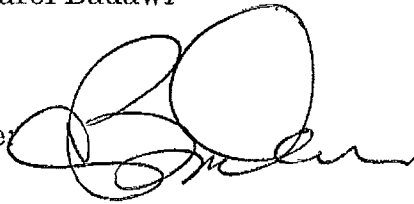


Kratt Elementary

10621666006332

Principal's Name: Carol Badawi

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Carol Badawi', written over a faint, illegible printed name.

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

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

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

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

Consolidated Program Assurances

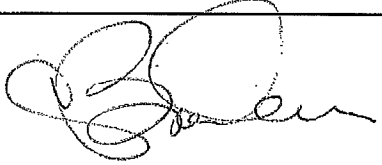
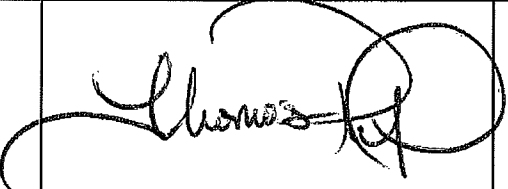
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carol Badawi	X				
2. Chairperson - Thomas Putzel				X	
3. Jenelle Pitt				X	
4. Cynthia Hand				X	
5. Josephine Hinojoza				X	
6. Andrea Muna				X	
7. Jana Eller		X			
8. Carolina Cervates-Ruiz		X			
9. Kristin Weatherson		X			
10. Maria Castro			X		

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	Carol Badawi		3/21/2017
SSC Chairperson	Thomas Putzel		4-7-2017

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

Kratt - 0285

ON-SITE ALLOCATION

3010	Title I	\$37,808 *
7090	LCFF Supplemental & Concentration	\$141,560
7091	LCFF for English Learners	\$20,574
TOTAL 2017/18 ON-SITE ALLOCATION		\$199,942

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$710
Remaining Title I funds are at the discretion of the School Site Council	\$37,098
Total Title I Allocation	\$37,808

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 type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	10/68	N/A ³	37.23%	41.78%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	14/68	N/A ³	21.48%	32.53%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	15/66	N/A ³	36.23%	36.49%	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	8/68	0.00% ⁴	34.64%	37.70%	29.92%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	46/63	N/A ⁶	12.82%	22.62%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	62/63	N/A ⁶	46.15%	22.62%	1.18%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	13/67	N/A ⁷	N/A ⁷	30.48%	37.59%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	18/67	N/A ⁸	N/A ⁸	27.38%	30.14%	•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 type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	50/68	22.81%	20.75%	12.73%	11.86%	•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)	8/68*	20.51%	37.78%	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	13/68	34.09%	35.71%	35.42%	44.23%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	22/68	95.55%	95.27%	95.41%	94.91%	•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)	16/69	10.15%	13.04%	12.33%	14.92%	•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)	29/68	N/A ¹⁰	N/A ¹⁰	32.73%	31.85%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	2.40%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	7/68	2.40%	2.61%	2.33%	1.34%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.18%	0.00%	0.00%	0.00%	•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)	31/67	77.31%	73.91%	56.83%	0.50%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	10/68	N/A ¹³	N/A ¹³	77.46%	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.	22/69	N/A ¹³	N/A ¹³	67.72%	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.	17/68	N/A ¹³	N/A ¹³	62.19%	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.	18/68	N/A ¹³	N/A ¹³	73.49%	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: -

Save

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

Action # 1

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	36	46	California Teaching Fellows Foundation

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

Detail the Action

Kratt will implement an intervention plan, by grade level, utilizing Teaching Fellows, Paraprofessionals and/or additional teacher support, for a minimum of 30 minutes daily in grade K-6. The teacher will be the primary provider of small group intervention lessons, the tutors will assist with foundational skill building and supplemental intervention in areas of need. This time is designed to support the needs of students not meeting grade level standards in reading. Student need will be determined by Spring 2017 and Fall 2017 DRP, Spring CAASP, KAIG and BAS assessments as well as teacher formative assessments such as but not limited to the BPST, DIBELS and Wonders placement and diagnostic assessment guide.

