

Homan Elementary School

10621666006290

Principal's Name: Jacqueline Sittre

Principal's Signature: *Jacqueline Sittre*

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	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	66/67	5.14 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	66/67	94.86 %
<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	63/67	86.99 %
<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	63/67	12.67 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	46/67	44.2 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	45/67	46.64 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	36/66	45.61 %
<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	35/65	53.13 %

2 Academic Growth

Growth Opportunity Indicators

EOY

Selected	Segment	Element	Subelement	ID	Description	Rank	14-15
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	61/67	36.36 %

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	32/68	40.76 %

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	54/68	5.83 %
<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)	54/68	18.15 %
<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	52/68	93.35 %
<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	49/68	17.91 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	50/67	35.41 %
<input type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	45/67	35.17 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><i>Detail the action:</i> 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.</p> <ul style="list-style-type: none"> • 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 units of study and lessons 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. • 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. 		
<p><i>SQII Element:</i> ELA SBAC</p>	<p><i>SQII Sub-element(s):</i> 2-Standard Met/Exceeded</p>	<p><i>Site Growth</i></p>	<p><i>Vendor (contracted services)</i> Reading A-Z</p>

<p>a. 5926 Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC:12.67%</p> <p>b. Reading by Third Grade 6062 Number and percentage of K-3rd grade students who are on grade level: 45.61%</p>	<p>3-Borderline Eligibility Pool</p>	<p>Target: 27%</p> <p>Target: 65%</p>	<p>Measuring –Up Moby Max</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>			
<p>Write a SMART Goal to address each data point:</p> <p>a. By the end of the 2016/17 school year, the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by at least 15% percentage points. SQII Indicator 5926</p> <p>b. By the end of the 2016/17 school year, the percentage of K-3rd grade students who are on grade level will increase by at least 20% percentage points. SQII Indicator 6062</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <p>Accountable Community CFA’s Illuminate Assessments Accountable Community Transfer of Learning FUSD Interim DRP BPST BAS iReady</p>		<p>Owner(s) Administration Teachers Accountable Communities TSA</p>	<p>Timeline Accountable Community Weekly Review of CFA Data to adjust instruction to intervene and accelerate Quarterly Cycles of Review Accountable Community Data Review</p>
<p>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</p>			

Parent Teacher Conferences including recommendations as to how to Student Study Team
Quarterly Progress Report

Describe related professional learning:
 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/IPC Model
 PL RIRA
 PL focused on Developing and Analyzing CFA Data through the use of Illuminate
 PL focused on Use of Technology to Support Instruction
 PL on Community of Practice Instructional Practice Guide Focus
 PL focused on Learning by Doing

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Students will receive 2 hours of learning in ELA daily. In TK, Kindergarten and 1st grades, students will receive instruction utilizing the RIRA to promote listening and speaking as well as comprehension. All grades will focus lessons on standards incorporating Write Tools strategies and 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.

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
Specify additional targeted actions for EL students:
PL on Designated and Intergraded ELD
RIRA for TK-First Grade Students
Tier 1-2-3 Vocabulary Instruction
Unpacking Sentences

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Hmong	0.3750			10,620

1	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.3000			29,336
1	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				sub days for teachers to plan by grade level. one sub per grade level	3,885
1	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				Subs for SST's one day in fall, November 2016 and one day in spring, March 2017	2,014
1	1	EL	Instruction	Materials & Supplies				supplies and materials for ELA	7,261
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology for ELA programs	11,000
1	1	Sup & Conc	Parent Participation	Materials & Supplies				supplies and materials	5,000
1	1	Sup & Conc	Instruction	Sub- agreements for Services			Teaching Fellows	teaching fellows	28,000
								Total	\$97,116

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: Homan Elementary will implement a comprehensive reading support 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.</i></p>				

