

Lane Elementary School

10621666006357

Principal's Name: Rosemary Baiz

Principal's Signature:

A handwritten signature in blue ink, appearing to be 'RB', written over the text 'Principal's Signature:'.

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	63/65	34.78 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	52/66	56.31 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	51/66	8.79 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	39/66	16.13 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	38/67	43.8 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	36/67	41.07 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	35/67	20.96 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	36/68	53.49 %
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3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	55/68	34.85 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	57/68	93.25 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	49/68	17.25 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	48/68	18.48 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	46/68	24.78 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	35/68	3.77 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	63/67	44.48 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	49/67	1.38 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Due date has passed, no more changes.]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> Lane will implement comprehensive reading support, to improve student learning through professional learning, best practices, after school tutoring and increased daily reading.		
<i>SQII Element:</i> ELA (SBAC)	<i>SQII Sub-element(s):</i> #5926 Standards Met/Exceeded The number and percentage of students scoring Standard Met or Standard Exceeded on the 2015 ELA SBAC is 20.96% (74/353 students; Rank 35/67).	<i>Site Growth Target:</i> +10% (30.96%)	<i>Vendor (contracted services)</i> <ul style="list-style-type: none"> California Teaching Fellows Accelerated Reading/AR 360/STAR
<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 number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 10%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> Classroom teachers, BIAs (as appropriate), and administrators will analyze student work to monitor student progress and learning needs Administrators will implement daily progress monitoring through walkthroughs, feedback, reflective conversations, etc. Targeted Action Plans will be developed to focus teaching and learning improvement in areas of student learning need, aligned to CCSS and the Instructional Practice Guide. 		<i>Owner(s)</i> <ul style="list-style-type: none"> Classroom Teachers Professional Learning Communities (AC) Leadership Team Principal/VP Bilingual Instructional Assistants Teaching Fellows, Intervention/TSA 	<i>Timeline</i> <ul style="list-style-type: none"> Expectations and Agreements will be made prior to the start of the school year in August 2016 regarding the consistent and frequent monitoring of students. Professional Learning Communities will conduct student progress monitoring every 2-3 weeks and will be calendared for the year, for ELA and Math. Structured data analysis will occur after assessments are completed

		<p>and data becomes available.</p> <ul style="list-style-type: none"> • CAASPP in August 2016 • DRP – In September 2016 • Interim Assessments in October 2016, February 2017, April 2017
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student’s reading levels and scores at the Fall parent conference. In addition, teachers will provide information to parents regarding what the learning content for the year will be and elicit parents as partners to support student success. • The following parent forums will be utilized to inform parents of student performance reports and strategies to support at home: Parent University Modules, Coffee hour, English Learner Advisory Committee, Back to School, Parent/Teacher conferences, workshops, seminars and mini-conferences. <p>Parents will be informed of the following:</p> <ul style="list-style-type: none"> - Importance of Redesignation before entering Middle School and its impact on A-G courses. - Importance of attendance at 95% or above, beginning in PreK, and its impact on future success. - Importance of Early Learning – talking, reading and singing with children 0-5 years of age. - Importance of communicating with their child’s teacher and creating a partnership. <ul style="list-style-type: none"> • Establish the EFFORT (Every Family Focused on Reading Together) program, a school-wide daily reading at home support structure. Every family will be encouraged to read nightly. Families who participate in the program 90% of the time, will be invited to an end of the year celebration (BBQ), with their children. • Parent Volunteers are organized to support improved student achievement in classrooms, and in the computer lab. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • The ELA/ELD Framework • Learn the new ELA adoption • Professional Learning Communities (AC) • Core 6, Notice and Note, Learn By Doing, and Making Thinking Visible, are professional reading resources that may be utilized during each Lane Professional Learning session to increase knowledge and strategies to support improved student learning. • Vocabulary Development • Technology Scope and Sequence • CAASPP, DRP, Interim Assessments, and Math performance tasks will be analyzed to identify gaps in student learning and inform instruction. Assessments will be analyzed and acted upon as results become available. • Analysis of Common Formative Assessments to identify student learning needs and to plan for next instructional steps. • Training on Accelerated Reader/STAR Program. • How to teach long-term struggling readers using best practices. • Standards Articulation by Grade Level (Ramping up the Rigor) • Professional Learning may also be included not listed above as the need arises. 		

- Materials and supplies to support Professional Learning.

