

Homan Elementary

10621666006290

Principal's Name: Jacqueline Sittre-Price

Principal's Signature: *Jacqueline Sittre - Price*

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

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District Goals	
<p>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.</p>	
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 - Jackie Sittre-Price	X				
2. Brian Allan		X			
3. Leticia Luna		X			
4. Aaron Covarrubias				X	
5. Marco Orozco		X			
6. Grace Ornelas			X		
7. Erika Rodriguez				X	
8. Angie Marshall				X	
9. Araceli Lopez				X	
10. Patricia Maldonado				X	
11.					
12.					
13.					
14.					
15. Chairperson – Araceli Lopez					

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	Jackie Sittre-Price		3/15/2017
SSC Chairperson	Araceli Lopez		3/15/2017

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

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$47,549 *
7090	LCFF Supplemental & Concentration	\$169,586
7091	LCFF for English Learners	\$70,485
TOTAL 2017/18 ON-SITE ALLOCATION		\$287,620

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$893
Remaining Title I funds are at the discretion of the School Site Council	\$46,656
Total Title I Allocation	\$47,549

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)	55/68	N/A ³	12.71%	19.80%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	60/68	N/A ³	5.14%	12.71%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	37/66	N/A ³	15.66%	23.17%	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	27/68	0.00% ⁴	51.90%	50.67%	40.98%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	28/63	N/A ⁶	36.25%	37.50%	19.78%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	13/63	N/A ⁶	66.25%	66.35%	43.96%	•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	31/67	N/A ⁷	N/A ⁷	21.02%	34.62%	•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	42/67	N/A ⁸	N/A ⁸	18.32%	26.64%	•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).	52/68	8.60%	14.53%	12.43%	13.19%	•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)	50/68*	17.48%	19.31%	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	17/68	43.53%	41.83%	37.65%	41.77%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	56/68	94.12%	94.51%	94.13%	93.64%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	55/69	17.64%	18.15%	20.18%	20.97%	•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)	49/68	N/A ¹⁰	N/A ¹⁰	44.42%	33.88%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	14.31%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	25/68	13.81%	17.83%	4.88%	7.61%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.33%	0.16%	0.00%	0.15%	•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)	22/67	85.69%	35.17%	76.18%	18.42%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input checked="" type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	58/68	N/A ¹³	N/A ¹³	67.56%	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.	33/69	N/A ¹³	N/A ¹³	65.56%	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.	54/68	N/A ¹³	N/A ¹³	54.47%	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.	49/68	N/A ¹³	N/A ¹³	68.86%	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: jackie.sittre - 03/13/2017

Save

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

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	23.8	35.8	California Teaching Fellows Foundation

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

Detail the Action

Homan Elementary will implement a comprehensive literacy program including the instruction of Foundational Skills. Teachers will maintain high expectations for learning through the use of challenging content in all lessons. Lessons will be focused on a high quality text. Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and text meaning. Students will be taught with challenging tasks that provide opportunities to use evidence and display precision in oral and written responses. All students will be provided the opportunity to read and respond daily through wide reading.

- Strategies from Making Thinking Visible and Notice and Note, that support close reading and student access to rigorous text to be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas
- Teachers will utilize their Accountable Communities to plan lessons using the Wonders GVC. Lessons will be aligned to Common Core Standards that incorporate cognitive student engagement, questions aligned to the standard and checks for understanding throughout instruction. All elements of classroom foundations will be utilized during instructional delivery with appropriate scaffolds and differentiation that allow student access to the learning objectives.
- A Certificated Tutor and Teaching Fellows will teach Guided Reading aligned to BAS levels in 1st and 2nd Grades
- Professional Learning on writing will be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math.
- Teachers will utilize all forms of assessment and data, including formative, Common Formative, Illuminate Interim, SBAC and Transfer of Learning to plan and adjust instruction based on students' current instructional needs. The Cycle of Continuous Improvement and AC Foundations will be utilized by Accountable Communities to guide instructional decision for acceleration and intervention.
- Teachers will participate in instructional rounds to observe teaching practice application and calibrate their understanding of effective professional development learning in practice.
- Continued Community of Practice work regarding the Instructional Practice Guide tenets will provide for a guaranteed and viable curriculum, frame Accountable Community work and Cycles of Review.
- The AC work using the foundation of Learning by Doing will continue to utilize, the resources and high leverage practices identified for AC's. Including, identification of Essential Standards, Standards Deconstruction and identification of Learning Targets, progress monitoring to intervene and enrich students learning.

