

Holland Elementary School

10621666006282

Principal's Name: Adele Stewart

Principal's Signature: 

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[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	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	56/66	8.26 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	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	55/65	42.37 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	51/66	11.76 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	40/67	79.53 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	39/67	20.08 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	60/68	38.46 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	57/68	46.43 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	60/68	33.83 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	62/68	7.43 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	61/68	92.44 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	59/68	21.38 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	51/67	7.5 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	49/64	45 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	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	40/68	20.48 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	35/68	36.36 %

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	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	38/67	2.57 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Holland Elementary will implement a comprehensive TK-3 balanced literacy program, which includes: ELA Response to Intervention model (Charger Time), tiered levels of support, and key reading components such as phonemic awareness, phonics, fluency, comprehension and vocabulary. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, every day. Language Arts instruction for all students will align with common core teaching strategies and encompass all content areas to support an increase in students at or above the State reading level, as reflected through multiple reading measures.</p>		
<i>SQII Element: Reading by 3rd Grade</i>	<i>SQII Sub-element(s): Grade Level Proficiency (SQII Indicator #6032)</i>	<i>Site Growth Target: 25%</i>	<i>Vendor (contracted services) California Teaching Fellows</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of K-3rd grade students who are on grade level will increase from 15.73% to 25%, as evidenced by growth on KAIG, BAS, Interim, and Report Cards.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • KSEP – beginning of year • TKAIG – Trimester for TK • KAIG quarterly administration • BAS/Fluency (1st) quarterly administration • BAS for Kindergarten – 4th quarter • DRP (2nd – 3rd) • Interim Assessment administration (1st) • Language Arts Grades (2-6) • Common Formative Assessments • DIBELS – Intervention Progress Monitoring 		<p><i>Owner(s)</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Progress Monitoring:</p>	<p><i>Timeline</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Quarterly • Trimester <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Weekly <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks • Quarterly

<ul style="list-style-type: none"> • EDUTEXT • AC Team Collaboration with Hoover Region • ILT – Learning by Doing by DuFour, Eaker and Many • AC agendas focused on classroom foundations and the 4 grounding questions • Classroom observation feedback based on classroom foundations and instructional tenets 	<ul style="list-style-type: none"> • Teachers • RSP Teacher • Certificated Tutor • AC teams • Admin. 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. • Parent-Teacher conferences will be scheduled at the end of the first quarter • Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. • Parents will receive student’s test scores following each assessment administration • Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders. • Monthly calendar informing parents of upcoming school events and activities • Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP’s • A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger • Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year • Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office • Spring Open House • Parents will collaborate with the school through the use of student agendas/planners, grades 4-6, as a means of communication • Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> • Student Success Team (SST) Meetings • Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually • The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually 		

Describe related professional learning:

- Increasing challenging content with integrated reading, writing, listening, and speaking
- Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas.
- Alignment of the State Standards with integration of thinking skills
- Alignment of classroom grades and formal assessments
- Digital Literacy
- Assessments
- Accountable Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- Hoover Region will continue to collaborate during Buyback Days

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

- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Classroom magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase digital literacy of students in alignment with the Technology standards with the support of a college based tutor contracted through California Teaching Fellows
- All students in grades TK-6 will participate in intervention/enrichment 4 days per week for 50 minutes each day. The site-wide deployment will utilize teachers, RSP staff, along with the certificated tutor, and college based tutor/s contracted through California Teaching Fellows
- Additional rotations are provided for identified students (SPED, EL, chronically absent)
- After 10-12 weeks of intervention, students are referred for SST to determine Tier 2 and Tier 3 intervention supports
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Technology to support student reading and assessment program (laptops/tablets, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$37,535
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute Salaries for SST's/IEP's/data chats/peer observations	\$1,500
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries for Planning (AC/ILT/Safe & Civil)	\$2,500
1	1	Title 1 Basic	Instruction	Books & Other Reference				DIBELS to support academics - ELA	\$250
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support ELA instruction	\$5,000
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows to provide ELA support	\$6,588
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellow to provide support with technology	\$4,000
1	1	Title 1 Basic	Instruction	Books & Other Reference				Magazine subscription to support ELA	\$1,500
1	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics to support academic instruction	\$500
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support ELA instruction	\$6,000

1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat./supplies/no Food/no Incentives/no Certificates	\$4,700
								Total	\$70,073