SMART Goals

By June 2018, the percentage of students who score are at or above grade level on the KAIG, BAS and SBAC will increase 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

- Fall baseline assessments such as BPST, DIBELS and/or Wonders Placement Diagnostic Assessments
- Fall and Spring KAIG, BAS and DRP assessments
- Interim Assessments
- SBAC ELA data
- Monthly progress monitoring
- Data chats and planning with Principal and Vice Principal
- AC agenda, minutes and artifacts
- Classroom observations by grade level teams and admin teams.
- SST referrals, recommendations and results

Owner(s):

Classroom Teachers
Rtl Coordinator
Leadership Team

Timeline:

- Rtl team will meet 1x a month for data analysis. PL on high impact instructional practices and highly effective AC practices.
- Analysis of student work in Accountable Communities will be on-going by all Kratt ACs.
- Walkthrough data utilizing the IPGs will be analyzed monthly through the ILT meeting.

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

- Parents will be notified when their child is receiving intervention services.
- Parents will be continuously engaged in student progress through quarterly progress reports, information nights as Back to School, parent/teacher conferences and Open House.
- Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings, PTA and site made survey/monkey surveys.
- Parents will be kept informed through weekly newsletter, weekly school messenger calls, Kratt website, Edu-test, Atlas

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

- Students reading below grade level will participate in intervention for a minimum of 30 minutes daily of small group instruction. These interventions will be intentionally planned to meet the needs of each group by the certificated staff.
- Materials will include but are not limited to GVC ELA curriculum, tablets and technology services, online resources, district and site licenses, leveled readers, and supplemental and/or substitute time for teacher observations and planning.
- Students not progressing will be referred to the Student Success Team for interventions.

Describe Related Professional Learning:

- Provide research based PL on, but not limited to, the benefits of internationally planned small group instruction and guided reading.
- Professional learning will occur as determined by data analysis, AC agenda needs, and ILT input to provide strategies to teachers and tutors to improve student learning.
- Training for Teaching Fellows.
- On-going training and utilization of the Instructional Practice Guides for literacy.

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

- ED and foster students will benefit from individual need based interventions.
- EL students will benefit from an added emphasis on foundational skills, additional practice in reading and writing and more opportunities verbal collaboration .

Kratt Budgeted Expenditures										
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1		1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST, student assessment, planning, classroom management training, data chats,	\$ 6,974.00
1		1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SST, assessment	\$ 1,163.00
1		1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				RtI coordinator	\$ 2,368.00
1		1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	CA TF for reading support in 1st grade	\$ 29,950.00
1		1	Title 1 Basic	Instruction	Materials & Supplies				supplemental materials, supplies, resources, software to support students in reading, ELA and mathematics, DIBELS, Starfall, NO FOOD, NO INCENTIVES	\$ 1,209.00
1		1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but are not limited to online resources, guided readers, paper, pencil, markers	\$ 4,605.00
									Total	\$ 46,269.00

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	41	51	Other - Please specify within action
3158 - Students with a D or F on their report card	37	27	California Teaching Fellows Foundation



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Kratt students in grades TK-6th will be at grade level in ELA through increased student engagement with rigorous content, daily opportunities for analysis with complex text and intentionally planned opportunities for productive struggle.

SMART Goals

By June 2018, there will be a 10% increase in the number of students in grades 3-6 who score met or exceeded standards on the ELA portion of the SBAC.

By June 2018, there will be a 10% decrease in the number of students earning Ds or Fs on their report cards.

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

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

- Quarterly progress and report card grade data
- SBAC ELA data
- Fall and Spring District Common Formative Assessment Data
- AC agenda, minutes and artifacts (CFA, student writing samples, rubrics)
- Data chats and planning with Principal and Vice Principal
- Classroom observations by grade level teams and admin team

Owner(s):

Classroom Teachers
Instructional Leadership Team
Principal
Vice Principal

Timeline:

- Supplemental time for planning will be available prior to each quarter but after analyzing Interim/CFA data
- Bi-quarterly review of grades
- Interim/CFA data will be analyzed after each testing period.
- Analysis of student work in Accountable Communities will be on-going by all Kratt ACs.

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

- Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system.
- Parents will be continuously engaged in student progress through quarterly progress reports, report cards, information nights such as Back to School, Open House and Title 1 parent meeting, and parent/teacher

Describe Related Professional Learning:

- Professional learning will occur as determined by data analysis, AC agenda needs, and ILT input to continue learning, planning and implementing Common Core grade-level Standards, District Scope and Sequence, GVC, and AC designed common formative assessments.
- Provide research based PL on, but not limited to, intentionally planned close reading lessons, writing

conferences.