SMART Goals

Write a SMART Goal to address each data point:

1. By the end of the 2017/18 school year, the percentage of students scoring Standard Met or Standard Exceeded on the ELASBAC will increase by at least 12% percentage points.

1. By the end of the 2017/18 school year, the percentage of K-3rd grade students who are Reading on grade level will increase by 20% percentage points.

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

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

Accountable Community CFA's

Individual Teacher Data Aligned to CCSS

Illuminate Assessments

Accountable Community Transfer of Learning

FUSD Interim

DRP

BPST

BAS

Owner(s):

Administration

Teachers

Accountable Communities

TSA

Timeline:

Accountable Community Weekly Review of CFA Data to adjust instruction to intervene and accelerate

Quarterly Cycles of Review

Accountable Community Data Review

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

Quarterly updates of progress monitoring at SSC meetings

Quarterly updates of progress monitoring at ELAC meetings

Parent Meeting regarding helping students at home

Parent University classes

Parent Teacher Conferences including recommendations

Student Study Team

Quarterly Progress Report

Describe Related Professional Learning:

- Differentiating in the classroom
- Blended Learning
- Reading Strategies/Reading Comprehension skills-Supporting EL students through Integrated & Designated ELD
- AC team support through targeted planning time and coach support
- PL focused on Notice and Note Strategies/Making Thinking Visible Strategies
- PL focused on Writing Strategies
- PL focused on Strategies that support Close Reading/Annotation of Text
- PL RIRA
- PL focused on Developing and Analyzing CFA Data through the use of Illuminate
- PL focused on Use of GVC Technology to Support Instruction
- PL on Instructional Practice Guide as a frame for instruction
- PL focused on Learning by Doing

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

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

Students In TK and Kindergarten will receive instruction utilizing the RIRA to promote listening and speaking as well as comprehension. All grades will focus lessons on standards incorporating Making Thinking Visible strategies to keep all students engaged at high levels. All Accountable Communities will use formative assessment to plan for and adjust instruction.

Resources for Student Achievement Medals

Materials and Supplies for Close Reading strategies

Paper/Charts/Poster Paper/Folders/Whiteboards

Resources to support RIRA development

Resources to support Blended Learning

Technology to support instruction and assessment/ resources for technology hardware (cords, earphones, etc.)

Resources to support Professional Learning: Making Thinking Visible

Resources to support wide reading at each grade level including graphics

PL on Designated and Intergraded ELD

RIRA for TK-First Grade Students

Tier 1-2-3 Vocabulary Instruction

Unpacking Sentences

Differentiation will be provided as support for students to access the core content.

Homan Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.3000					\$ 30,671.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Planning /Instructional Rounds - Action 1			\$ 2,049.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies - Action 1, 2, 3			\$ 54,414.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials & Supplies - Actions 1,2 and 3.			\$ 5,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Equipment for Action 1,2,3			\$ 13,401.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology - Action 1, 2, and 3.			\$ 13,342.00
								Total			\$ 118,877.00

Action # 2

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	19.8	35.8	A-Z Reading
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	34.39	54.39	California Teaching Fellows Foundation

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

Detail the Action

Homan Elementary will implement a comprehensive reading enrichment and intervention program, with an emphasis on students scoring significantly below grade level on KAIG, BAS and DRP. Foundational skills lesson instruction will develop skills in service of comprehension. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency and high frequency words. Students in Grades TK-2 will be taught utilizing Guided Reading in order to increase students reading independent level.