<ul style="list-style-type: none"> TK – 2nd Grade Kindergarten teachers will differentiate instruction through Blended Learning, targeted instruction and progress monitoring. Blended Learning will include differentiated small group instruction with intentionally planned centers Teachers will utilize CAT instructional technology, For Example: Moby Max and Head Sprout Instructional Assistants will provide targeted teaching and differentiation based on KAIG and BAS Data Certificated Tutor and Teaching Fellows will provide targeted instruction based on BPST and BAS data Grades 3-6 will implement a Blended Learning program using iREADY to intervene with and accelerate student learning 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 to plan for and adjust instruction 				
SQII Element: a. 6142 Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC: 86.99% b. 6062 Number and percentage of K-3rd grade students not on-grade level who are one grade level below: 45.61%		SQII Sub-element(s):	Site Growth Target: 71% Target: 25%	Vendor (contracted services) iReady Head Sprout Teaching Fellows
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: a. By the end of the 2016/17 school year, the percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease by at least 15% SQII Indicator 6142 b. By the end of the 2016/17 school year, the percentage of K-3rd grade students not on-grade level who are one grade level below will decrease by at least 20% SQII Indicator 6062				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Data Review in August 2016 Weekly Progress Monitoring of KAIG/BPST/and BAS Data Quarterly Fluency Data			Owner(s) Administration Teachers Accountable Communities	Timeline Weekly Review of Progress Monitoring Data

<p><i>Quarterly High Frequency Word Data</i> <i>Weekly Review of Grade Level Common Formative Assessment Data</i> <i>All Accountable Communities will use weekly data point to plan for intervention and acceleration of instruction for students</i></p>	<p>TSA</p>	<p><i>Weekly Review of CFA Data to adjust instruction to intervene and accelerate</i> <i>Quarterly Cycles of Review</i> <i>Accountable Community Data Review</i></p>
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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 related professional learning:
 PL on iReady
 PL on Moby Max
 PL on Head Sprout
 PL on Accountable Community Weekly Data Review
 PL on Progress Monitoring

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Students will receive 2 hours of learning in ELA daily. In TK, Kindergarten and 1st grades, students will receive instruction utilizing the RIRA to promote listening and speaking as well as comprehension. All grades will focus lessons on standards incorporating Write Tools strategies and 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.

Specify additional targeted actions for EL students:
EL students will receive support through integrated ELD strategies.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Books & Other Reference				iReady licenses	18,000

2	1	Sup & Conc	Instruction	Books & Other Reference				imagine learning program	2,600
2	1	Sup & Conc	Instruction	Books & Other Reference				big brains program	5,000
2	1	Sup & Conc	Instruction	Books & Other Reference				Moby Max for intervention	800
2	1	Sup & Conc	Instruction	Books & Other Reference				Head Sprout Reading intervention	3,000
2	1	Sup & Conc	Instruction	Books & Other Reference				Reading A-Z intervention program	2,000
2	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	17,788
2	1	Sup & Conc	Instruction	Materials & Supplies				supplemental supplies	13,126
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology and supplies schoolwide	11,412
2	3	Sup & Conc	Instruction	Office Equipment Lease				copier lease	5,000
								Total	\$78,726

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 3</p>	<p><i>Detail the action:</i> 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.</p> <ul style="list-style-type: none"> • Teachers will plan lessons utilizing resources such as the Progression Document and Coherence Map. Students will work with grade level problems to develop understanding in procedures, skills, and fluency, ultimately leading to the ability to apply the mathematics to real world problems/situations • The Progressions document 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 of explanations, representations and examples • Accountable Communities will plan using all elements of Foundations with a focus on utilization of student CFA data to plan for and adjust instruction • 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. 		
<p><i>SQII Element: Math SBAC</i> a. 6169 Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC: 5.14%</p>	<p><i>SQII Sub-element(s):</i> 2-Standard Met/Exceeded</p>	<p><i>Site Growth Target:</i> 20%</p>	<p><i>Vendor (contracted services)</i> Big Brains</p>
<p><input checked="" type="checkbox"/> New Action <input 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>a. <i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by at least 15% points. SQII Indicator: 6169</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <i>August 2016 Weekly Quarterly</i> <i>SBAC Data Review Grades 3-6</i> <i>Quarterly BBF/Big Brains Data Review</i> <i>Interim Assessment Data Review Grades 1-6</i> <i>KAIG Data Review Kindergarten</i> <i>Use of Weekly Common Formative Assessment Data including Illuminate Data to plan and adjust instruction</i></p>	<p><i>Owner(s)</i> <i>Administration</i> <i>Teachers</i> <i>Accountable</i> <i>Communities</i> <i>TSA</i></p>	<p><i>Timeline</i> <i>Weekly Review of CFA Data to adjust instruction to intervene and accelerate</i> <i>Quarterly Cycles of Review</i> <i>Accountable Community Data Review</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Weekly Parent News Letter</i> <i>Informational Meetings with SSC and Title I Parents</i> <i>Parent University Classes</i> <i>Informational Meetings with ELAC Parents</i></p>		
<p><i>Describe related professional learning:</i> <i>Math PL to Include:</i> <i>Math Progressions/Coherence Map/Instructional Practice Guide</i> <i>Focus/ Coherence/ Rigor</i> <i>HMH Go Math Resources and Manipulatives i.e.: Mega Math, CAT Technology mode of Personal Math Trainer</i> <i>Illuminate CFA Building</i> <i>Accountable Community Progress Monitoring</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>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 Big Brains/BBF 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.</i></p> <ul style="list-style-type: none"> <i>• 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.</i> <i>• Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.</i> <i>• 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.</i> 		
<p><i>Specify additional targeted actions for EL students: EL students will receive support through integrated ELD strategies.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				sub release for teachers to plan by grade level	3,885
3	1	Sup & Conc	Instruction	Materials & Supplies				supplies and materials	4,416
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology and supplies for Math	12,000
Total									\$20,301