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

- All students in grades TK – 6th will participate in daily literacy instruction that require complex text, task, talk, and thoughts. Children will be expected to read a minimum of 60 minutes per day, across curricular areas/multiple contexts.
- Technology instruction and practice using the Technology Scope & Sequence will occur weekly.
- A Certificated Technology Assistant will provide professional learning support in the use of software and other online, internet based teaching resources to teachers.
- An incentive/motivation based program to reward and celebrate Kindergarten and 1st Grade students for meeting HFW grade level benchmarks. Rainbow colored bracelets will be given to students as they learn “color words” that support students in “making a rainbow”.
- Accelerated Reader will be utilized as a reading motivation and incentive activity. Teachers and Intervention Teacher/TSA will develop a schoolwide system of Accelerated Reader incentives, recognition and celebrations for students meeting personal goals.
- Two, 6 hour, District Funded BIAs, will provide support for Kindergarten, and may extend support through 3rd grade, to meet benchmarks in ELA, Math and English Language Development, and provide English Learner Newcomer support, as resources allow.
- Additional support, during instruction, will be extended through 4th -6th as resources allow, utilizing district and site funded personnel.
- Expand Library books and periodical section to increase reading and complex text selection.
- Classroom sets of literature and non-fiction texts (as funds allow).
- Recognition, Celebrations, and Incentives will be implemented to acknowledge student progress and achievement.
- Technology will be purchased/repared/replaced to support the academic program.
- A 0.375 FTE Resource Lab Assistant will assist in managing resources to teachers and students.
- Materials and supplies will be purchased to support English Language Arts instruction.
- Supplemental materials may be purchased as needed.

Specify additional targeted actions for EL students:

- Daily Designated English Language Development instruction will occur for a minimum of 30 minutes. Grade levels may deploy for ELD given students learning needs.
- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in Designated ELD.
- English Learners will be identified and focused upon, to ensure progress toward meeting redesignation criteria.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- One, site funded, 6 hour BIA and two, 3 hour BIAs will provide support for Kindergarten – 6th grade, to meet benchmarks in ELA, Math and English Language Development, and provide English Learner Newcomer support, as resources allow.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		BIA - 1 of 2 BIA - 3 hours (Adame)	10,540
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		BIA - 2 of 2 BIA - 3 hours (Aguirre)	10,377
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500		BIA - 1 BIA - 6 hours (Garcia)	37,906
1	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2500		Resource Lab Assistant - Harper 3.5 hours	6,637
1	1	EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.1250		Resource Lab Assistant - Harper 3.5 hours	3,320
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher AC Planning	17,139
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Technology Assistant Contract - 3 hours Training and support Students/Teachers/Parents	15,112
1	1	EL	Parent Participation	Classified Support-Supplemental				Translators - Parent/Teacher Conferences.	1,176
1	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for Parent Meetings	2,000
1	1	EL	Instruction	Materials & Supplies				Materials & Supplies (TBD)	16,473
1	1	EL	Instruction	Materials & Supplies				Toner For Printers - Bilingual & ELL support	2,000

1	1	EL	Instruction	Materials & Supplies				Laminating Film and Poster Paper for teaching charts	6,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies (TBD)	2,544
1	1	Sup & Conc	Instruction	Materials & Supplies				RTI - Corrective Reading Materials & Supplies	16,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies (TBD)	4,113
1	1	Sup & Conc	Instruction	Materials & Supplies				5th & 6th Grade Planners for students	1,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Copier Paper -	10,500
1	1	Sup & Conc	Instruction	Materials & Supplies				Binders - Student organization 4th -6th	1,600
1	1	Sup & Conc	Instruction	Materials & Supplies				Toner for Printers -	3,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Homework Folders K - 4th	900
1	1	Sup & Conc	Instruction	Office Equipment Lease				IKON Copier Lease	13,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology - Repair/Replace	2,000

1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Aquire	8,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Carts for Tablets	1,200
1	1	Sup & Conc	Instruction	Books & Other Reference				Professional Learning Books - AC Teams	3,000
								Total	\$195,537

