team will conduct side-by-side learning by using the "Learning by Doing" book while analyzing student work and answering Grounding Question #3 and #4.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.

Greenberg Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.5000			\$ 31,764.00
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.5000			\$ 31,764.00
5	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				After School Tutoring	\$ 4,000.00
5	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Extra Pay for Teacher/AC Planning	\$ 501.00
5	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$ 3,000.00
Total									\$ 71,029.00

Action # 6

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	13.51	3.51	
48 - Attendance rate	94.8	98.8	
3158 - Students with a D or F on their report card	48.34	38.34	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Greenberg will implement various classroom-based and school-based interventions that target attendance and academics in order to decrease the number and percentage of students with chronic absenteeism and the number and percentage of students receiving a D or F on their report card. Interventions will include school wide incentives for meeting attendance goals, positive behavior incentive systems including personal behavior plans and goals, as well as school wide and individual motivational incentives for meeting academic targets and goals. Greenberg staff will continue to implement CHAMPS & STOIC strategies, as well as enforce Safe & Civil Initiatives and restorative practices through an ongoing cycle of continuous improvement model (CCI).

SMART Goals

By June 2018, the number and percentage of students with chronic absenteeism will be reduced by 10% to 3.51%, and the number and percentage of students receiving a D or F on their report card will be reduced by 10% to 38.34% through the implementation of a school-wide PBIS system, Goal 2 activities, and Perfect Attendance Incentives.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- SQII Data
- Weekly/Monthly Attendance Reports from Welfare & Attendance Specialist
- Teacher/Admin. monitoring of identified individual students
- A2A monitoring tools

Owner(s):

- Principal
- Vice Principal
- Teachers
- Home School Liaison
- Welfare & Attendance Specialist
- Safe & Civil Team

Timeline:

Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018.

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

- The Home School Liaison and Welfare and Attendance Specialist will work in conjunction with the

Describe Related Professional Learning:

- Teacher to undergo ongoing training around "Class Meetings That Matter"

Administration in order to help create awareness with parents around regular school attendance.

- The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gauge student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.
- An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.
- The Administration Team and the Attendance Social Worker will collaborate with parents through an attendance club for students in order to increase student attendance rates for chronically truant students.

- Teachers to undergo ongoing OLWEUS anti-bullying training
- Teachers to undergo ongoing Second Step Training

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Classroom teachers and Office Assistant will make a concerned call home when chronically absent students are not at school. When necessary, Office Assistant will be provided with extra time to make phone calls, parent contacts, and maintain documentation.
- Provide materials, resources, and incentives to implement a School-wide program to reduce tardies and absences in conjunction with the Kiwanis Club.
- The Principal, VP and Home School Liaison will conduct home visits of chronically absent students ("Mobile Truancy Conference").
- The Home School Liaison will be reimbursed for mileage spent on conducting home visits.
- Noon Time Sports will be coordinated by the Vice Principal and the Noon Time Assistants during lunch recess.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor. Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.
- The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations in order to create a safe climate that is conducive to learning.
- The Administration Team and the Attendance Social Worker will collaborate with parents through an attendance club for students in order to increase student attendance rates for chronically truant students.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL Students who make progress toward their annual goal and target, or who re-designate, will be rewarded through an incentive system in order to foster student motivation and non-cognitive skills such as stamina and perseverance.

Greenberg Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SSTs	\$ 7,000.00
6	2	Sup & Conc	Instructional Administration of Special Projects	Clerical, Technical & Office-Sup				Extra Time - Clerical & Attendance	\$ 4,000.00
6	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting - Parent Involvement	\$ 897.00
6	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials & Supplies for Parents	\$ 768.00
6	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials & Supplies for Parents	\$ 2,500.00
6	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				HSL - Mileage	\$ 500.00
6	2	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics	\$ 2,000.00
Total									\$ 17,665.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	8.45	4.22	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Implement a multi-tiered level support system for both individual students and student subgroups who have 1 or more Out of School suspension incidents utilizing OLWEUS, 2nd Step, and Class Meetings scope & sequence in conjunction with quality first teaching utilizing instructional engagement strategies. Teachers will also undergo Year 2 of Restorative Practices Professional Learning in order to utilize Restorative Practice Strategies to help students achieve positive behavior goals.

SMART Goals

By June 2018, the number and percentage of students who have been suspended and/or expelled will have been reduced by 50% from 8.45 % to 4.22% through a school-wide multi-tiered level of support for individual and student subgroups who have 1 or more out of school suspensions.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Suspension/Expulsion Reports
- Office Referral Tacking System
- Individual & Student Subgroup Monitoring

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Classroom Teachers
- NTAs
- Coaches

Timeline:

Monitoring of data begins in August 2017 and continues through June 2018.

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

- A Pre-suspension letter and parent conference will be utilized for a child's first offense.
- Principal or Vice Principal will hold a parent conference to communicate the severity of the student action, expectations, and offer support when necessary.