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 # 4	<p><i>Detail the action:</i> 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), quarterly raffle, 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.</p> <ul style="list-style-type: none"> • 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 monthly SST meetings for students with academic, behavior, and attendance concerns. 		
	<p><i>SQII Element:</i> 5942: Number and percentage of students who are chronically absent (Attendance rate of 90% or less) 18% of students</p>	<p><i>SQII Sub-element(s):</i> 1-Chronic Absenteeism Rate</p>	<p><i>Site Growth Target:</i> 8%</p>

<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input 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: By the end of the 2016/2017 school year, the percentage of students who are chronically absent will decrease by at least 10% SQII Indicator:5942</i></p>															
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> ● <i>Daily Monitoring by Teachers</i> ● <i>Mid-Quarter attendance Review</i> ● <i>End of Quarter Attendance Review</i> 	<table border="1"> <thead> <tr> <th data-bbox="1276 337 1514 370"><i>Owner(s)</i></th> <th data-bbox="1514 337 1896 370"><i>Timeline</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1276 370 1514 402"><i>Teachers</i></td> <td data-bbox="1514 370 1896 402"><i>Data Review August 2016</i></td> </tr> <tr> <td data-bbox="1276 402 1514 435"><i>TSA</i></td> <td data-bbox="1514 402 1896 435"><i>Data Review Mid- Quarterly</i></td> </tr> <tr> <td data-bbox="1276 435 1514 467"><i>Administration</i></td> <td data-bbox="1514 435 1896 467"><i>with Teachers</i></td> </tr> <tr> <td data-bbox="1276 467 1514 500"><i>Home School</i></td> <td data-bbox="1514 467 1896 500"><i>Data Review Quarterly with</i></td> </tr> <tr> <td data-bbox="1276 500 1514 532"><i>Liaison</i></td> <td data-bbox="1514 500 1896 532"><i>Teacher & Home School</i></td> </tr> <tr> <td></td> <td data-bbox="1514 532 1896 570"><i>Liaison</i></td> </tr> </tbody> </table>	<i>Owner(s)</i>	<i>Timeline</i>	<i>Teachers</i>	<i>Data Review August 2016</i>	<i>TSA</i>	<i>Data Review Mid- Quarterly</i>	<i>Administration</i>	<i>with Teachers</i>	<i>Home School</i>	<i>Data Review Quarterly with</i>	<i>Liaison</i>	<i>Teacher & Home School</i>		<i>Liaison</i>
<i>Owner(s)</i>	<i>Timeline</i>														
<i>Teachers</i>	<i>Data Review August 2016</i>														
<i>TSA</i>	<i>Data Review Mid- Quarterly</i>														
<i>Administration</i>	<i>with Teachers</i>														
<i>Home School</i>	<i>Data Review Quarterly with</i>														
<i>Liaison</i>	<i>Teacher & Home School</i>														
	<i>Liaison</i>														
<p><i>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</i></p>															
<p><i>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</i></p>															
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): 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 plan.</i></p> <p><i>Specify additional targeted actions for EL students: Visual CHAMPS and MAC support, videos of class meeting content</i></p>															

