

**Kratt Elementary School**

10621666006332

Principal's Name: Carol Badawi

Principal's Signature:



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

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<b>District Goals</b>	
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 :  ▼

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## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	23/66	16.07 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	48/68	30.3 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	40/68	51.52 %

## 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	<a href="#">6381</a>	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	10/68	48.88 %

## 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	54/68	15 %
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	47/67	9.09 %

**5 Climate Culture**

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	17/67	73.91 %

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
<b>Action # 1</b>	<i>Detail the action:</i> implement a comprehensive school-wide reading program to improve foundation reading skills, and provide tier I and II level intervention and supports.		
<i>SQII Element:</i> 3898 Number and percentage of TK-12th grade students who are at grade level. (based on grade level assessment cut points.)	<i>SQII Sub-element(s):</i> 6034 Number and percentage if 1 <sup>st</sup> – 3 <sup>rd</sup> grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year. 4073 subgroups: AA, SWD, EL and homeless	<i>Site Growth Target:</i> 60%	<i>Vendor (contracted services)</i> Teaching Fellows
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students who score are at or above grade level on the KAIG, BAS, DRP, Interim and/or SBAC will increase by 10%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Teachers and students will set and monitor quarterly goals: <ul style="list-style-type: none"> <li>• KAIG (quarterly administration)</li> <li>• BAS and Fluency (quarterly administration)</li> <li>• DRP (once a year)</li> <li>• FUSD Common Formative Assessments (3 times a year)</li> <li>• Foundational Reading Skills Diagnostic Assessment (2/3 times a year) Basic Phonics Skills Test III</li> <li>• Grades</li> </ul>		<i>Owner(s)</i> Principal AC Teams Teachers TSA/CT	<i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017. Quarterly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> <li>• School will hold a parent/student reading night.</li> <li>• Teachers will review each student’s reading levels and scores at the fall parent conference.</li> <li>• Parents will receive student’s test scores following each assessment administration.</li> <li>• Parents will be encouraged to enroll in Edutext.</li> </ul>			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> <li>• Reading Foundational Skills</li> <li>• Guided reading</li> </ul>			

- Differentiated instruction
- Early learning strategies
- DOK levels
- Foundational Reading Skills Diagnostic Assessment Tool
- CCI process
- Staff collaboration during accountable communities
- ILT members will analyze data, determine needs, and plan for action and engage in planning in support of leading their Accountable Community.

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

- Increase digital literacy of students in alignment with the State Standards for Technology and the District Technology Scope and Sequence.
- Kindergarten and 1<sup>st</sup> grade students will receive differentiated small-group instruction based on identified needs provided by Teacher, Certificated Tutor, Instructional Assistants and/or Teaching Fellows.
- Identified students in grades 3-6 who are scoring 2 grade levels below will participate in a minimum of 2 – 30 minute intensive RtI sessions per week.
- SSTs to plan interventions based on progress monitoring
- Leveled readers for guided reading
- Chapter books/text sets
- Rich complex texts for RIRA lessons
- Technology including tablets/carts and software programs to support student achievement (Learning A-Z)
- Awards and incentives for academic achievement
- Substitute teachers/ supplemental contracts for data analysis and long term planning
- Supplemental contracts for RtI support
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction and reading intervention program.

*Specify additional targeted actions for EL students:*

- Integrated and designated ELD instruction
- Identified students will receive additional EL support provided by Certificated Tutor.
- Identified EL students will receive integrated/designated ELD instruction.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					\$1,144
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$1,511
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries					\$1,029
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					\$1,163
1	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				Rtl support	\$4,697
1	1	Title 1 Basic	Instruction	Materials & Supplies				materials and supplies	\$2,500
1	1	Sup & Conc	Instruction	Materials & Supplies				material & supplies	\$7,561
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	California teaching fellow	\$12,000
1	1	Sup & Conc	Instruction	Books & Other Reference				dibbles, learning A-Z	\$3,000
								<b>Total</b>	<b>\$34,605</b>