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Students significantly below grade level in Kindergarten – 6th grade will receive corrective reading (SRA), daily. Students performing below grade level standards in grades 4th – 6th grade will receive reading comprehension intervention. Students in 4th - 6th grades, who are 2 grade levels or more below in comprehension will receive support using a program such as Read 180 Next Generation. A deployment structure will be utilized to meet the comprehension needs for students who score Met or Nearly Met levels on the SBAC, using research based reading support resources and best practices.</p>		
	<p><i>SQII Element:</i> ELA (SBAC)</p>	<p><i>SQII Sub-element(s):</i> #6142 Standards Not Met or Standard Nearly Met The number and percentage of students scoring Standards Not Met or Standard Nearly Met on the ELA SBAC is 77.62%, 274/353 students.</p>	<p><i>Site Growth Target:</i> -10% (67.62%)</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>By June 2017, the number and percentage of students scoring Standards Not Met or Standard Nearly Met on the ELA SBAC, will be decreased by 10%.</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"> • Students in corrective reading will be assessed weekly and progress will be monitored. Adjustments will be made to service as needed. Students will be exited upon meeting the established criteria and in consultation with homeroom teachers. Students will also be referred to SST when appropriate. • Professional Learning Communities (AC) will monitor student progress in cycles of continuous improvement every 2-3 weeks. Learning targets and assessments will be calendared. • A system for monitoring student progress will be collaboratively developed following the cycle of continuous improvement. • DRP & District Benchmark Assessment • BAS, DIBELS, BPST, Fluency and HFW assessments • Additional relevant assessments • KAIG • Teacher/ Professional Learning Communities (AC) created Common Assignments/Assessments • When analyzing student assessment results, we will include analysis by subgroups • Intervention Resources and progress monitoring may include SRA Corrective Reading, READ 180, System 44 assessments. 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Teachers, the Intervention/TSA (Designated Schools additional 1.0 FTE), BIAs, and Teaching Fellows, will coordinate regular and consistent assessment of student progress utilizing appropriate assessments. 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Expectations and Agreements will be made prior to the start of the school year in August 2016 regarding the consistent and frequent monitoring of students in intervention. • Professional Learning Communities (AC) will conduct student progress monitoring every 2-3 weeks and will be calendared for the year. • Assessment will occur weekly for corrective reading and every 2-3 weeks for 4th - 6th grade intervention. • Adjustments in timeline will be made as necessary.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. We will also utilize the following parent forums to inform parents about student performance reports and strategies to support at home:</p> <ul style="list-style-type: none"> • Parent University Modules • Coffee hour • ELAC • Back to School • Parent/Teacher conferences • Workshops and mini-conferences. • Establish a structure of daily reading at home. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • How to teach long-term struggling readers using best practices. • New ELA Adoption related to struggling students • The use and administration of BAS, DIBELS, BPST and other relevant assessments • Oral Language Development 		

- Writing
- Foundational Skills
- Collaboration between Teachers and support staff
- Reconstruction/Deconstruction of text
- Write Tools Binders

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

- Students significantly below grade level, in K - 6th grade will receive Corrective Reading, daily. 25-45 minutes, as appropriate, of intervention instruction daily.
- Kindergarten and students not meeting benchmarks will receive corrective reading during the school day and/or after-school.
- 1st and 2nd grade students not meeting benchmarks may receive additional support after school.
- Teaching Fellows and BIAs will provide support for students in 1st, 2nd and 3rd grade classrooms, to provide intervention, to meet grade level benchmarks, during the school day, for a minimum of 45 minutes, 5 days per week.
- Daily Support will be provided 4 days a week, 45 minutes per day, to students who are significantly below grades 4th – 6th for a minimum of 45 minutes per day, using corrective reading, Read 180 Next Generation.
- 4th -6th grade students who are not meeting benchmarks will receive intervention in reading comprehension through deployment, 45 minutes per day, 4 days per week.
- Materials and supplies will be purchased to support interventions.

Specify additional targeted actions for EL students:

- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in designated ELD.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- English Learners will be identified and focused upon to ensure progress toward meeting redesignation criteria.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Safe & Civil Team Contracts	2,324
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Release to attend SSTs/IEPs/504s/Level 1 behavior plans	3,470

2	1	EL	Instruction	Sub-agreements for Services		Teaching Fellows	Teaching Fellows - (3 PM)	34,810
2	1	Title 1 Basic	Instruction	Books & Other Reference			TIME for KIDS	1,900
2	1	Sup & Conc	Instruction	Sub-agreements for Services		Teaching Fellows	Teaching Fellows (3 AM)	26,100
2	1	Sup & Conc	Instruction	Books & Other Reference			Accelerated Readers & AR 360	3,200
2	1	Sup & Conc	Instruction	Materials & Supplies			Supplemental Software	1,000
2	1	Sup & Conc	Instruction	Materials & Supplies			Materials and Supplies (additional Academic Materials to support ELA/Math/Science/SS/PE)	3,000
							Total	\$75,804