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for HSL	522
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				mileage for HSL	300
								Total	\$822

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<p><i>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.</i></p> <p>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 Structured Play Contracts Goal II Contracts: Meaningful Jobs and Clubs</p> <p>Tier II Supports: Counseling Behavior Support Plan Level I Parent Communication Student Study Team Boys to Men & Girl Powered Groups for Identified students</p>		

<p>Tier III Supports: <i>Behavior Support Plan Levels 2 and 3</i> <i>Referral to ICET</i></p>			
<p><i>SQII Element:</i> 6109: percentage of students who have been suspended and/or expelled: 5.83%</p>	<p><i>SQII Sub-element(s):</i> 1-Suspension Rate</p>	<p><i>Site Growth</i> Target: 2.83%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the percentage of students suspended will decrease by 3%. <i>SQII Indicator:6109</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <i>Classroom Behavior Chart</i> <i>Office referrals</i> <i>Data Dashboard Review Weekly tracking Trends</i> <i>Quarterly Review of referrals</i></p>		<p><i>Owner(s)</i> <i>Teachers</i> <i>TSA</i> <i>Administration</i> <i>Home School</i> <i>Liaison</i> <i>CWS Counselor</i> <i>Attendance Clerk</i> <i>School Climate</i> <i>/Culture Team</i></p>	<p><i>Timeline</i> <i>Daily Monitoring</i> <i>Weekly Contact</i> <i>Quarterly Recognition and Data Review</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Homan Parent Handbook</i> <i>Behavior and Discipline Communication via the Weekly Newsletter to parents</i> <i>Teachers will specifically review each student’s work habits at the fall parent conference</i> <i>Parent Education regarding Behavior supports and intervention</i></p>			
<p><i>Describe related professional learning:</i> <i>Second Step</i> <i>Class meetings</i> <i>STOIC</i> <i>Levels of Misbehavior</i> <i>Growth Mindset</i> <i>Ratio of Positive to negative Interactions</i> <i>Foundations: A Proactive and Positive Behavior Support System</i></p>			

ATLAS: Data Entry

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
The purchase of materials, supplies and resources to support the implementation of all Tier 1-2and 3 supports:
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
Chronic Support materials
Restorative Practice approach

School Wide Incentives and Materials will Include:
Fun Works Monthly Activities
Quarterly Recognition at awards Assembly
Paper and poster paper for Parent communication and student activities

Specify additional targeted actions for EL students:
CHAMPS/MAC Visuals

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-Regular	Liaison, Home/School Spanish	0.3750			12,625
5	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Supplemental contract for Classified/Parent involvement	587
5	2	EL	Parent Participation	Other Classified-Supplemental				Classified Supp contract for Translation/Conference	587
5	2	EL	Parent Participation	Materials & Supplies				parent involvement	500
5	2	Sup & Conc	Instruction	Materials & Supplies				incentives for attendance program	3,000

5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	100
								Total	\$17,399

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 # 6	<p><i>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 KSEP, KAIG, BPST, Fluency, BAS, DRP, SBAC and resignation data in the 2015-2016 administration.</i></p> <ul style="list-style-type: none"> • <i>CELDT assessors will be utilized during CEDLT testing to support teachers focus on continued instruction of EL strategies.</i> • <i>All teachers will analyze CELDT Data and plan instruction for target CELD Boot Camp before CEDLT Administration</i> • <i>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</i> • <i>Teachers will be trained on 4 areas of vocabulary development and how to use Tier II vocabulary instruction process presented in the ELD framework</i> • <i>TK-1 Grade teachers will continue the RIRA process, questioning strategies and taking the repeated read aloud to writing</i> • <i>Teachers will use professional learning to support Structures for rigorous academic discourse</i> • <i>Increase strategies learned in TK-1 grade VAPA training</i> • <i>Accountable Communities will specifically plan specific skills of Speaking and Listening to support CCSS instruction</i> • <i>Purchase and PL Imagine Learning for targeted students</i> • <i>Hmong BIA to Support Early Learning</i> 		
	<i>SQII Element: 6017 Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>