Domain	<input checked="" 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
<b>Action # 2</b>	<i>Detail the action:</i> increase student engagement with appropriately rigorous content, provide opportunities for comprehension and analysis with complex text, and opportunities for productive struggle		
<i>SQII Element:</i> 5926 Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA.	<i>SQII Sub-element(s):</i> 6402 Number and percentage of 6th grade students who enter middle school having the highest likelihood to graduate from high school with the widest array of options. 4073 subgroups: AA, SWD, EL and homeless	<i>Site Growth Target:</i> 47%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students scoring standard met or standard exceeded on the ELA portion of the SBAC will increase by 10% from the previous year.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> <li>KAIG (quarterly administration)</li> <li>BAS and Fluency (quarterly administration)</li> <li>DRP (once a year)</li> <li>FUSD Common Formative Assessments (3 times a year)</li> <li>Frequent AC developed common formative assessments</li> </ul>		<i>Owner(s)</i> Principal TSA Teachers CT	<i>Timeline</i> Quarterly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> <li>On-going use of Active Reading Strategies for reading comprehension– free response, text features, highlighting, annotating, summary writing, 2 column note taking, last word, summary without words,</li> <li>Increasing complex talk and tasks through reading, writing, listening and speaking in complex text.</li> <li>Text and task complexity</li> <li>AC generated frequent common formative assessments</li> <li>Write Tools writing strategies</li> <li>FUSD Common Formative assessments</li> <li>Staff collaboration during accountable communities</li> <li>Book Study; Making Thinking Visible</li> <li>External professional learning opportunities – increase student engagement with appropriate rigorous content, increase opportunities for student grappling/productive struggle with complex text, shift responsibility for the thinking of the lesson to students.</li> </ul>			



- ILT members will analyze data, determine needs, and plan for action and engage in planning in support of leading their Accountable Community.

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

- Increase digital literacy of students in alignment with the State Standards for Technology and the District Technology Scope and Sequence.
- Chapter books/text sets and magazines
- Rich complex texts for RIRA lessons
- Technology including tablets/carts and software programs to support student achievement (Learning A-Z)
- Awards and incentives for academic achievement
- Incentive reading program to encourage, foster and promote student reading during non-instructional times
- Substitute teachers/ supplemental contracts for data analysis and long term planning
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support complex text, talk and task).

*Specify additional targeted actions for EL students:*

- Identified students will receive additional EL support provided by Certificated Tutor.
- Identified EL students will receive integrated/designated ELD instruction.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					\$1,144
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$1,743
2	1	Sup & Conc	In-House Instructional Staff Development	Certificated Supervisors & Admin-Sup				PL with nancy harris	\$4,649
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries					\$1,029

2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology	\$5,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology	\$6,000
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				maintenance & repair	\$1,000
2	1	Sup & Conc	Instructional Administration of Special Projects	Copier Maintenance				lease	\$500
2	1	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$7,000
2	1	Sup & Conc	Instruction	Books & Other Reference				subscriptions: Time, National Geo, Scholastic	\$1,000
								<b>Total</b>	<b>\$29,065</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 3</b>	<i>Detail the action:</i> implement a comprehensive mathematics program with fidelity to the district core curriculum, Tier I and II level support and intervention program, along with school-wide strategies to improve math fluency.		
<i>SQII Element:</i> 6169 Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	<i>SQII Sub-element(s):</i> 6258 Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	<i>Site Growth Target:</i> 31%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by 10%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>FUSD Common Formative Assessment</li> <li>GoMath Performance Tasks/AC common formative assessments</li> </ul>		Principal TSA AC	Quarterly