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Holland Elementary will implement a comprehensive reading support program with school-wide strategies to improve Foundational Reading Skills and comprehension of complex text. We will provide differentiated reading interventions such as deployment through ELA Response to Intervention model (CHARGER Time), based on the assessed needs and extra support in reading Foundational Skills and reading comprehension strategies. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, every day. Language Arts instruction for all students will align with common core teaching strategies and encompass all content areas to support an increase in students at or above the State reading level, as reflected through multiple reading measures.</p>		
	<p><i>SQII Element: SBAC - ELA</i></p>	<p><i>SQII Sub-element(s): Standard not met/nearly met #6142 & Standard met/exceeded #5926</i></p>	<p><i>Site Growth Target:</i> #6142 – 70% #5926 – 30%</p>
<p><input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of students scoring standard not met or standard nearly met will decrease from 79.53% to 70%, as evidenced by SBAC results. By May 2017, the number and percentage of students scoring standard met or standard exceeded will increase from 20.08% to 30%, as evidenced by SBAC results.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • DRP (2nd – 6th) • Interim Assessment administration • Language Arts Grades • Common Formative Assessments 		<p><i>Owner(s)</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin 	<p><i>Timeline</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Quarterly

<ul style="list-style-type: none"> • DIBELS – Intervention Progress Monitoring • EDUTEXT • AC Team Collaboration with Hoover Region • ILT – Learning by Doing by DuFour, Eaker and Many • AC agendas focused on classroom foundations and the 4 grounding questions • Classroom observation feedback based on classroom foundations and instructional tenets 	<p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Teachers • RSP Teacher • Certificated Tutor • AC teams • Admin. 	<p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Weekly <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks • Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. • Parent-Teacher conferences will be scheduled at the end of the first quarter • Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. • Parents will receive student’s test scores following each assessment administration • Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders • Monthly calendar informing parents of upcoming school events and activities • Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP’s • A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger • Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year • Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office • Spring Open House • Parents will collaborate with the school through the use of student agendas/planners, grades 4-6 • Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school <p>The following will be provided to further support students and families:</p>		

- Student Success Team (SST) Meetings
- Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

Describe related professional learning:

- Increasing challenging content with integrated reading, writing, listening, and speaking
- Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas.
- Alignment of the State Standards with integration of thinking skills
- Alignment of classroom grades and formal assessments
- Digital Literacy with the support of a college based tutor contracted through California Teaching Fellows
- Assessments
- Accountable Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST’s, IEP’s, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- Hoover Region will continue to collaborate during Buyback Days

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

- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Classroom magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase digital literacy of students in alignment with the Technology standards
- All students in grades TK-6 will participate in intervention/enrichment 4 days per week for 50 minutes each day. The site-wide deployment will utilize teachers, RSP staff, along with the certificated tutor, and college based tutor/s contracted through California Teaching Fellows
- Additional rotations are provided for identified students (SPED, EL, chronically absent)
- After 10-12 weeks of intervention, students are referred for SST to determine Tier 2 and Tier 3 intervention supports
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Technology to support student reading and assessment program (laptops/tablets, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute Salaries for SST's/IEP's/data chats/peer observations	\$1,500
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries for Planning (AC/ILT/Safe & Civil)	\$2,500
2	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows to provide ELA support	\$8,000
2	1	Title 1 Basic	Instruction	Books & Other Reference				Magazine subscription to support ELA	\$1,500
2	1	Title 1 Basic	Instruction	Books & Other Reference				DIBELS to support academics - ELA	\$250
2	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellow to provide support with technology	\$4,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support ELA instruction	\$5,000
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics to support academic instruction	\$500
2	1	Title 1 Basic	Instruction	Materials & Supplies				Mat./supplies/no Food/no Incentive/no Certificate	\$4,700
2	1	Title 1 Basic	Instruction	Materials & Supplies				Agenda to support students in organization for academic success	\$1,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support ELA instruction	\$6,000