- Teachers will contact and document students receiving D or F in ELA
- Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings, PTA and site made surveymonkey surveys.
- Child care will be provided for parents to attend meetings regarding ways to support their student's literacy development and ways to support their education. (Parent University, PIQE, etc)
- Parents will be kept informed through weekly newsletter, weekly school messenger calls, Kratt website, Edu-test, Atlas

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

- Increase digital literacy skills of students in alignment with the State Standards for Technology and the District Technology Scope and Sequence .
- Materials will include but are not limited to GVC ELA curriculum, tablets and technology services, online resources, district and site licenses, leveled readers, magazines, graphic services, paper, pencils, classroom supplies and supplemental and/or substitute time for teacher observations and planning.
- Students not progressing will be referred to the Student Success Team for interventions.
- Tiered Level of Support: Tier 1: all students will have access to data based best instructional/behavioral strategies, GVC, homework help, in class differentiation and reteaching,universal screening. Tier 2: students identified through data based process will receive supplemental support which may include small group targeted supplemental instruction in identified area (basic phonics skills, comprehension, fluency) Tier 3: students who are at high risk for reading deficits will receive intensive instruction in the Kratt learning lab.
- Extended independent reading opportunities through Accelerated Reader books, quizzes and recognition program
- Students will have the opportunity to participate in interactive learning experiences; walk through history, professional storytellers.

lessons, and making thinking visible.

- Using "Learning by Doing" to build capacity in AC teams and in return boost student achievement.
- Funds will be available for teachers to attend off-campus learning related to ELA/literacy, including but not limited to Personalized Learning Initiative.

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

- ED and foster students will benefit from extended reading opportunities.
- EL students will benefit from additional practice in reading and writing and more opportunities for verbal collaboration .

Kratt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				technology coordinator, PLI	\$ 6,513.00	
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				planning, data CCI, tutoring, line item is included in Domain 1 Action 1, 2, 3 and Domain 2 Action 6	\$ 11,842.00	
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental				technology support, assessment	\$ 2,411.00	
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Rtl support for students to meet grade level in ELA	\$ 8,437.00	
2	1	Sup & Conc	Other Instructional Resources	Other Classified-Supplemental				child care for parent events	\$ 602.00	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology - tablets, cords, carts, projectors, elmo This line item is included in both domains and all actions.	\$ 15,000.00	
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				parent involvement, NO FOOD, NO INCENTIVES	\$ 750.00	
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				repair and maintenance of equipment	\$ 2,000.00	
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphic services - student planners, classroom posters etc.	\$ 500.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but are not limited to online resources, leveled readers, magazines, paper, pencil, journals, folders, classroom supplies.	\$ 4,598.00	
Total									\$ 52,653.00	

Action # 3

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	32	40	
3158 - Students with a D or F on their report card	38	28	

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

Detail the Action

Kratt will implement a comprehensive mathematics program aligned to state standards and focused on fidelity to the district GVC and quarterly math planners. Emphasis will be placed on classroom supports and collaborative professional learning to ensure students are performing at grade level.

SMART Goals

By June 2018, there will be a 8% increase in the number of students in grades 3-6 who score met or exceeded standards on the Math portion of the SBAC.

By June 2018, there will be a 10% decrease in the number of students earning Ds or Fs in math on their report cards.

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

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

- Quarterly progress and report card grade data
- SBAC Math data
- Fall and Spring District Common Formative Assessment Data
- AC agenda, minutes and artifacts (CFA, rubrics)
- Data chats and planning with Principal and Vice Principal
- Classroom observations by grade level teams and admin team

Owner(s):

- Classroom Teachers
- Instructional Leadership Team
- Principal
- Vice Principal

Timeline:

- Supplemental time for planning will be available prior to each quarter but after analyzing Interim/CFA data
- Bi-quarterly review of grades
- Interim/CFA data will be analyzed after each testing period.
- Analysis of student work in Accountable Communities will be on-going by all Kratt ACs.

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

- Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system.
- Parents will be continuously engaged in student progress through quarterly progress reports, report cards,

Describe Related Professional Learning:

- Professional learning will occur as determined by data analysis, AC agenda needs, and ILT input to continue learning, planning and implementing Common Core grade-level Standards, District Quarterly Math Planners, GVC, and AC designed common formative assessments.

information nights such as Back to School, Open House and Title 1 parent meeting, and parent/teacher conferences.

- Teachers will contact and document students receiving D or F in Math.
- Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings, PTA and site made surveymonkey surveys.
- Child care will be provided for parents to attend meetings regarding ways to support their student's literacy development and ways to support their education. (Parent University, PIQE, etc)
- Parents will be kept informed through weekly newsletter, weekly school messenger calls, Kratt website, Edu-test, Atlas

- Provide research based PL on, but not limited to, the eight mathematical practices, math talks and intervention strategies/small group instruction.
- Technology support and Go Math resources to enhance learning and differentiate instruction.
- Funds will be available for teachers to attend off-campus learning related to Mathematics, including but not limited to Personalized Learning Initiative.