<ul style="list-style-type: none"> <li>Grades</li> <li>BBF quarterly administration</li> <li>SQII</li> </ul>	Teachers	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>Parents will receive student’s test scores following each assessment administration.</li> <li>Parents will be encouraged to enroll in Edutext.</li> <li>Each teacher will review each student’s math grade and BBF scores at the fall parent conference.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>On-going professional learning on the State Standards and math shifts/practices.</li> <li>Professional learning on GoMath adoption, materials and supports.</li> <li>Common formative assessments; Illuminate</li> <li>Math Talks</li> <li>Challenging content</li> <li>Student ownership in thinking</li> <li>Technology utilization</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>Gomath curriculum</li> <li>Calculators</li> <li>Tablets</li> <li>RtI</li> <li>Provide tutoring/intervention support after school for identified students.</li> <li>Math manipulatives</li> <li>Materials and supplies</li> <li>Supplemental contracts for planning</li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$1,511
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries					\$1,029

3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					\$1,163
3	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				Rtl support	\$2,349
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology	\$6,000
3	1	Title 1 Basic	Instruction	Materials & Supplies				materials and supplies	\$2,567
3	1	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$5,000
								Total	\$19,619

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<i>Detail the action:</i> implement a comprehensive academic English Language acquisition program focusing on English Learner students who are not advancing at least one proficiency level per year.		
<i>SQII Element:</i> 6017 Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments.	<i>SQII Sub-element(s):</i> 5990 Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria 6338 Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	<i>Site Growth Target:</i> 61%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of EL students who demonstrate growth on academic and language assessments will increase 10%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• CELDT</li> <li>• BAS (1<sup>st</sup> grade level G)</li> <li>• DRP</li> </ul>		Principal TSA Site EL REP CT	Quarterly

<ul style="list-style-type: none"> <li>FUSD Common Formative Assessments</li> </ul>	Teachers
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>Teachers will review EL Goal Setting Report, ELDA and CELDT scores with parents and students and provide guidance on how to help students reach English language proficiency.</li> <li>Parents will be encouraged to enroll in Edutext.</li> </ul>	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>CELDT assessment</li> <li>ELD Framework and academic English development through integrated and designated ELD.</li> <li>Deconstructing ELD standards and alignment with ELA standards.</li> <li>EL Goal Setting Report to identify target students and their instructional needs.</li> <li>Researched based strategies; text deconstruction-reconstruction.</li> </ul>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>Daily designated EL instruction</li> <li>Daily integrated EL instruction</li> <li>Inclusion of complex text, task and talk</li> <li>CELDT assessors</li> <li>Conduct CELDT Data chats with targeted students</li> <li>Teachers will review the EL Goal setting Report, ELDA and CELDT scores with students, set goals and monitor progress.</li> <li>Supplemental materials and instructional supplies to support EL students</li> <li>Tutoring/homework support after school for EL students who are not advancing.</li> </ul>	

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1375		CT	\$8,672
4	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.3000		CT	\$18,924
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					\$1,144

4	1	EL	Instruction	Direct-Other (Dr)				CELDT testing	\$1,000
4	1	EL	Instruction	Materials & Supplies				materials and supplies	\$1,412
								Total	\$31,152

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 5</b>	<i>Detail the action:</i> implement a Tier I and II level attendance program; recognition/incentives for individuals and classrooms with high attendance rate and a support program for students with chronic or severely chronic attendance.					
<i>SQII Element:</i> 5942 Number and percentage of students who are chronically absent (attendance rate of 90% or less)	<i>SQII Sub-element(s):</i> 6331 Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention		<i>Site Growth Target:</i> 10%		<i>Vendor (contracted services)</i> On-Site Counseling	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students who are chronically absent will decrease by 3% from the previous year.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>
<ul style="list-style-type: none"> <li>ATLAS</li> <li>A2A Attendance Data</li> <li>SQII</li> </ul>				Principal TSA Teachers		
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>						
<ul style="list-style-type: none"> <li>Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.</li> </ul>						
<i>Describe related professional learning:</i>						
<ul style="list-style-type: none"> <li>A2A process</li> <li>SEI Paraeducator and On-Site Counseling referrals</li> </ul>						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>						
<ul style="list-style-type: none"> <li>Awards and incentives to encourage attendance.</li> <li>Prevention/Intervention support – Kratt Dog House</li> <li>On-Site Counseling services</li> </ul>						
<i>Specify additional targeted actions for EL students:</i>						