Total	\$34,950
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Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Holland Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application to support focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices and making connections to content. Using the instructional tenets as our guide, we will promote a culture of learning with high expectations, challenging content, and ownership for all students, every day. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction for at-risk groups with an emphasis on technology to improve mastery of grade level standards.</p>		
	<p><i>SQII Element:</i> SBAC - Math</p>	<p><i>SQII Sub-element(s):</i> Standard not met/nearly met #6160 & Standard met/exceeded #6169</p>	<p><i>Site Growth Target:</i> #6160 – 70% #6169 – 30%</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of students scoring standard not met or standard nearly met will decrease from 80.63% to 70%, as evidenced by SBAC results. By May 2017, the number and percentage of students scoring standard met or standard exceeded will increase from 19.37% to 30%, as evidenced by SBAC results.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Interim Assessment administrations • Common Formative Assessments • Grades • EDUTEXT • AC Team Collaboration with Hoover Region 		<p><i>Owner(s)</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Grade Level Assessments:</p>	<p><i>Timeline</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Quarterly <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Weekly

<ul style="list-style-type: none"> • ILT – Learning by Doing by DuFour, Eaker and Many • AC agendas focused on classroom foundations and the 4 grounding questions • Classroom observation feedback based on classroom foundations and instructional tenets 	<ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Teachers • RSP Teacher • Certificated Tutor • AC teams • Admin. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks • Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences. • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. • Parent-Teacher conferences will be scheduled at the end of the first quarter • Each teacher will specifically review each student’s mathematics levels and scores at the fall parent conference. • Parents will receive student’s test scores following each assessment administration • Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders • Monthly calendar informing parents of upcoming school events and activities • Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP’s • A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger • Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year • Parent University will work in conjunction with Holland to offer on-going parent education provided by the district office. • Spring Open House • Parents will collaborate with the school through the use of student agendas/planners, grades 4-6 • Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> • Student Success Team (SST) Meetings • Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually 		

- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning-annually

Describe related professional learning:

- Increasing focus, coherence, and rigor
- Provide continued development of CC Standards and strategies in order to increase Depth of Knowledge (DOK) in all content areas
- Increasing the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Alignment of classroom grades and formal assessments
- Digital Literacy
- Assessments
- Accountable Communities
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST’s, IEP’s, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- Hoover Region will continue to collaborate during Buyback Days

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

- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Increase digital literacy of students in alignment with the Technology standards
- Students will be referred for Student Success Team, when necessary, to determine Tier 2 and Tier 3 intervention supports
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction and program needs
- Technology to support online adapted learning and student performance in math (laptops/tablets, computer carts, printers, or other supplies to complete the program needs of students) including maintenance and repair of technology

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics to support academic instruction	\$500

3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support Math instruction	\$4,795
								Total	\$5,295

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
	<p>Action # 4</p> <p><i>Detail the action:</i> Holland Elementary will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with Integrated ELD classroom instruction.</p>					
<i>SQII Element:</i> English Learner			<i>SQII Sub-element(s):</i> English Proficiency Growth #6017		<i>Site Growth Target:</i> 56%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase from 46.43% to 56%, as evidenced by CELDT, DRP, BAS, Interim, and Report Cards.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • CELDT • Disaggregated BAS/DRP data by EL subgroup • Disaggregated Interim Assessment data by EL subgroup • Common Formative Assessments • Grades • EL Goal Setting Report • AC Team Collaboration with Hoover Region • ILT – Learning by Doing by DuFour, Eaker and Many • AC agendas focused on classroom foundations and the 4 grounding questions • Classroom observation feedback based on classroom foundations and instructional tenets 				<p><i>Owner(s)</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Teachers • AC teams • Admin <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Teachers 		<p><i>Timeline</i></p> <p>District Assessments:</p> <ul style="list-style-type: none"> • Quarterly <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> • Weekly <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks • Quarterly

	<ul style="list-style-type: none"> • Certificated Tutor • AC teams • Admin. • EL Site Rep 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review EL Goal Setting Report, CELDT, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency • Translation services will be provided as needed and as available • On-site counseling services to provide social-emotional support for select students as needed and referred • Parent University will work in conjunction with Holland to offer parent education classes provided by the district • Teachers will provide a review of the EDUTEXT and Parent Portal during Back to School Night and fall Parent Conferences • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students • Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders. • Parent-Teacher conferences will be scheduled at the end of the first quarter • Monthly calendar informing parents of upcoming school events and activities • A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year • Parents will be invited to student celebrations/recognition assemblies, programs throughout the year • Spring Open House • Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school • Home School Liaison to provide information and support for families and build relationships/communication between home and school <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> • Student Success Team (SST) Meetings • Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually • The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Support teachers in utilizing EL Goal Setting Report to identify target students and their instructional needs 		