- TK – 2nd Grade Teachers will differentiate instruction through Blended Learning, targeted instruction and progress monitoring. Blended Learning will include differentiated small group instruction with intentionally planned centers connected to the CCSS.
- Teachers will utilize CAT instructional technology including Reading AZ/Head Sprout
- FUSD Instructional Assistants will provide targeted teaching and differentiation based on KAIG/ or FUSD Assessment and BAS Data
- Certificated Tutor and Teaching Fellows will provide targeted instruction based on BPST and BAS data in Grades 1-2
- Grades 3-6 will implement a Blended Learning program using Headsprout to intervene with and accelerate student learning
- Teachers in Grades 3-6 will use a Focus Standard Model and Targeted Teaching Model to respond when students' CFA data determines reteaching is needed
- Wonders Resources and supplemental resources will be utilized in small group targeted intervention and acceleration
- Teachers will hold DRP goal setting conversations with 2nd-6th grade students as well as reteach standards based on data and the Accountable Community Cycle of Continuous Improvement process
- TK – 6th Grade teachers will facilitate students in development of goals around relevant data
- TK-6th grade teachers will utilize benchmarking and progress monitoring of collected data to plan for and adjust instruction

SMART Goals

1. By the end of the 2017/18 school year, the percentage of students scoring Meets or Exceeds Standard on the ELA SBAC will increase by at least 15%
2. By the end of the 2017/18 school year, the percentage of K-3rd grade students on-grade level in Reading will increase by at least 20%

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

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

Data Review in August 2017

Weekly Progress Monitoring of KAIG/BPST/ BAS Data/Leveled Passage

Quarterly Fluency Data

Quarterly High Frequency Word Data

Weekly Review of Grade Level Common Formative Assessment Data

All Accountable Communities will use weekly data point to plan for intervention and acceleration of instruction for students

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

All K-2 Parents will receive related Sound Symbol Benchmarks, High Frequency Words, and Fluency Information

Weekly Parent Newsletter

Informational Meetings with SSC and Title I Parents

Parent University Classes

Informational Meetings with ELAC Parents

Student Study Team Meetings

Parent Teacher Conferences

Quarterly Progress Reports

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

- *A Blended Learning Block in 1st and 2nd grades will be utilized for 1 hour daily. Students will receive focused instruction at their reading level in small groups through a blended learning setting. While with the teacher, Certificated Tutor, IA or Teaching Fellow, students will be taught using Guided Reading. When students are working independently, they will utilize Head Sprout or Wonders GVC. They will remain in flexible groupings until assessment scores show they no longer qualify for that level of intervention services.*
- *Kindergarten teachers will differentiate through small group instruction and intentionally planned, engaging centers aligned to learning objectives.*
- *All students in grades TK-2nd will receive instruction in foundational skills.*
- *Teachers will have goal setting conversations with students in grades 2nd – 6th regarding DRP scores during the first quarter.*
- *Students in grade K-2nd will participate in a high frequency “Word Wiz” challenge.*
- *Students in grade 1st -6th will participate in a Super Hawk challenge focusing on an increase in FUSD Interim scores.*
- *Subs to cover teachers who are giving the CELDT assessment*
- *Teacher and student technology (Hardware and Software)*

Owner(s):

Administration Teachers

Accountable Communities

TSA

Timeline:

Weekly Review of Progress Monitoring Data

Weekly Review of CFA Data to adjust instruction to intervene and accelerate

Quarterly Cycles of Review

Accountable Community Data Review

Describe Related Professional Learning:

PL on iReady

PL on Head Sprout

PL on Accountable Community Weekly Data Review

PL on Progress Monitoring

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

EL students will receive support through integrated ELD strategies.