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
<b>Action # 6</b>	<i>Detail the action:</i> implement a tiered level of response to behavior incidents and a character building program to reduce suspension rates, lessen distractions for all learners, enhance campus safety for all students, and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.		
<i>SQII Element:</i> 6109 Number and percentage of students who have been suspended and/or expelled	<i>SQII Sub-element(s):</i> 6302 Number of TK-6 <sup>th</sup> grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	<i>Site Growth Target:</i> 2%	<i>Vendor (contracted services)</i> On-Site Counseling
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students who have been suspended and/or expelled will remain constant or decrease.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> <li>• Monthly Suspension data</li> <li>• Weekly referral by teacher</li> <li>• SEL Survey</li> <li>• Class meeting Quarterly Documentation</li> <li>• Counseling Referrals</li> <li>• Attendance to social-emotional prevention room</li> </ul>		<i>Owner(s)</i> Principal TSA Teachers On-Site Counselor SEI Para	<i>Timeline</i> Quarterly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> <li>• Parent contact encouraged with Level 2 behaviors and required with Level 3 behaviors.</li> <li>• Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students.</li> </ul>			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> <li>• Safe &amp; Civil School Training</li> <li>• Second Step Training &amp; class meetings</li> <li>• First 20 Days</li> <li>• Tiered levels of behavior interventions/referrals</li> </ul>			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <ul style="list-style-type: none"> <li>• Kratt Bulldog of the Month, recognizing students of character</li> <li>• Kratt “Bucketfillers” weekly recognition of positive student interactions.</li> <li>• Peer Mediators and recess referees</li> <li>• All students will attend quarterly school expectation, policies and procedures assemblies.</li> </ul>			

- All classrooms will implement weekly classroom meetings and second step lessons.
- Monthly Student Success Team meetings for identified students.
- Kratt “Dog House” will be provided for prevention/intervention for Tier 2 students
- On-Site Counseling will be provided for identified Tier 3 students.

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraeducator, Soc Emot Intv	0.4375		para SEI	\$13,962
6	2	Sup & Conc	Instruction	Instr Aide-Supplemental					\$2,349
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	on-site counseling	\$20,400
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)					\$300
6	2	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$2,000
								<b>Total</b>	<b>\$39,011</b>

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
<b>Action # 7</b>	<i>Detail the action:</i> Kratt will continue the exploration program and implement engagement clubs to increase student involvement and connection with adults at school.		
<i>SQII Element:</i> 2080 Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	<i>SQII Sub-element(s):</i> 3031 Number and percentage of Special Education students who are not engaged in any Goal 2 activity	<i>Site Growth Target:</i> 75%	<i>Vendor (contracted services)</i> Parks & Recreation



			4110 Number and percentage of Latino/Hispanic students not engaged in a Goal 2 activity						
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>			<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>						
<p><i>Write a SMART Goal to address each data point:</i>                  By the end of the 2016/17 school year, number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase to 75%, with the percent of “not engaged” for each subgroup also decreasing; SpEd 33% to 25% and Hispanic 17% to 14%.</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"> <li>• Engagements (Goal 2) Data</li> <li>• Student Survey Data</li> <li>• Student Job participation/records</li> <li>• SQII</li> </ul>					<p><i>Owner(s)</i> Principal TSA Teachers Coaches</p>		<p><i>Timeline</i></p>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parents will be invited to attend the “Explo Celebration” program at the end of each 7-8 week exploratory cycle.</li> <li>• Parents will be informed about exploratory class opportunities and give permission for students to submit their prioritized choices.</li> </ul>									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• STEAM and VAPA for elementary exploratory classes</li> <li>• GATE education</li> </ul>									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to participate in a variety of VAPA and STEAM classes through the exploratory program taught by staff.</li> <li>• Students will have the opportunities to participate in music, activities and athletics during and after school.</li> <li>• Students will have the opportunity to participate in meaningful work through Student Jobs supervised by staff (referees, peer mediators, student council, safety patrol, cafeteria assistants etc..)</li> </ul>									
<p><i>Specify additional targeted actions for EL students:</i></p>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Teacher-Substitute Salaries					\$1,144