- Continue development and support with progress monitoring and identification of potential at-risk and long term EL students
- Provide training in Integrated and Designated ELD instructional strategies and best practices
- CELDT assessment
- Academic English Language Development through integrated and designated ELD
- Deconstructing ELD standards and alignment with ELA standards

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

- EL students will participate in Integrated and Designated ELD instruction
- Conduct CELDT Data Chats with targeted students
- Teachers will review the EL Goal Setting Report, CELDT, and academic assessment results with students, set goals, and monitor progress.
- Teachers will provide integrated ELD throughout the day in every lesson/content area
- Certificated Tutor to provide EL support and instruction to English Learners
- EL students participating in CELDT will have focused intervention prior to the CELDT assessment
- CELDT assessors will be provided for individual student assessment in listening and speaking
- LTEL students will be referred for SST meetings as needed
- Classroom materials and supplies for EL’s, including visual aids, charts, notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction and intervention program needs
- Books - reading materials to support EL students in their primary language or to support EL students with language acquisition
- Technology –technology to support EL students, such as tablets/laptops, speakers, computer programs, smartboards/ebeams, and other associated technology to support ELD instruction

Specify additional targeted actions for EL students:

EL students will receive Designated ELD instruction through CELDT camp and RtI (CHARGER Time)

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0625			\$1,653
4	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$9,922

4	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting	\$1,000
4	3	EL	Attendance & Social Work Services	Classified Support-Extra Time				HSL extra time for translation services	\$1,000
4	3	EL	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation fee for Counseling	\$684
4	3	EL	Instruction	Non Capitalized Equipment				Technology to support English Learners	\$2,000
4	3	EL	Instruction	Direct-Other (Dr)				CELDT assessors to support EL students	\$1,200
4	3	EL	Instruction	Materials & Supplies				Materials and supplies to support English Learners	\$3,269
4	3	EL	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Family Foundation Services	Family Foundations Counseling Services	\$8,500
4	3	EL	Parent Participation	Materials & Supplies				Parent Participation food and supplies	\$1,000
Total									\$30,228

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 5	<i>Detail the action:</i> Holland Elementary will implement a school wide attendance program, utilizing incentives, to promote perfect attendance both in the classroom and with individual students.					
<i>SQII Element:</i> Chronic Absenteeism		<i>SQII Sub-element(s):</i> Chronic Absenteeism Rate #5942		<i>Site Growth Target:</i> 12%	<i>Vendor (contracted services)</i>	

■ <i>New Action</i> ■ <i>On-going</i>	<i>Reasoning:</i> ■ <i>Data</i> ■ <i>Research-based</i> ■ <i>Local Knowledge/Context</i>				
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 21.38% to 12%, as evidenced by A1 Attendance meetings and ATLAS attendance report and dashboard.</p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Daily Attendance Report • ATLAS Attendance Data • Attendance Administrator Meetings – A1 • Home Visits • Student Engagement – Goal 2 activities 	<table border="1"> <thead> <tr> <th data-bbox="1276 337 1516 375"><i>Owner(s)</i></th> <th data-bbox="1516 337 1896 375"><i>Timeline</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1276 402 1516 846"> Attendance Data: <ul style="list-style-type: none"> • Attendance Clerk • Teachers • Admin • Home School Liaison Parent Meetings: <ul style="list-style-type: none"> • Attendance Clerk • Admin • Home School Liaison </td> <td data-bbox="1516 402 1896 846"> <ul style="list-style-type: none"> • Ongoing beginning first day of school and continues through June 2017. • A1 meetings held bi-weekly </td> </tr> </tbody> </table>	<i>Owner(s)</i>	<i>Timeline</i>	Attendance Data: <ul style="list-style-type: none"> • Attendance Clerk • Teachers • Admin • Home School Liaison Parent Meetings: <ul style="list-style-type: none"> • Attendance Clerk • Admin • Home School Liaison 	<ul style="list-style-type: none"> • Ongoing beginning first day of school and continues through June 2017. • A1 meetings held bi-weekly
<i>Owner(s)</i>	<i>Timeline</i>				
Attendance Data: <ul style="list-style-type: none"> • Attendance Clerk • Teachers • Admin • Home School Liaison Parent Meetings: <ul style="list-style-type: none"> • Attendance Clerk • Admin • Home School Liaison 	<ul style="list-style-type: none"> • Ongoing beginning first day of school and continues through June 2017. • A1 meetings held bi-weekly 				
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. • Parents will be provided information related to how to access the ATLAS parent portal and EDUTEXT • Parents are invited to attend Attendance conferences in an effort to improve attendance and support parents • Teachers will review individual students’ attendance and academic progress at the fall parent conference • Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EDUTEXT, and ISLP’s • Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students • Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders • Monthly calendar informing parents of upcoming school events and activities • A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year • Parents will be invited to student celebrations/recognition assemblies, programs throughout the year • Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office • Spring Open House 					

- Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Utilize School Messenger to promote attendance

Describe related professional learning:

- Review policies and procedures for attendance program and awards assemblies
- Review policies and procedures for daily attendance
- Review policies and procedures for office health referrals
- Update staff on attendance rates
- Review process for referring families to HSL for parent outreach and home visits
- Review and refine Holland Hooray participation guidelines (based on behavior and attendance)

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

- Students will have the opportunity to earn the monthly Holland Hooray, a school-wide incentive program which promotes good attendance and minimal tardies
- Awards and incentives to encourage attendance
- Weekly behavior and attendance raffle
- Awards Assemblies
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Weekly Class Meetings and/or Second Step lessons
- Implementation of school-wide anti-bullying (Olweus) program
- Club Holland – school-wide incentive program that promotes attendance and supports students in feeling connected to school
- Bi-weekly Attendance Parent Meetings with students and parents
- Students referred to Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success
- The “Manageable” absenteeism is addressed through phone calls from attendance clerk, HSL, and teachers.
- The “Chronic” absenteeism is addressed through home visits, scheduled A1 meetings, and consultation with the Child Welfare and Attendance Specialist.
- On site counseling services to provide social-emotional support for select students as needed and referred

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting	\$500
5	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation food and supplies	\$500
5	2	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support Chronic Absenteeism/Social Emotional	\$2,000
5	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				HSL Mileage for home visits	\$300
5	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support social emotional & academics	\$5,800
Total									\$9,100

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action:</i> Holland Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success (3 Holland Rules) and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.</p>		
<i>SQII Element: Suspension</i>		<i>SQII Sub-element(s): Suspension Rate #6109</i>	
		<i>Site Growth Target: 4%</i>	<i>Vendor (contracted services)</i>
<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	
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of students who have been suspended and/or expelled will decrease from 7.43% to 4%, as evidenced by ATLAS reports.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Classroom/Office Referrals • Weekly Suspension Data • MAC/CHAMPS Implementation • ATLAS misbehavior & positive behavior entries • Class Meetings – Quarterly documentation of implementation • Second Step/OLWEUS • Student Engagement – GOAL 2 activities • Club Holland data • Holland Hooray data • SEL survey • Student Survey (Gr. 4-6) • Staff Survey • Student Success Team Meetings • Student Behavior Plans and Informal Behavior Contracts 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • Counselor • School Climate Team • Admin 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Ongoing beginning first day of school and continues through June 2017. • Data reviewed monthly by Safe & Civil Schools Team
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Holland families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students • Parent contact encouraged with Level 2 behaviors and required with Level 3 behaviors • Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students • Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office • Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school • Home School Liaison to provide information and support for families and build relationships/communication between home and school 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Holland Discipline: Rules/Expectations for school-wide implementation. <ul style="list-style-type: none"> ○ Tiered Levels of response to behavior ○ Second Step ○ Class Meetings ○ Olweus ○ MAC 		

- CHAMPS
- ATLAS data entry for positive behaviors and misbehaviors
- Positive Behavior Assemblies
- Social-Emotional Presentations by site Counselor and Safe & Civil Schools Team
- Safe and Civil School Training for team members and NTA's
- Training for teachers to enter data on ATLAS for positive behaviors and misbehaviors

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

- All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus
- Teaching Fellow to provide recess and lunch support to engage students in an activity during recess and/or to provide social skills needed to be successful during recess and feel connected to school
- Holland Hero – Student of the Month – to honor students demonstrating a Character Counts pillar of the month
- All classrooms will implement Class Meetings and/or Second Step Lessons weekly
- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement school wide anti-bullying program, Olweus
- Monthly Holland Hooray for students making good choices
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- On site counseling services to provide social-emotional support for select students as needed and referred
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellow to provide social/emotional support during recesses	\$4,000
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Family	Family Foundation Counseling Services	\$25,700

							Foundation Services		
6	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support social emotional & academic support	\$5,800
								Total	\$35,500