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Each grade level Professional Learning Community will establish goals and targets in ELA by quarter to support students in meeting End of Year Goals. Professional Learning Communities will design interventions for students not meeting benchmarks. Consistent and frequent progress monitoring will occur in Professional Learning Communities (AC).</p>		
<i>SQII Element:</i> Reading by Third Grade	<i>SQII Sub-element(s):</i> # 6590 Reading by Third Grade Rate The number and percentage of 3 rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period, is 16.13%, rank 39/66.	<i>Site Growth Target:</i> +20% (36.13%)	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input 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>			

<p>By June 2017, the number and percentage of students who are ELA Grade Level On-Track/Ready as of the last grading period will increase by 20%.</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"> Professional Learning Communities (AC) will monitor student progress in cycles of continuous improvement every 2-3 weeks. Learning targets and assessments will be calendared. Interventions will be developed for students not meeting targets/goals. A system for monitoring student progress will be collaboratively developed following the cycle of continuous improvement. Analysis of student progress quarterly to ensure students are meeting benchmarks. Interventions will be developed to address learning needs for students not meeting quarterly benchmarks 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Classroom Teachers Professional Learning Communities (AC) Principal Vice-Principal 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Administrators will create a shared online data recording tool used by Professional Learning Communities (AC) for ELA, Math, ELD & Intervention by June 30, 2016
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Maximize use of Parent Meetings, Parent University, ELAC, & Coffee Hour to encourage regular reading, 20-30 minutes a night. Family reading support will be encouraged by posting banners around the school fences. (i.e. Did you read 20-30 minutes last night, Can you write a simple sentence, Have you Read, Talked, or Sang with your child today, etc...) Early learning focus on Parent Education Workshops provided by administrators and teachers targeting Preschool – Kindergarten. Preschool – 3rd grade teachers send home quarterly reading targets. Regular communication will be made to parents regarding student performance. Parents will be informed of actions and strategies they may utilize at home to support student success. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ELA strategies and the newly adopted ELA Materials. Building and strengthening Professional Learning Communities (AC) through professional learning and utilizing <u>Skillful Leader</u> and <u>Learning by Doing</u> professional resources. Develop and utilizing cycles of continuous improvement planning and data analysis tools. Early Learning best practices 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Teachers will communicate learning targets to students and facilitate students setting learning targets by quarter. Students will be given specific feedback on their performance during formative, benchmark and common formative assessments. Students will utilize this feedback to realign with their quarterly learning targets. Materials and supplies will be purchased to support Professional Learning Community work and to support instruction. Supplemental materials and supplies may be purchased to support student learning. 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in Designated ELD.
- In addition to including English Learners in the daily and frequent progress monitoring, English Learner students’ progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- English Learners will be identified and targeted to ensure progress toward meeting redesignation criteria.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Kindergarten Orientation Home Packets	1,000
								Total	\$1,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> Students will engage in conceptual based Math instruction aligned to CCSS through writing, oral presentations, consensus building, group discussions and projects.		
<i>SQII Element:</i> Math (SBAC)	<i>SQII Sub-element(s):</i> #6164 Standard Met/Exceeded The number and percentage of students scoring Standards Met or Exceeded on 2015 Math SBAC is currently 18.84%, 65/340 students, rank not available.	<i>Site Growth Target:</i> + 10% (28.84%)	<i>Vendor (contracted services)</i> • MIND Research (JiJi)
<input checked="" type="checkbox"/> New Action	<input 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 number and 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> • Professional Learning Communities (AC) will monitor student progress in cycles of continuous improvement every 2-3 weeks. Learning targets and assessments will be calendared.		<i>Owner(s)</i> • Classroom Teachers • Professional Learning Communities (AC)	<i>Timeline</i> Implementation begins in August 2016 before the first day of school and continues through June 2017.