Differentiation will be provided as support for students to access the core content.

Homan Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Classified Supplemental Support - Action 2	\$ 602.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	4 Teaching Fellows for the Year - Action 1 and 2	\$ 36,000.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies and Materials for Action 1, 2, and 3. ELA, Intervention, and Math Academics	\$ 17,788.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Academic for Intervention and EL program - Action 2 and 6	\$ 27,684.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Intervention A-Z reading Action 2	\$ 6,400.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance Action 2	\$ 500.00
Total									\$ 88,974.00

Action # 3

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	12.71	27	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	26.97	36	Other - Please specify within action

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

Detail the Action

Homan Elementary Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics. Teachers will use the 5 E's embedded in the instructional path of Go Math.

- Teachers will plan lessons utilizing resources such as: Common Core Companion, Quarterly Planner, Scope and Sequence, Progression Document and Coherence Map.
- Students will work with grade level problems to develop understanding in procedures, skills, and fluency.
- Teachers will give students the opportunity to engage in math problems that enable students the ability to apply the mathematics to real world problems/situations
- The Progressions document and Quarterly Planner will be utilized in planning to reveal grade level content with specific representations and solution methods. Additional planning considerations will include tasks/problems that focus on grade level standards that reflect the depth of each standard. Students will be provided opportunities to discuss/explain and elaborate thinking using writing /models and manipulatives.
- Teachers will build foundational concept and skill support into the instructional design and schedule in order to intervene with and accelerate student learning.
- Teachers will use strategies to make math comprehensible and accessible through a variety to explanations, representations and examples.
- Release time through the use of substitute teachers will allow for Accountable Communities to plan using all element of Foundations with a focus on utilization of student CFA data and formative data to plan for and adjust instruction.
- Fresno High Regional work regarding the Instructional Practice Guide tenets will provide for a guaranteed and viable curriculum, frame Accountable Community work and cycles of Review.

SMART Goals

1. By the end of the 2017/2018 school year, the percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC will increase by at least 15% points
2. By the end of the 2017/18 school year, the percentage of K-6th grade students on-grade level in FUSD Interim Math Assessment will increase by at least 10%

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

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

August 2017 Weekly Quarterly Review
 SBAC Data Review Grades 3-6
 Quarterly FF/ Review
 Interim Assessment Data Review Grades 1-6
 KAIG Data Review Kindergarten
 Use of Weekly Common Formative Assessment Data including Illuminate Data to plan and adjust instruction

Owner(s):

Administration Teachers
 Accountable Communities
 TSA

Timeline:

Weekly Review of CFA Data to adjust instruction to intervene and accelerate
 Quarterly Cycles of Review
 Accountable Community Data Review

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

Weekly Parent News Letter
 Informational Meetings with SSC and Title I Parents
 Parent University Classes
 Informational Meetings with ELAC Parents

Describe Related Professional Learning:

Math PL to Include:
 Math Progressions/Coherence Map/Instructional Practice Guide/Quarterly Planners/Common Core Companion
 Focus/ Coherence/ Rigor
 HMH Go Math Resources and Manipulatives i.e.: Mega Math, CAT Technology mode of Personal Math Trainer
 Illuminate CFA Building
 Accountable Community Progress Monitoring

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

Students will receive a minimum of 90 minutes per day focused on math. Lessons will focus on use of manipulatives and concept building. Students in grades 2nd through 6th will use Go Math Fact Fluency to build math fluency. Students receiving below level grades may be referred to the Student Success Team. Extra pay contracts will be offered to teachers who wish to tutor after school. Instruction will be differentiated depending on students assessed learning needs. Tier 2 and Tier 3 students will receive intervention during RtI based on CFA data.

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

EL students will receive support through integrated ELD strategies. Differentiation will be provided as support for students to access the core content.

- Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
- Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
- Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Homan Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs Instructional Rounds/Planning - Action 3	\$ 7,903.00	
3	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease for Academics ELA and Math - Action 1, 2,3	\$ 5,000.00	
3	1	Sup & Conc	Instruction	Direct-Other (Dr)				Instructional Supplies for Academics - Action 1, 2, and 3	\$ 3,000.00	
Total									\$ 15,903.00	

Action # 4

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	3	Fun Works
843 - Out of school suspension rate	8	3	Fun Works

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

Detail the Action

Homan Elementary will implement a behavior management, character building program to reduce suspension rates and enhance time in class on task. Implementation will include a school wide positive support behavior program. Teachers will utilize a tiered system of supports.

Tier I Supports:

- Second Step
- Class meetings
- Two times a year Behavior Assemblies
- Character Counts Monthly Event
- Quarterly Recognition Assembly
- Daily Use of Homan Hawk Success Poster
- Daily Use of Homan Playground Handbook
- Daily use of assertive discipline system
- Classroom Behavior Chart
- STOIC/CHAMPS/MAC/3-1 Positive to Negative Interactions
- Resource Counseling Assistant
- Structured Play Contracts
- Goal II Contracts: Meaningful Jobs and Clubs

Tier II Supports:

Counseling

Behavior Support Plan Level 1

Parent Communication

Student Study Team

Boys to Men & Girl Powered Groups for Identified students

Tier III Supports:

Behavior Support Plan Levels 2 and 3

Referral to ICET

SMART Goals

By the end of the 2017-2018 school year, the percentage of students suspended will decrease by 5%.

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

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

Classroom Behavior Chart

Office referrals

Data Dashboard Review Weekly tracking Trends

Quarterly Review of referrals

Owner(s):

Teachers

TSA

Administration

Home School Liaison

CWS Counselor

HSL

Resource Counseling Assistant

Attendance Clerk

School Climate /Culture Team

Timeline:

Daily Monitoring

Weekly Contact

Quarterly Recognition and Data Review

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

Homan Parent Handbook

Behavior and Discipline Communication via the Weekly Newsletter to parents

Teachers will specifically review each student's work habits at the fall parent conference

Parent Education regarding Behavior supports and intervention

Describe Related Professional Learning:

Second Step

Class meetings

STOIC

Levels of Misbehavior

Growth Mindset

Ratio of Positive to negative Interactions

Foundations: A Proactive and Positive Behavior Support System

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

Students in grades 1st-6th will participate in Homan Hawk Clubs and behavior assemblies to increase connectedness and allow students to interact and be supported by many teachers, staff members, and parents. Students will be allowed to switch clubs 2/3 times per year. Opportunities for after school clubs, field trips and activities will also be provided.

Second Step Curriculum

Olweus Bullying Prevention Program/Videos and Guiding Principles

Once Upon a Time.....Storytelling to teach Character Building

The Teacher encyclopedia of Behavior Management

Safe and Civil Touch Kids series

Resource Counseling Assistant

Chronic Support materials

Restorative Practice approaches

School Wide Incentives and Materials will Include:

Fun Works Monthly Character Counts

Quarterly Recognition at Awards Assembly

Paper and poster paper for Parent communication and student activities

CHAMPS/MAC Visuals

EOY Award T-shirt for students receiving all O's for Outstanding in the area of Citizenship for all 4 Quarters on their report card

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

Differentiation will be provided as support for students to access the core content. as well as support differentiated social emotional needs.