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<p><i>Detail the action:</i> Holland Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.</p>		
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> Disproportionality #5944	<i>Site Growth Target:</i> 18%	<i>Vendor (contracted services)</i> California Teaching Fellows
<input checked="" type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease from 28.32% to 18%, as evidenced by ATLAS/SQII Goal 2 reports.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • GOAL 2 – Engagement data • Approved Volunteer Applications • Responses on School Climate Surveys for parents and students • Parent attendance (documented through sign-in sheets) throughout the school year: <ul style="list-style-type: none"> ○ Back to School Night ○ Open House ○ Parent Conference ○ ELAC/SSC attendance/agendas/minutes ○ PTA ○ Parent Coffee ○ Parent University Courses 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • Admin • HSL • Office Manager • Office Assistant 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Ongoing beginning first day of school and continues through June 2017. • Quarterly review of student engagement data • Weekly updated Volunteer Applications

<ul style="list-style-type: none"> ○ Family Engagement Events ○ Student Performances ○ Awards Assemblies ○ Events/Activities 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ● Parents will be informed about Holland Hooray, Holland Hero, and Club Holland opportunities for students ● Parents will be informed about opportunities for students to participate during morning and lunch recess in designated activities ● Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate ● Parents will be informed about educational study trips, provided by the district and by the site, and give permission for students to participate ● Monthly Parent Coffee to provide information and support for families and build relationships/communication between home and school ● Home School Liaison to provide information and support for families and build relationships/communication between home and school ● Calendar listing parent meetings will be distributed at the beginning of the year in the Parent Handbook, in the monthly newsletter, and in School Messengers throughout the year ● Parent University will work in conjunction with Holland to offer on-going parent education classes provided by the district office ● A minimum of 4 SSC/ELAC/PTA meetings will be scheduled throughout the year ● Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the previous school year, during the summer break, and School Messenger reminders. ● Parent teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend ● Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly awards assemblies, and other special events 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ● Teachers will receive updates and information regarding parent outreach efforts and calendars ● Teachers will receive updates and information regarding student engagement ● Review Holland Hooray, Club Holland, and Holland Hero procedures and participation guidelines ● Review procedure for teachers for ATLAS entries for positive behaviors (such as Holland Hero) and engagement activities (such as study trips) ● Student Engagement (Goal 2 Activities) ● Review Goal 2 Student Engagement participation (from ATLAS reports), each semester, with staff 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ● Teaching Fellow to provide recess and lunch support to engage students in an activity during recess and/or to provide social skills needed to be successful during recess and feel connected to school ● Holland Hero – Student of the Month – to honor students demonstrating the Character Counts pillar of the month 		

- Club Holland participation for all students to provide opportunities to be engaged in arts, activities, and athletics
- Monthly Holland Hooray for students making good choices and having good attendance
- Assemblies, presentations, and field trips to foster school participation and interest
- All students will have the opportunity to earn awards and incentives to encourage attendance and academic success
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member
- On-site counseling services to provide social-emotional support for select students as needed and referred
- Student Valet/Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Materials, supplies, awards, and incentives to support engagements

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting	\$500
7	3	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellow to provide student engagement support during recesses	\$4,000
7	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation food and supplies	\$500
7	3	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics to support culture and climate	\$500
7	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support culture & climate and academics	\$7,109
7	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Partic/no Food/no Incentive/no Certificate	\$583
Total									\$13,192

C.1. Budget – Allocations and Planned Expenditures

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Holland - 0220

ON-SITE ALLOCATION

3010	Title I	\$40,578 *
7090	LCFF Supplemental & Concentration	\$129,185
7091	LCFF for English Learners	\$28,575
TOTAL 2016/17 ON-SITE ALLOCATION		\$198,338

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$883
Remaining Title I funds are at the discretion of the School Site Council	\$39,695
Total Title I Allocation	\$40,578

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.