<ul style="list-style-type: none"> • A system for monitoring student progress will be collaboratively developed following the cycle of continuous improvement. • Administrators will implement daily progress monitoring through walkthroughs, feedback, reflective conversations, etc. 	<ul style="list-style-type: none"> • Principal/VP 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Maximize use of Parent Meetings, Parent University, ELAC, & Coffee Hour to encourage regular practice in learning basic math facts and knowledge of focused math concepts. • Teachers will send home quarterly math concept learning targets. • Include math coherence across grade levels in parent education workshops. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Building strengthening Professional Learning Communities (AC) through professional learning and utilizing <u>Skillful Leader</u> and <u>Learning by Doing</u> Professional Resources. • Develop and utilize cycles of continuous improvement planning and data analysis tools. • Focus, Coherence and Rigor • Building capacity in the use of Standards Progressions and Coherence Maps. • Building capacity in the teaching of the 8 Math Practices. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will have the opportunity to talk, write, think and collaborate regarding Math concepts, process and multiple ways of solving problems and participate in the eight mathematical practices during instruction. • Teachers will communicate learning targets to students and facilitate students setting learning targets by quarter. • Students will be given specific feedback on their performance during formative, benchmark and common formative assessments. • Students will utilize this feedback to realign with their quarterly learning targets. • ST Math (JiJi) software support and practice. • Materials and supplies will be purchased to support Math instruction. • Supplemental materials and supplies will be purchased to support student learning. <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in designated ELD. • In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation. • English Learners will be identified and focused upon to ensure progress toward meeting redesignation criteria. 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Materials & Supplies				Math Journals - Students	1,000
4	1	Sup & Conc	Instruction	Books & Other Reference				Mind Institute - JiJi	2,000
Total									\$3,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Lane will provide Math Facts support, interventions and strategies, with an emphasis on students scoring a 1 or 2 (not passing), on the Quarterly BBF assessments. Students who meet quarterly BBF assessments goals with a 3 or 4 will then receive advanced instruction and practice in grade level BBF.</p>		
<p><i>SQII Element:</i> Math (SBAC)</p>	<p><i>SQII Sub-element(s):</i> #6160</p> <p>Standards Not Met or Standard Nearly Met The number and percentage of students scoring Standards Not Met or Standard Nearly Met on the Math SBAC is 81.16%, 280/345 students.</p>	<p><i>Site Growth Target:</i> -10% (71.16%)</p>	<p><i>Vendor (contracted services)</i> • MIND Research (JiJi)</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>By June 2017, the number and percentage of students scoring Standards Not Met or Standard Nearly Met on the Math SBAC will be decreased by 10%.</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"> After quarterly BBF Assessments data analysis will be conducted by Teachers, Administrators, Intervention/TSA, Resource Lab Assistants,-BIAs (when applicable) and After School staff to identify student learning gaps. Create a system and structure for identifying students not meeting benchmarks and providing support. Celebrate those students meeting benchmarks. 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Administrators Teachers 	<p><i>Timeline</i></p> <p>Professional Learning Communities (AC) will establish mid-year and end of year targets for addition, subtraction, multiplication and divisions facts. Teams</p>

	will not wait until 3rd and 4th Quarter to take all BBF assessments.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parent workshops to demonstrate BBF to parents and ways they can support at home. • Provide support resources to families to support Math Facts mastery by grade level. • Develop a system and structure to inform parents of their child’s progress after each BBF assessment. Parents will be informed of actions and strategies they may utilize at home to support student success. 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Math: Go Math - content and resources. • Math technology • BBF training for new teachers and refresh BBF protocol and instruction. • What does BBF look like in each Grade Level? How do we continue to stretch students with their fact knowledge. 	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • BBF will occur daily in all classrooms with modifications based on grade level appropriateness and assessed student learning needs. • Practice for students not passing BBF assessments outside instructional time. • After School Program to support Math Facts Mastery, with a multiplication emphasis in 3rd-6th grade. • ST Math (JiJi) software support and practice. • BIA/Teaching Fellows support where available and needed. • 3rd grade students will begin BBF multiplication assessments on 2s, 5s and 10s at the end of 1st Quarter. 2nd Quarter assessments will be 2s, 3s, 4s, 5s, 10s. • Incentives/Recognition will be provided to students who pass all BBF assessments with a 3 or 4 during awards assemblies. • Students who are not meeting benchmarks will receive additional Math Facts practice for homework. • Materials and supplies will be purchased to support students in learning basic math skills. <p><i>Specify additional targeted actions for EL students:</i> BIA support for EL students as needed.</p>	