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

- Small group instruction using Go Math resources, technology (tablets, projectors, supplies) and online resources or site licenses.
- Materials will include but are not limited to additional math manipulatives, technology support, graphic services, paper, pencils, classroom supplies and supplemental and/or substitute time for teacher observations and planning.
- Extended learning opportunities, before and after school and/or during the school day.
- Students not progressing will be referred to the Student Success Team for interventions.

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

- ED and foster students will benefit from extended learning opportunities.
- EL students will benefit from additional opportunities to elaborate on their initial thoughts and explain their thinking, to revise their work, and to use precise mathematical language.

Kratt Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				extended learning intervention coordinator - mathematics	\$ 2,368.00
3	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but are not limited to paper, pencils, journals, folders, whiteboards, manipulatives, markers	\$ 4,990.00
Total									\$ 7,358.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	12	15	

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

Detail the Action

Kratt will continue to implement a comprehensive academic program around strategies and supports for English Learners (EL) in language acquisition.

SMART Goals

By June 2018, the re-designation rate will increase by 3% over the end of the 2017 school year.

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

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

- Review EL student progress on district assessments (KAIG< BAS, DRP, interim, CELDT)
- Certificated Tutor feedback
- AC agendas, minutes and student data

Owner(s):

Classroom Teachers
 Cert. Tutor
 Principal
 Vice Principal

Timeline:

- PL and planning time will be provided within the first quarter
- VP will monitor EL DRP & interim data twice a year within two weeks of testing administration
- Fall CELDT boot camp prior to CELDT testing
- Purchasing of technology and utilization will begin within the first month of school

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

- Child care will be provided for parents to attend meetings regarding ways to support their student's language acquisition and ways to support their education. (Parent University, PIQE, etc)
- Parent notification of CELDT and other assessment administrations and strategies to support building language acquisition through ELAC meetings.
- Parents will be kept informed through weekly newsletter, weekly school messenger calls, Kratt website, Edu-test, Atlas
- Child care will be provided for parent events

Describe Related Professional Learning:

- Professional learning regarding designated and integrated EL instruction.
- Supplemental planning time will be provided to teachers to ensure designated and integrated EL instruction is in their instructional lesson plans and common formative assessments.

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

- Students meeting the criteria will get daily designated ELD instruction in the least restrictive environment as determined by their needs, including but not limited to deployment with a Certificated Tutor.
- Materials include but are not limited to: CELDT Assessors, technology (tablets, carts, projectors)
- Materials will include but are not limited to additional math manipulatives, technology support, graphic services, paper, pencils, classroom supplies and supplemental and/or substitute time for teacher observations and planning.
- Extended learning opportunities, before and after school and/or during the school day.
- Students not progressing will be referred to the Student Success Team for interventions.

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

- ED and foster students will benefit from individual need based interventions.
- EL students will benefit from an added emphasis on foundational skills, additional practice in reading and writing and more opportunities verbal collaboration.

Kratt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1675			\$	11,580.00
4	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2700			\$	18,667.00
4	2	LCFF: EL	Parent Participation	Materials & Supplies				materials, supplies, parent involvement	\$	907.00
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT EL assessors	\$	1,000.00
Total									\$	32,154.00

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	95	96	On-Site Counseling/FPU
5942 - Chronic absenteeism rate	14	10	On-Site Counseling/FPU



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Kratt will continue to support the social emotional health and well-being of students and families by contracting with On-Site Counseling services for 16 hours per week, and hiring a Resource Counseling Assistant (RCA). This support will be offered to students who have attendance problems, behavior problems, social skill concerns and/or academic concerns. Services will provide students with strategies to manage: attendance, behavior, anger, and interpersonal relationships in a way that meets expectations. Teachers and staff members will be trained on best practices to use in and outside the classroom to build a consistency of expectations and follow through throughout the school.

SMART Goals

By June 2018, the overall attendance percentage rate will increase by 1% to and overall rate of 96%.

By June 2018, the percentage of students who are chronically absent will decrease by 4% from the previous year, from 84 students meeting the "chronically absent" criteria to 58 or less students being identified as chronically absent.