February 12, 2016

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0220 Holland Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for Planning (AC/ILT/Safe & Civil)	2,500.00
1	1	Title 1 Basic	Instruction	Bks & Ref			DIBELS to support academics - ELA	250.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Magazine subscription to support ELA	1,500.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Mat./supplies/no Food/no Incentive/no Certificate	4,700.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support ELA instruction	6,000.00
1	1	Title 1 Basic	Instruction	Direct-Graph			Graphics to support academic instruction	500.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		37,535.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST's/IEP's/data chats/peer observations	1,500.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support ELA instruction	5,000.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellow to provide support with technology	4,000.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows to provide ELA support	6,588.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for Planning (AC/ILT/Safe & Civil)	2,500.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Magazine subscription to support ELA	1,500.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: DIBELS to support academics - ELA	250.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Mat./supplies/no Food/no Incentive/no Certificate	4,700.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Agenda to support students in organization for academic success	1,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support ELA instruction	6,000.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support academic instruction	500.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitute Salaries for SST's/IEP's/data chats/peer observations	1,500.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support ELA instruction	5,000.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellow to provide support with technology	4,000.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows to provide ELA support	8,000.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support Math instruction	4,795.00
3	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support academic instruction	500.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.063		1,653.00
4	3	EL	Instruction	Mat & Supp			: Materials and supplies to support English Learners	3,269.00
4	3	EL	Instruction	Nc-Equipment			: Technology to support English Learners	2,000.00
4	3	EL	Instruction	Direct-Other			CELDT assessors to support EL students	1,200.00
4	3	EL	Parent Participation	Oth Cls-Supp			Babysitting	1,000.00
4	3	EL	Parent Participation	Mat & Supp			: Parent Participation food and supplies	1,000.00
4	3	EL	Guidance & Counseling Services	Subagreements			Counseling: Family Foundation Services : Family Foundations Counseling Services	8,500.00

4	3	EL	Guidance & Counseling Services	Direct-Other		: 2% REA Evaluation fee for Counseling	684.00
4	2	EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	9,922.00
4	3	EL	Attendance & Social Work Services	Cls Sup-Ext		HSL extra time for translation services	1,000.00
5	2	Title 1 Basic	Instruction	Nc-Equipment		: Technology to support Chronic Absenteeism/Social Emotional	2,000.00
5	2	Title 1 Basic	Attendance & Social Work Services	Local Mileag		: HSL Mileage for home visits	300.00
5	2	Sup & Conc	Instruction	Mat & Supp		: Materials and supplies to support social emotional & academics	5,800.00
5	2	Sup & Conc	Parent Participation	Oth Cls-Supp		Babysitting	500.00
5	2	Sup & Conc	Parent Participation	Mat & Supp		: Parent Participation food and supplies	500.00
6	2	Sup & Conc	Instruction	Mat & Supp		: Materials and supplies to support social emotional & academic support	5,800.00
6	2	Sup & Conc	Instruction	Subagreements		Teaching Fellows : Teaching Fellow to provide social/emotional support during recesses	4,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements		Counseling: Family Foundation Services : Family Foundation Counseling Services	25,700.00
7	3	Title 1 Basic	Instruction	Direct-Graph		: Graphics to support culture and climate	500.00
7	3	Title 1 Basic	Parent Participation	Mat & Supp		Parent Partic/no Food/no Incentive/no Certificate	583.00
7	3	Sup & Conc	Instruction	Mat & Supp		: Materials and supplies to support culture & climate and academics	7,109.00
7	3	Sup & Conc	Instruction	Subagreements		Teaching Fellows : Teaching Fellow to provide student engagement support during recesses	4,000.00
7	3	Sup & Conc	Parent Participation	Oth Cls-Supp		Babysitting	500.00
7	3	Sup & Conc	Parent Participation	Mat & Supp		: Parent Participation food and supplies	500.00

\$198,338.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,578.00
Sup & Conc	7090	\$129,185.00
EL	7091	\$28,575.00
Grand Total		\$198,338.00

Domain Totals	Budget Totals
Academic	\$110,318.00
Culture & Climate	\$31,845.00
Social/Emotional	\$56,175.00
Grand Total	\$198,338.00

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Adele Stewart	X				
2. Jose Laredo				X	
3. Laura Espinoza				X	
4. Norma Rubio-Mondragon				X	
5. Librada Sanchez				X	
6. Neidra Mora				X	
7. Lisa McCarty		X			
8. Karen Rockwell		X			
9. April Yoshimura			X		
10. Julie Hohenbrink		X			
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		X ELAC voted to fold into the SSC – Date <u>April 23, 2015.</u>			



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

E.3. Required Signatures

Fresno Unified School District - Single Plan for Student Achievement (SPSA)

2016-2017

E.3. 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 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	Adele Stewart		3-15-16
SSC Chairperson	Laura Espinoza		3-15-16