7	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$1,743
7	3	Sup & Conc	Instruction	Instr Aide-Supplemental					\$3,525
7	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					\$1,163
7	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			City of Fresno-- Recreation	science Olympiad/ science mobile	\$3,000
7	3	Sup & Conc	Instruction	Books & Other Reference				AR subscription	\$4,000
7	3	Sup & Conc	Instruction	Non Capitalized Equipment				technology	\$5,000
7	3	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$3,000
								<b>Total</b>	<b>\$22,575</b>

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
	<b>Action # 8</b>					
<i>Detail the action:</i> Kratt will implement a comprehensive parent communication and outreach program to develop greater participation in school sponsored events, resulting in increased parent involvement.						
<i>SQII Element:</i> 356 Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school"		<i>SQII Sub-element(s):</i> School Culture/Climate Parent Survey Question 17. "I participate in school sponsored activities at my child's school"		<i>Site Growth Target:</i> 90%	<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June 2017, the percent of parents that respond "Agree" or "Strongly Agree" to "I participate in school sponsored activities at my child's school" will increase to 90% as measured by the School Climate Parent Survey.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i> Principal	<i>Timeline</i>	

<ul style="list-style-type: none"> <li>• Parent Sign in sheets</li> <li>• Parent Survey</li> <li>• Approved Volunteer Applications</li> <li>• Parent Appreciation Recognition Lists</li> </ul>	TSA Teachers	Beginning in August with back to school night and continuing throughout the entire school year.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• A minimum of four ELAC and four SSC meetings will be scheduled throughout the year. A calendar of these meetings will be distributed to parents and posted in the office along with meeting agendas.</li> <li>• Back to School Night will be scheduled in August/September and a Title 1 Parent Meeting will be scheduled in August/September, with notification sent home prior to the first day of school.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend.</li> <li>• Parents will be invited to student celebrations and programs throughout the year, including Explo Celebrations, music programs, quarterly achievement awards assemblies and any other special events.</li> <li>• Parent University classes will be offered through the on-going parent education efforts provided by the district office.</li> <li>• Teacher/Parent Learning Together Nights</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Review key elements and trend data from parent survey results.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• Awards and incentives to encourage participation, attendance and foster school spirit.</li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup					\$1,762
8	3	Title 1 Basic	Parent Participation	Materials & Supplies				parent involvement	\$1,500
								Total	\$3,262

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Kratt - 0285

**ON-SITE ALLOCATION**

3010	Title I	\$37,189 *
7090	LCFF Supplemental & Concentration	\$120,764
7091	LCFF for English Learners	\$21,336
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$179,289</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$809
Remaining Title I funds are at the discretion of the School Site Council	\$36,380
<b>Total Title I Allocation</b>	<b>\$37,189</b>