Describe Related Professional Learning:

- Teachers to undergo Year 2 Restorative Practices Training
- Teacher to undergo training around "Class Meetings That Matter"
- Teachers to undergo OLWEUS anti-bullying training
- Teachers to undergo Second Step Training
- AC Team and School Wide Analysis of SQII Indicators

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All Teachers will also undergo Year 2 of Restorative Practices Professional Learning in order to utilize Restorative Practice Strategies to help students achieve positive behavior goals.
- The Greenberg Teachers and Administration Team will apply Restorative Practices Strategies and build in structures into the school year that will allow for Tier 2 and Tier 3 students on the Social/Emotional Pyramid to build a personal relationship with their teacher.
- Certificated and Classified staff will be provided with extra pay contracts to run a student mentoring group specifically for Tier 2 and Tier 3 students on the Social/Emotional Pyramid.
- All teachers will be trained in OLWEUS and Second Step. They will implement the anti-bullying and social skills curriculum and conduct circle sessions in their classroom on a weekly basis in order for students to openly address bullying incidents and equip themselves with preventative measures.
- Specific individual students and student subgroups will be strategically connected to a caring adult on campus. The adult will reach out to the student at least 2 times a week to mentor, follow up on office referrals, have conversations around academics/social emotional, build relationship, etc. The adults will know the students by name, by need, by interest.
- Staff members will serve as mentors for specific student groups such as Girl Power and The African-American Club with support from the Restorative Practices Coach.
- The First Grade Team will work in collaboration with the Fresno Police Department Chaplaincy Program in order to provide mentoring to first grade students around character building.
- The Fresno Police Department Chaplaincy Program will also provide opportunities for the First Grade Students to learn from and interact with a Therapy Dog.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL Students will be provided with the opportunities to engage in language development opportunities during class meeting topics, second step lessons, and OLWEUS school initiatives.

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	3.89	75	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement structures and create conditions in which students will have multiple opportunities to engage in extracurricular activities, athletics, and elective courses in order to foster and maintain student interest, improve student participation and engagement while at school.

SMART Goals

By June 2018, the number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will have increased by 71.11% for an overall target of 75% participation through a school-wide effort and school culture that promotes and highlights student engagement and involvement through the Student Council.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Goal 2 SQII Data
- Grade Level Elective Course Registration

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Classroom Teachers
- NTAs
- Coaches

Timeline:

Monitoring of data begins in August 2017 and continues through June 2018.

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

- Parent Volunteers will be recruited to assist with coordination of special school events such as the School Carnival, Field Trips, and assisting with volunteering in the classroom during elective courses.

Describe Related Professional Learning:

- Teachers, NTAs and Coaches will be trained on the concept and logistics of Noon-Time Sports.
- Teachers will be provided with training on implementing an elective wheel for interested grade levels.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Certificated and Classified Staff will be provided with extra pay contracts to organize and coordinate after school clubs and sports.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL Students will be especially encouraged to participate in extracurricular activities such as Peach Blossom and the Spelling Bee as well as the Talent Show.

- Staff members will serve as mentors for specific student groups such as Girl Power and The African-American Club with support from the Restorative Practices Coach.
- The Vice Principal and the NTAs will coordinate Noon-Time Sports during lunch in order to involve and engage students in athletics.
- Specific grade levels will organize and coordinate a quarterly elective wheel based on student interest.
- The First Grade Team will work in collaboration with the Fresno Police Department Chaplaincy Program in order to provide mentoring to first grade students around character building.
- The Fresno Police Department Chaplaincy Program will also provide opportunities for the First Grade Students to learn from and interact with a Therapy Dog.

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0510 Greenberg Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies	26,082.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	Will be hiring new CT for this position for same FTE.	13,376.00
1	1	Sup & Conc	Instruction	Ins Aide-Sup			Extra Pay - Classified Staff - Parent Conferences	1,500.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	25,043.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CTF - Independent Contract for Reading Tutors	70,000.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.281	Will be hiring new CT for this position for same FTE.	20,070.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	20,961.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Testing	6,049.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teacher Observation - IPG	14,000.00
4	1	Sup & Conc	Instruction	Nc-Equipment			Technology	11,482.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.500		31,764.00
5	1	LCFF: EL	Instruction	Teacher-Supp			Extra Pay for Teacher/AC Planning	501.00
5	1	LCFF: EL	Instruction	Teacher-Supp			After School Tutoring	4,000.00
5	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.500		31,764.00
6	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting - Parent Involvement	897.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parents	768.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs	7,000.00
6	2	Sup & Conc	Instructional Administration of Sp	CI&Tech-Sup			Extra Time - Clerical & Attendance	4,000.00
6	2	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for Parents	2,500.00
6	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL - Mileage	500.00
6	2	LCFF: EL	Instruction	Direct-Graph			Graphics	2,000.00

\$297,257.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,796.00
Sup & Conc	7090	\$167,165.00
LCFF: EL	7091	\$82,296.00
Grand Total		\$297,257.00

Domain Totals	Budget Totals
Academic	\$216,064.00
SEL / Culture & Climate	\$81,193.00
Grand Total	\$297,257.00