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

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

- A2A Attendance Data
- Monthly monitoring of student behavior referrals
- SST referrals
- Quarterly Suspension Rates
- Monthly monitoring of Counseling Referrals
- Monthly monitoring of attendance to social-emotional support room

Owner(s):

Principal
Vice Principal
On-Site Counselor
RCA

Timeline:

- Structures will begin the first month of school
- Monthly Student Success Team Meetings

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

- Parent education on the importance of good attendance
- Behavior strategies to use at home and at school
- Ways to help their student academically and social emotionally

Describe Related Professional Learning:

- Quarterly refreshers on Second Step, Class Meetings, CHAMPS, STOIC and other student behavior supports.
- Professional Learning on Social Emotional Learning, Emotional Intelligence, growth mindset and/or other

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

- Individual and group counseling services to meet the needs of students to improve school attendance, behavior and achievement.
- Small group supervised social skill interactions opportunities in the "Kratt Dog House" facilitated by the RCA.
- Materials and supplies include but are not limited to: games and equipment for individual and small group activities, paper, pencil, crayons and markers, various art supplies, leveled books, substitutes for Student Success Team meetings.

student supports.

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

- ED and foster students will benefit from the increased instructional time in the classroom.
- EL students will benefit from the increased instructional time in the classroom.

Kratt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375				\$ 11,086.00
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	on-site counseling		\$ 20,400.00
5	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but not limited to games, equipment, paper, pencil, art supplies, leveled books,		\$ 2,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee		\$ 408.00
									Total	\$ 33,894.00

Action # 6

Domain

1. Academic Performance

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

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	58	75	City of Fresno PARCS

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

Detail the Action

Kratt will continue to create opportunities for students to participate in the exploration program and/or enrichment activities around the goal 2 criteria of Arts, Activities and Athletics.

SMART Goals

By June 2018, the percentage of unique students who are engaged in a Goal 2 activity will increase to 75%.

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

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

- Quarterly review of Goal 2 engagement reports
- Review of student surveys

Owner(s):

Vice Principal
Principal

Timeline:

- Engagement opportunities will begin no later than the 5th week of school

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

- Parents will be invited to attend the "Explo Celebration" program at the end of each exploratory cycle.
- Parents will be invited to attend the TK and K end of year performance.
- Parents will be informed about exploratory class opportunities and give permission for students to submit their prioritized choices.

Describe Related Professional Learning:

- Supplemental planning for STEAM, VAPA and elective classes.

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

- Students will be provided with a variety of extended learning opportunities in the areas of science, technology, math, writing, leadership, music, visual arts, and reading through an enrichment/elective wheel taught by staff and PARCS. (Teachers will plan for the class they would like to teach prior to the 5th week of school. supplemental/substitute time will be provided)
- Students will have the opportunity to attend peer mediator training, science Olympiad, peach blossom and/or other teacher facilitated trainings.

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

- Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

- Materials include but are not limited to: science kits refill materials, arts and crafts supplies, cooking ingredients, athletic equipment and supplies, books, AR program.
- Students will have the opportunity to participate in meaningful work through student jobs supervised by staff and community service projects.

Kratt Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				teacher supervision of student engagements (peach blossom, peer mediators, leadership conference etc..)	\$ 1,163.00
6	2	Sup & Conc	Instruction	Instr Aide-Supplemental				student engagements, exploratory classes	\$ 2,411.00
6	2	Sup & Conc	Instruction	Instr Aide-Supplemental				music instructor	\$ 7,232.00
6	2	Sup & Conc	Instruction	Books & Other Reference				AR for extended learning activities and student engagement Vendor: Renaissance learning	\$ 4,500.00
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			City of Fresno PARCS	science Olympiad classes, science mobile,	\$ 4,500.00
6	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but not limited to entrance fees, science refill kits, arts and crafts, cooking ingredients, books, musical instruments, athletic equipment,	\$ 3,000.00
Total									\$ 22,806.00

Action # 7

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

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.5	2	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	73	80	

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

Detail the Action

Kratt will implement structures and interventions to support positive student behavior, reduce distractions for all learners, and enhance campus safety. Structures will be put in place to promote positive interaction between students in common areas and promote student social-awareness.

SMART Goals

By June 2018, the percentage of students who have been suspended will decrease

By June 2018, the percentage of **positive responses on the Social-Awareness construct of the elementary student survey will increase to 80%.**

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

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

- Monthly monitoring of student behavior referrals
- Quarterly class meeting documentation
- SEL survey
- Monthly positive student recognition lists

Owner(s):

- Principal
- Vice Principal
- CC Team

Timeline:

Structures will begin the first day of school.