Homan 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	Assistant, Resrce Cnslg	0.6250		Counselor Assistance for Social Emotional - Action 1,2, and 3.	\$ 37,266.00	
4	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Parent Participation for Academics - Action 6	\$ 602.00	
4	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Participation - Action 4	\$ 500.00	
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Mileage for HS action 4	\$ 300.00	
4	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				School Wide Rules and Procedure Posters - Action 4, 5, 6	\$ 100.00	
Total									\$ 38,768.00	

Action # 5

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

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	93.67	95.67	
5942 - Chronic absenteeism rate	20.87	15.87	

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

Detail the Action

Homan Elementary will develop an attendance management program to increase attendance rates and enhance time in class on task. The school will implement a school wide attendance support program. Teachers will use positive supports including daily attendance tracking (Homan Hawk Poster), weekly raffle, 96 Percent Club, and certificates for students with perfect attendance. For students in the manageable and chronic areas, intervention supports will include teacher communication with parents and students and Home School Liaison follow-up meetings as needed.

- Implement a character building program to increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWAS. Use of interclass competitions as a motivator.
- Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWAS.
- Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance.
- Increase greater levels of parent engagement through Parent University
- Hold SST meetings for students with academic, behavior, and attendance concerns.

SMART Goals

1. By the end of the 2017/2018 school year, the attendance rate of Homan students will increase by 2%
2. By the end of the 2017/2018 school year, the percentage of students who are chronically absent will decrease by at least 5%

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

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

- *Daily Monitoring by Teachers*
- *Mid-Quarter attendance Review*
- *End of Quarter Attendance Review*

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

Attendance Communication via weekly newsletter
Homan Handbook with School Wide Behavior Plan details
Teachers will specifically review each students attendance data and supports at the Fall parent conference

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

Character building groups with the CWA, Quarterly popcorn parties for classrooms with highest number of days with perfect attendance, school wide recognition for perfect attendance, , clip charts to acknowledge good choices, Super Hawk Tickets or Parent Post Card to award students for going above and beyond, monthly Character Counts recognition, Funworks assemblies to reward displayed Character traits. Classrooms will hold weekly class meeting and Second Step lessons.
Fun Works, Materials and supplies will be used to provide incentives.
All students will receive daily positive support through a tiered system of incentives. Positive supports include daily attendance tracking (Hawk Poster), quarterly raffle and certificates for perfect attendance. For students in the manageable and chronic areas, intervention supports will include teacher communication to parents and students, Home School Liaison follow-up conference, CWA contact and attendance

Owner(s):

Teachers
TSA
Administration
Home School Liaison

Timeline:

Data Review August 2017
Data Review Mid- Quarterly with Teachers
Data Review Quarterly with Teacher & Home School Liaison

Describe Related Professional Learning:

Professional Learning on use of Data Dashboard
Professional Learning on Behavioral Supports for students
SQII school wide data/setting targets
Safe and Civil School Initiatives: CHAMPS/MAC/STOIC/Guidelines for Success/3-1 Ratio of Positive to Negative Interactions

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

Visual CHAMPS and MAC support, videos of class meeting content
Differentiation will be provided as support for students to access the core content.

Homan Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Improvement of Attendance - Action 5	\$	523.00	
									Total	\$	523.00

Action # 6

Domain

1. Academic Performance

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

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.19	23	Other - Please specify within action
2358 - EL's not advancing at least one proficiency level in Re-designation	41.77	31	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Accountable Communities will implement a comprehensive action plan inclusive with response to intervention, with an emphasis on English Learner students not scoring on grade level on KAIIG, BPST, Fluency, BAS, DRP, SBAC and redesignation data on the 2017-2018 administration.

- CELDT assessors will be utilized during CELDT testing to support teachers focus on continued instruction of EL strategies.
- All teachers will analyze CELDT Data and plan instruction for target CELDT Boot Camp before CELDT Administration
- All Teachers will analyze students CELDT data and provide targeted instruction in Language Domains

Teachers will conduct CELDT Goal Setting with students and use the progress monitoring report

- Teachers will be trained on 4 areas of vocabulary development and how to use Tier II vocabulary instruction process presented in the ELD framework
- TK-1 Grade teachers will continue the RIRA process, questioning strategies and taking the repeated read aloud to writing
- Teachers will use professional learning to support structures for rigorous academic discourse
- Increase strategies learned in TK-1 grade VAPA training
- Accountable Communities will specifically plan specific skills of Speaking and Listening to support CCSS instruction
- Teachers will intentionally plan using the student discourse opportunities in Wonder and Go Math
- Hmong BIA to Support Early Learning
- Spanish speaking Home School Liaison

SMART Goals

1. By the end of the 2017/2018 school year, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments and are redesignated full English proficient will increase by 10%.