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i> Lane will increase our daily and annual attendance rates to meet, at a minimum, our goal of 96%.		
<i>SQII Element:</i> Attendance	<i>SQII Sub-element(s):</i> #48 Attendance Rate ADA Attendance Rate from EOY 2014-2015 was 94.85%	<i>Site Growth Target:</i> 96% (+1.85%)	<i>Vendor (contracted services)</i>
<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 the end of the year, the attendance rate for the 2016-2017 school year will be 96%.			
<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"> Atlas Reports - Weekly monitoring of Manageable and Chronic students Child Welfare Attendance Specialist – coordinate communication and support for Manageable and Chronic students by making weekly phone calls home. Regular and consistent scheduling of chats and conferences with families in the upper levels of the Manageable attendance group. 		<i>Owner(s)</i> <ul style="list-style-type: none"> Principal Child Welfare Attendance Specialist Home School Liaison Teachers 	<i>Timeline</i> Implementation will begin August 2016 and actions will occur daily, weekly and quarterly.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> Kindergarten Parent Orientation – the first day of school. Early Learning Mini-Conference to include importance of attendance and research supporting great attendance equates to future success. Edutext School Messenger SSTs Communication with parents: letters, phone calls, conferences (large group, small group and one on one) 			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> Atlas Systems and Reports School Messenger After School Program Training – Safety Plan/Procedures, Lane Discipline Policy and System 			

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

- NTA/Classified Professional Learning
- Increase Library Time/Access - several days per week
- Perfect Attendance Celebrations
- Attendance Improvement Celebrations
- Incentives will be provided to students showing improvement in attendance.
- Conferences and goal setting with families of Manageable/Chronic students
- Write Safety Plan to address lighting, signage, communication devices and materials/supplies.
- Study trips and extended learning opportunities as funds become available.
- All students will have an opportunity to attend the public After School Program, during the academic year, and receive academic support services by means of homework support, Accelerated Reader, Jiji, Math Fluency, BBF mastery, and enrichment.
- Materials and supplies will be purchased to support improved attendance/safety.

Specify additional targeted actions for EL students:

Conference with families going to Mexico for extended vacations, during instructional days, to explain the negative impact on student achievement.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000		HSL - Home School Liaison	47,173
6	2	Sup & Conc	In-House Instructional Staff Development	Other Classified-Supplemental				NTA - Professional Development 1 per quarter training	1,763
6	2	Sup & Conc	Instruction	Materials & Supplies				Safety Materials - Acquire/Replace/Repair	2,000
6	2	Sup & Conc	Instruction	Materials & Supplies				Incentives (Athletics/Awards/Recognition)	3,000
6	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Student of the Month	500
Total									\$54,436

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<i>Detail the action:</i> Lane will implement systems and structures to monitor and increase attendance rates, with emphasis on students with Chronic Attendance, and Manageable attendance.		
<i>SQII Element:</i> Attendance	<i>SQII Sub-element(s):</i> #5942 Chronic Absenteeism Rate Number and percentage of students who are chronically absent (attendance rate of 90% or less) is 17.25% as of 2014-2015 EOY.	<i>Site Growth Target:</i> -5% (12.25%)	<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 the end of 2016-2017 school year, the number of students that have chronic attendance (<89.99%) will be reduced by 5% (35/681 students).			
<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"> Atlas Reports- Weekly monitoring of Manageable and Chronic students, by the Child Welfare Attendance Specialist Systems, structures and timelines will be developed to monitor attendance of Manageable and Chronic students, conference with families and celebrate success in coordination with the Child Welfare Attendance Specialist, Office Assistant, Home-School Liaison, teachers, and administrators. Year to date attendance reports will be sent to all teachers via email weekly. 		<i>Owner(s)</i> <ul style="list-style-type: none"> Principal Child Welfare Attendance Specialist Home School Liaison Office Assistant Teachers 	<i>Timeline</i> Implementation will begin August 2016 and continue through June 2017.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> Kindergarten Parent Orientation – the first day of school. Early Learning Mini-Conference to include importance of attendance Edutext School Messenger Communication with parents: letters, phone calls, conferences (large group, small group and one on one) Coffee Hours, ELAC meetings, SSC etc. 			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> Atlas Systems and Reports 			