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

- Parent notification of level 2 and 3 misbehaviors.
- Parent notification of student recognition assemblies
- Parent notification of school expectations, policies and procedures.

Describe Related Professional Learning:

- Teachers will receive quarterly refreshers on Second Step, Class Meetings, CHAMPS, and other social-awareness strategies.
- Staff will collaborate to define Levels of Misbehavior and appropriate consequences

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

- Student recognition; Kratt Bulldog of the Month, Friday morning bucketfillers, AR recognition

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

- ED and foster students will benefit from the increased instructional time in the classroom.

- All students will attend quarterly school expectation, policies and procedures assemblies.
- Materials and supplies include but are not limited to: access to AR books and quizzes, stickers, paper, crayons.
- EL students will benefit from the increased instructional time in the classroom.

Kratt Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				additional clerical for kratt school website.	\$ 1,808.00
7	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies include but not limited to leveled AR books, stickers, paper, crayons, certificates, books, guides	\$ 3,000.00
Total									\$ 4,808.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0285 Kratt Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			SST, assessment	1,163.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			RtI coordinator	2,368.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: supplemental materials, supplies, resources, software to support students in reading, ELA and mathematics, DIBELS, Starfall, NO FOOD, NO INCENTIVES	1,209.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA TF for reading support in 1st grade	29,950.00
1	1	Sup & Conc	Instruction	Teacher-Subs			SST, student assessment, planning, classroom management training, data chats,	6,974.00
1	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies include but are not limited to online resources, guided readers, paper, pencil, markers	4,605.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			parent involvement, NO FOOD, NO INCENTIVES	750.00
2	1	Sup & Conc	Instruction	Teacher-Supp			technology coordinator, PLI	6,513.00
2	1	Sup & Conc	Instruction	Teacher-Supp			planning, data CCI, tutoring, line item is included in Domain 1 Action 1, 2, 3 and Domain 2 Action 6	11,842.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			technology support, assessment	2,411.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			RtI support for students to meet grade level in ELA	8,437.00
2	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies include but are not limited to online resources, leveled readers, magazines, paper, pencil, journals, folders, classroom supplies.	4,598.00
2	1	Sup & Conc	Instruction	Nc-Equipment			technology - tablets, cords, carts, projectors, elmo This line item is included in both domains and all actions.	15,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			repair and maintenance of equipment	2,000.00
2	1	Sup & Conc	Other Instructional Resources	Oth Cls-Supp			child care for parent events	602.00
2	1	Sup & Conc	Instruction	Direct-Graph			: graphic services - student planners, classroom posters etc.	500.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			extended learning intervention coordinator - mathematics	2,368.00
3	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies include but are not limited to paper, pencils, journals, folders, whiteboards, manipulatives, markers	4,990.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.168		11,580.00
4	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.270		18,667.00
4	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT EL assessors	1,000.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			materials, supplies, parent involvement	907.00
5	2	Sup & Conc	Instruction	Mat & Supp			: materials and supplies include but not limited to games, equipment, paper, pencil, art supplies, leveled books,	2,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation Fee	408.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : on-site counseling	20,400.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		11,086.00
6	2	Sup & Conc	Instruction	Teacher-Subs			teacher supervision of student engagements (peach blossom, peer mediators, leadership conference etc..)	1,163.00

6	2	Sup & Conc	Instruction	Ins Aide-Sup	music instructor	7,232.00
6	2	Sup & Conc	Instruction	Ins Aide-Sup	student engagements, exploratory classes	2,411.00
6	2	Sup & Conc	Instruction	Bks & Ref	AR for extended learning activities and student engagement Vendor: Renaissance learning	4,500.00
6	2	Sup & Conc	Instruction	Mat & Supp	: materials and supplies include but not limited to entrance fees, science refill kits, arts and crafts, cooking ingredients, books, musical instruments, athletic equipment,	3,000.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth	City of Fresno PARCS : science Olympiad classes, science mobile,	4,500.00
7	2	Sup & Conc	Instruction	Mat & Supp	materials and supplies include but not limited to leveled AR books, stickers, paper, crayons, certificates, books, guides	3,000.00
7	2	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup	additional clerical for kratt school website.	1,808.00

\$199,942.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,808.00
Sup & Conc	7090	\$141,560.00
LCFF: EL	7091	\$20,574.00
Grand Total		\$199,942.00

Domain Totals	Budget Totals
Academic	\$136,527.00
SEL / Culture & Climate	\$63,415.00
Grand Total	\$199,942.00