<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input 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: By the end of the 2016/2017 school year, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase by *****</i></p>													
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <i>CELDT Data</i> <i>BAS</i> <i>DRP Data</i> <i>Focus Standard CFA's</i> <i>Illuminate Assessments</i> <i>Interim Data</i> <i>Imagine Learning Usage Reports</i></p>	<table border="1"> <thead> <tr> <th data-bbox="1274 337 1514 370"><i>Owner(s)</i></th> <th data-bbox="1514 337 1904 370"><i>Timeline</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1274 370 1514 402"><i>Teachers</i></td> <td data-bbox="1514 370 1904 402"><i>August 2016</i></td> </tr> <tr> <td data-bbox="1274 402 1514 435"><i>TSA</i></td> <td data-bbox="1514 402 1904 435"><i>Monthly Review of Progress</i></td> </tr> <tr> <td data-bbox="1274 435 1514 467"><i>Administration</i></td> <td data-bbox="1514 435 1904 467"><i>Quarterly CFA and Interim</i></td> </tr> <tr> <td data-bbox="1274 467 1514 500"><i>Accountable</i></td> <td data-bbox="1514 467 1904 500"><i>Assessment Data</i></td> </tr> <tr> <td data-bbox="1274 500 1514 532"><i>Communities</i></td> <td></td> </tr> </tbody> </table>	<i>Owner(s)</i>	<i>Timeline</i>	<i>Teachers</i>	<i>August 2016</i>	<i>TSA</i>	<i>Monthly Review of Progress</i>	<i>Administration</i>	<i>Quarterly CFA and Interim</i>	<i>Accountable</i>	<i>Assessment Data</i>	<i>Communities</i>	
<i>Owner(s)</i>	<i>Timeline</i>												
<i>Teachers</i>	<i>August 2016</i>												
<i>TSA</i>	<i>Monthly Review of Progress</i>												
<i>Administration</i>	<i>Quarterly CFA and Interim</i>												
<i>Accountable</i>	<i>Assessment Data</i>												
<i>Communities</i>													
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Communication via weekly newsletter</i> <i>Home School Liaison Spanish</i> <i>BIA/Hmong</i> <i>Homan Handbook</i> <i>Teachers will specifically review each student's CELDT data and supports at the Fall parent conference</i> <i>Parent University classes</i></p>													
<p><i>Describe related professional learning:</i> <i>EL School Wide Plan for Designated and Integrated Instruction: Appropriate BAS and DRP levels</i> <i>PL on ELD Standards /ELD Framework</i> <i>Redesignation of Long Term EL's</i> <i>PL CELDT Domains</i> <i>PL on how to provide targeted instruction during designated learning time</i> <i>PL Tier II Vocabulary Instruction</i> <i>Continued Pl on RIRA/Questioning</i></p>													
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>CELDT assessors</i> <i>Home School Liaison</i> <i>Bilingual Paraprofessional will support EL's in Grades K-1 with primary language support and access to the core</i> <i>Scaffolding such as:</i></p>													

Sentence Frames to support oral language productions of representations
Multiple Representations
Teaching of key vocabulary
Visual Representations
Models
Strategic Questioning
Language scaffold aligned to concept or skill
Giving opportunities for communication using multiple form

Specify additional targeted actions for EL students:

- *Designated ELD Instruction During targeted teaching time, EL students will receive focused instruction in Tier 2 vocabulary building and writing with the teacher*
- *EL students who are struggling readers will receive an additional 30 minute intervention focused on reading skills at the end of the day focusing first on grades 1st-3rd.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	EL	Instruction	Materials & Supplies				EL imagine learning split between 7090 and 7091	16,847
6	3	Sup & Conc	Instruction	Non Capitalized Equipment				technology for CELDT and Imagine learning	12,000
6	1	Sup & Conc	Instruction	Direct-Other (Dr)				CELDT assessor	3,000
Total									\$31,847

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> <i>TK-6 Grade Students will be provided the opportunity to participate in a variety of clubs focused on the arts, athletics and additional activities. Additionally, students will receive incentives/recognition in the following areas: Attendance, Behavior, and Academic success with a focus on building school connectedness through participation.</i></p>		
<i>SQII Element: 5944 Number and percentage of unduplicated students not engaged in any</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target:15%</i>
			<i>Vendor (contracted services)</i>