2. By the end of the 2017/2018 school year, the number and percentage of English Learner students not advancing at least one proficiency level in re-designation will decrease by 10%.

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

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

CELDT Data
BAS
DRP Data
Focus Standard CFA's
Illuminate Assessments
Interim Data

Owner(s):

Teachers
TSA
Administration
Accountable Communities

Timeline:

August 2017
Monthly Review of Progress
Quarterly CFA and Interim Assessment Data

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

Communication via weekly newsletter
Home School Liaison Spanish
BIA/Hmong
Homan Handbook
Teachers will specifically review each student's CELDT data and supports at the Fall parent conference
Parent University classes

Describe Related Professional Learning:

EL School Wide Plan for Designated and Integrated Instruction: Appropriate BAS and DRP levels
PL on ELD Standards /ELD Framework
Redesignation of Long Term EL's
PL CELDT Domains
PL Wonders GVC Designated ELD
PL on how to provide targeted instruction during designated learning time
Continued PL on RIRA/Questioning

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

CELDT assessors
Home School Liaison
Bilingual Paraprofessional will support EL's in Grades K-1 with primary language support and access to the core
Scaffolding such as:
Sentence Frames to support oral language productions of representations
Multiple Representations
Student Discourse Opportunities
Teaching of key vocabulary
Visual Representations
Models
Strategic Questioning
Language scaffold aligned to concept or skill
Giving opportunities for communication using multiple form

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

- Designated ELD Instruction During targeted teaching time, EL students will receive focused instruction in comprehension building and writing with the teacher*
- Differentiation will be provided as support for students to access the core content.*

Homan Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$ 13,547.00
6	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Hmong	0.3750			\$ 11,028.00
								Total	\$ 24,575.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0225 Homan Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Planning /Instructional Rounds - Action 1	2,049.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Action 1, 2, and 3.	13,342.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies - Action 1, 2, 3	54,414.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Equipment for Action 1,2,3	13,401.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies - Actions 1,2 and 3.	5,000.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.300		30,671.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Supplies and Materials for Action 1, 2, and 3. ELA, Intervention, and Math Academics	17,788.00
2	1	Sup & Conc	Instruction	Bks & Ref			Intervention A-Z reading Action 2	6,400.00
2	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows for the Year - Action 1 and 2	36,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Action 2	500.00
2	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Support - Action 2	602.00
2	1	LCFF: EL	Instruction	Mat & Supp			Academic for Intervention and EL program - Action 2 and 6	27,684.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs Instructional Rounds/Planning - Action 3	7,903.00
3	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for Academics ELA and Math - Action 1, 2,3	5,000.00
3	1	Sup & Conc	Instruction	Direct-Other			Instructional Supplies for Academics - Action 1, 2, and 3	3,000.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HS action 4	300.00
4	1	Sup & Conc	Instruction	Direct-Graph			School Wide Rules and Procedure Posters - Action 4, 5, 6	100.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.625	Counselor Assistance for Social Emotional - Action 1,2, and 3.	37,266.00
4	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Participation for Academics - Action 6	602.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Action 4	500.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Improvement of Attendance - Action 5	523.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		13,547.00
6	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.375		11,028.00

\$287,620.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,549.00
Sup & Conc	7090	\$169,586.00
LCFF: EL	7091	\$70,485.00
Grand Total		\$287,620.00

Domain Totals	Budget Totals
Academic	\$224,456.00
SEL / Culture & Climate	\$63,164.00
Grand Total	\$287,620.00