<ul style="list-style-type: none"> • School Messenger • After School Program Training – Safety Plan/Procedures • Read “A Framework for Understanding Poverty” by Ruby Payne to identify appropriate communication, incentives and support for Manageable and Chronic students.
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • NTA/Classified Professional Learning • Increase Library Time/Access - several days per week • Attendance Improvement Celebrations • Conferences and goal setting with families of Manageable and Chronic students • SSTs • Materials and supplies will be purchased to support students struggling with chronic attendance. • Create a safe school environment with systems and structures are consistent and predictable in common areas. • Develop and consistently implement a 3 tiered schoolwide discipline policy. • Purchase materials and supplies to purchase a safe school environment and a consistent 3 tiered discipline policy. <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Conference with families going to Mexico for extended vacations, during instructional days, to explain the negative impact on student achievement. • 12% of students with chronic attendance are English Learners. Conference with the parents of these students to support improved attendance.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<i>Detail the action:</i> Lane will implement a comprehensive system of support that will include awareness of the importance of redesignation, CELDT knowledge and practice strategies, and identifying and providing for learning needs of English Learner students.		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
EL Redesignation	#917 EL Redesignation Rate Number and percentage of English Learner students 19.10%, 64/335 students (EOY 2015).	+5% (24.10%)	
<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

<p><i>Write a SMART Goal to address each data point:</i></p> <p>24.1% of students will be redesignated during the 2016-2017 school year.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Progress Monitoring: (Include all interim monitoring evidence points) Owner/Timeline</p> <ul style="list-style-type: none"> • Consistent analysis of English Learner students’ academic performance data. • Consistent analysis of English Learner students’ performance during Common Core Reading instruction and Designated ELD (formative Assessment). • Identify Target students for Redesignation in current year. • Teacher/Administrator ELD Progress Monitoring/Goal Setting Data Chats • Conduct CELDT/Goal Setting chats with students in the fall, mid-year, and spring to coincide with CELDT, DRP, and District Benchmark Assessments. • Data sharing with all stakeholders at all Redesignation windows. • EL Student Progress Data and student work will be analyzed in Professional Learning Communities (AC) to coincide with CELDT, DRP and Interim Assessments testing results. • Align actions and data analysis to support the Roosevelt Region Goal of: “As a region, on indicator #926, we will reduce the number of EL students continuously enrolled more than 5 years to 35%.” • Report out and share EL student performance data at Regional Principal Meetings, several times during the year, to monitor progress, garner support and learn best practices from colleagues. 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Teachers • TSA • Roosevelt Region Principals 	<p><i>Timeline</i></p> <p>First 3 weeks of school</p> <ul style="list-style-type: none"> • Teachers’ Professional Learning-CELDT/CELDT Prep/EL Redesignation Goal Setting Tool/EL Student Profile. • Teacher/Admin EL Data Chats • Conduct CELDT chats fall, mid-year, and spring to coincide with CELDT, DRP and state testing. <p>In the Fall and Spring Semesters</p> <ul style="list-style-type: none"> • Staff-wide review of EL student progress with EL Goal Setting Report • Administrators conduct individual data chats with teachers to include EL Goal Setting Report, student work, and create action plans to address EL student learning needs. <p>January-February</p> <ul style="list-style-type: none"> • Review EL Goal Setting Report in preparation for state testing, conduct CELDT chats with identified students after CELDT and before DRP 2.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Letters and notices sent home to parents to inform about CELDT, strategies they could use at home and the importance of students getting redesignated by 6th grade. • Send letters home to congratulate parents of students who have passed the CELDT and to inform of next step toward Redesignation • Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Parent Meetings Back to School Night, ELAC, SSC, Coffee Hours, etc. 		

- Review and provide student EL profiles to parents at appropriate forums.
- Invite students and parents to a reception to celebrate student redesignation.

Describe related professional learning:

- Teachers’ Professional Learning –CELDT/CELDT Prep/ EL Redesignation Goal Setting Tool/EL Student Profile, Resources on the EL Services website
- ELA/ELD Framework/ELD Standards
- Integrated/Designated ELD Instruction
- EL instructional program, instruction and monitoring.
- Plan all content areas in tandem with the ELD standards.
- Additional PL topics may include the following: Strategies: Reconstruction/Deconstruction, Four Areas of Vocabulary Development, Structured Academic Discourse, Structured Planning Time