<p><i>Goal 2 activities who are more than 10% negatively disproportionate (2015=35%)</i></p>		
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point: By June 2017, the percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease by 20% as measured by SQII indicator 5944.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Goal II indicators in SQII (5944) SEL Survey results Student feedback and interests</i></p>	<p><i>Owner(s) Teachers/Admin</i></p>	<p><i>Timeline Quarterly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be encouraged to help volunteer or sponsor clubs</i></p>		
<p><i>Describe related professional learning: PL provided to teachers by administration regarding club content and outcomes</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students in grades 1st-6th will participate in a variety of clubs and assemblies to increase connectedness and allow students to interact and be supported by many teachers, staff members, and parents. Opportunities for after school clubs, field trips and activities will also be provided. <i>Specify additional targeted actions for EL students:</i></i></p>		

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Homan - 0225

ON-SITE ALLOCATION

3010	Title I	\$44,661 *
7090	LCFF Supplemental & Concentration	\$136,399
7091	LCFF for English Learners	\$65,151
TOTAL 2016/17 ON-SITE ALLOCATION		\$246,211

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$971
Remaining Title I funds are at the discretion of the School Site Council	\$43,690
Total Title I Allocation	\$44,661

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 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 SST's one day in fall, November 2016 and one day in spring, March 2017	2,014.00
1	1	Sup & Conc	Instruction	Teacher-Subs			sub days for teachers to plan by grade level. one sub per grade level	3,885.00
1	1	Sup & Conc	Instruction	Nc-Equipment			technology for ELA programs	11,000.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : teaching fellows	28,000.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			: supplies and materials	5,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.300		29,336.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.375		10,620.00
1	1	EL	Instruction	Mat & Supp			supplies and materials for ELA	7,261.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	17,788.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			technology and supplies schoolwide	11,412.00
2	1	Sup & Conc	Instruction	Bks & Ref			iReady licenses	18,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: imagine learning program	2,600.00
2	1	Sup & Conc	Instruction	Bks & Ref			: big brains program	5,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Moby Max for intervention	800.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Reading A-Z intervention program	2,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Head Sprout Reading intervention	3,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			supplemental supplies	13,126.00
2	3	Sup & Conc	Instruction	Off Eq Lease			copier lease	5,000.00
3	1	Sup & Conc	Instruction	Teacher-Subs			sub release for teachers to plan by grade level	3,885.00
3	1	Sup & Conc	Instruction	Mat & Supp			: supplies and materials	4,416.00
3	1	Sup & Conc	Instruction	Nc-Equipment			: technology and supplies for Math	12,000.00
4	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Extra Time for HSL	522.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			mileage for HSL	300.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		12,625.00
5	2	Sup & Conc	Instruction	Mat & Supp			: incentives for attendance program	3,000.00
5	2	Sup & Conc	Instruction	Direct-Graph			Graphics	100.00
5	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Supplemental contract for Classified/Parent involvement	587.00
5	2	EL	Parent Participation	Oth Cls-Supp			Classified Supp contract for Translation/Conference	587.00
5	2	EL	Parent Participation	Mat & Supp			parent involvement	500.00
6	3	Sup & Conc	Instruction	Nc-Equipment			: technology for CELDT and Imagine learning	12,000.00
6	1	Sup & Conc	Instruction	Direct-Other			CELDT assessor	3,000.00
6	1	EL	Instruction	Mat & Supp			: EL imagine learning split between 7090 and 7091	16,847.00

\$246,211.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,661.00
Sup & Conc	7090	\$136,399.00
EL	7091	\$65,151.00
Grand Total		\$246,211.00

Domain Totals	Budget Totals
Academic	\$211,577.00
Culture & Climate	\$17,522.00
Social/Emotional	\$17,112.00
Grand Total	\$246,211.00

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 - Jackie Sittre	X				
2. Chairperson - Sierra Holley				X	
3. Secretary - Leanne Bavaro		X			
4. Vice - Chairperson - Narcisa Gonzales				X	
5. Kristina Yang - Member		X			
6. Aaron Covarubias - Member		X			
7. Gloria Bello - Member				X	
8. Jessica Tapia Ramirez - Member				X	
9. Maselina Shaw - Member				X	
10. Grace Ornelas - Member			X		
11.					
12.					
13.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date_____.			

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

E.3. Required Signatures

School Name: Homan Elementary

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	Jackie Sittre		3/30/16
SSC Chairperson	Sierra Holley		3-30-16

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