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 0285 Kratt Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs				1,029.00
1	1	Title 1 Basic	Instruction	Teacher-Supp				1,163.00
1	1	Title 1 Basic	Instruction	Ins Aide-Sup			Rtl support	4,697.00
1	1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies	2,500.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : California teaching fellow	12,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs				1,144.00
1	1	Sup & Conc	Instruction	Teacher-Supp				1,511.00
1	1	Sup & Conc	Instruction	Bks & Ref			: dibbles, learning A-Z	3,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			material & supplies	7,561.00
2	1	Title 1 Basic	Instruction	Teacher-Subs				1,029.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: technology	5,000.00
2	1	Sup & Conc	Instruction	Teacher-Subs				1,144.00
2	1	Sup & Conc	Instruction	Teacher-Supp				1,743.00
2	1	Sup & Conc	Instruction	Bks & Ref			: subscriptions: Time, National Geo, Scholastic	1,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: materials & supplies	7,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			technology	6,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			maintenance & repair	1,000.00
2	1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sup			PL with nancy harris	4,649.00
2	1	Sup & Conc	Instructional Administration of Sp	Copier Maint			lease	500.00
3	1	Title 1 Basic	Instruction	Teacher-Subs				1,029.00
3	1	Title 1 Basic	Instruction	Teacher-Supp				1,163.00
3	1	Title 1 Basic	Instruction	Ins Aide-Sup			Rtl support	2,349.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies	2,567.00
3	1	Sup & Conc	Instruction	Teacher-Supp				1,511.00
3	1	Sup & Conc	Instruction	Mat & Supp			: materials & supplies	5,000.00
3	1	Sup & Conc	Instruction	Nc-Equipment			: technology	6,000.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.138	CT	8,672.00
4	1	Sup & Conc	Instruction	Teacher-Subs				1,144.00
4	1	EL	Instruction	Teacher-Regu	Tutor	0.300	CT	18,924.00
4	1	EL	Instruction	Mat & Supp			materials and supplies	1,412.00
4	1	EL	Instruction	Direct-Other			CELDT testing	1,000.00
6	2	Sup & Conc	Instruction	Ins Aide-Reg	Paraeducator, Soc Emot Intv	0.438	para SEI	13,962.00
6	2	Sup & Conc	Instruction	Ins Aide-Sup				2,349.00
6	2	Sup & Conc	Instruction	Mat & Supp			: materials & supplies	2,000.00

6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other		200.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth	Counseling: On-Site Counseling/FPU : on-site counseling	20,400.00
7	3	Title 1 Basic	Instruction	Teacher-Supp		1,163.00
7	3	Sup & Conc	Instruction	Teacher-Subs		1,144.00
7	3	Sup & Conc	Instruction	Teacher-Supp		1,743.00
7	3	Sup & Conc	Instruction	Ins Aide-Sup		3,525.00
7	3	Sup & Conc	Instruction	Bks & Ref	: AR subscription	4,000.00
7	3	Sup & Conc	Instruction	Mat & Supp	: materials & supplies	3,000.00
7	3	Sup & Conc	Instruction	Nc-Equipment	: technology	5,000.00
7	3	Sup & Conc	Instruction	Cons Svc/Oth	City of Fresno--Recreation : science Olympiad/ science mobil	3,000.00
8	3	Title 1 Basic	Parent Participation	Mat & Supp	parent involvement	1,500.00
8	3	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup		1,762.00
						<b>\$179,289.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,189.00
Sup & Conc	7090	\$120,764.00
EL	7091	\$21,336.00
<b>Grand Total</b>		<b>\$179,289.00</b>

Domain Totals	Budget Totals
Academic	\$114,441.00
Culture & Climate	\$25,837.00
Social/Emotional	\$39,011.00
<b>Grand Total</b>	<b>\$179,289.00</b>

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

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Carol Badawi</b>	X				
2. <b>Chairperson - Cynthia Schram</b>		X			
3. <b>Janis Young</b>		X			
4. <b>Jana Eller</b>		X			
5. <b>Maria Castro</b>			X		
6. <b>Kelli Amaral</b>				X	
7. <b>Kim Kole</b>				X	
8. <b>Cynthia Hand</b>				X	
9. <b>Josephine Hinojoza</b>				X	
10. <b>Andrea Muna</b>				X	
X ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Kratt 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	Carol Badawi		3/14/16
SSC Chairperson	Cynthia Schram		3/14/16

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