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

- One, 6 hour and two, 3 hour, site funded, Spanish BIAs will provide support to EL students during instruction, to ensure access to the core curriculum.
- Daily Designated English Language Development for a minimum of 30 minutes for all EL students.
- Administrators will meet with EL students by grade level, K - 6th grade, to communicate the importance of CELDT, provide strategies to improve CELDT performance, the goal of Redesignation by 6th grade, the test being the same for K/1, 3-5 and 6-8, and A-G courses.
- Short Assemblies are held, for students in 1st – 6th grade, to introduce the CELDT assessors to students to prevent students from feeling awkward due to being tested by someone they do not know.
- Celebrations and incentives for students who are redesignated.
- EL Student Chats with students regarding their next steps toward Redesignation. For example, raise DRP, pass the CELDT, etc.
- Materials and supplies will be purchased to support and celebrate the redesignation of students.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent Ed Materials	2,000
8	3	Sup & Conc	Instruction	Books & Other Reference				Avenues workbooks - 1st grade	1,000
8	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	3,000
Total									\$6,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 9	<i>Detail the action:</i> Lane will implement a comprehensive system to consistently analyze English Learner student performance data to reduce the number of students not advancing at least one level on the CELDT.		
<i>SQII Element:</i> English Proficiency Growth	<i>SQII Sub-element(s):</i> #2358 Non Advancing EL Students The number and percentage of students not advancing at least one proficiency level on the CELDT (38.38%)	<i>Site Growth Target:</i> -5% (33.38%)	<i>Vendor (contracted services)</i>
<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> The number of English Learner students not advancing at least one proficiency level in the 2016-2017 school year will be reduced by 10% as measured by the CELDT			
<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"> • Consistent analysis of English Learner students’ academic performance data. • Consistent analysis of English Learner students’ performance during Common Core Reading instruction and Designated ELD. • Identify Target students not advancing at least one level on the previous and current CELDT. • Teacher/Administrator ELD Progress Monitoring/Goal Setting Data Chats • Conduct CELDT/Goal Setting chats with students in the fall, mid-year, and spring to coincide with CELDT, DRP, District Benchmark Assessments, and state testing. • EL Student Progress Data and student work will be analyzed in ACs to coincide with CELDT, DRP and Interim Assessments testing results. 		<i>Owner(s)</i> <ul style="list-style-type: none"> • Principal/VP • Teachers • TSA 	<i>Timeline</i> First 3 weeks of school <ul style="list-style-type: none"> • Teachers’ Professional Learning-CELDT/CELDT Prep/EL Redesignation Goal Setting Tool/EL Student Profile. • Teacher/Admin EL Data Chats CELDT Data chats with students utilizing their EL Student Profiles • Plan CELDT prep with Professional Learning Communities (AC). • Conduct meetings with EL students 1st -6th grade to inform of EL status,

		<p>importance of CELDT and Redesignation</p> <ul style="list-style-type: none"> • Conduct assemblies with EL students to meet the assessors <p>In the Fall and Spring Semesters</p> <ul style="list-style-type: none"> • Staff-wide review of EL student progress with EL Goal Setting Report • Administrators conduct individual data chats with teachers to include EL Goal Setting Report, student work, and create action plans to address EL student learning needs. <p>January-February</p> <ul style="list-style-type: none"> • Review EL Goal Setting Report in preparation for state testing, conduct CELDT chats with identified students after CELDT and before DRP 2.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Letters and notices sent home to parents to inform about CELDT, strategies they could use at home and the importance of students getting redesignated by 6th grade. • Send letters home to congratulate parents of students who have passed the CELDT and to inform of next step toward Redesignation • Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Parent meetings, Back to School Night, ELAC, SSC, Coffee Hours, etc. • Review and provide student EL profiles to parents at appropriate forums. • Congratulate students and parents when their children are redesignated. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Teachers’ Professional Learning – CELDT/CELDT Prep/ EL Redesignation Goal Setting Tool/EL Student Profile. • Identification of students not advancing at least one level on the CELDT or not making adequate yearly progress. • ELA/ELD Framework/ELD Standards • Integrated/Designated ELD Instruction • EL instructional program, instruction and monitoring. • Strategies: Reconstruction/Deconstruction • Four Areas of Vocabulary Development 		

- Structured Academic Discourse
- Structured Planning Time
- Plan all content areas in tandem with the ELD standards.

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

- Daily English Language Development for a minimum of 30 minutes for all EL students.
- Administrators will meet with EL students by grade level, 1st- 6th Grade, to communicate the importance of CELDT, provide strategies to improve, the goal of Redesignation by 6th grade and other important information such as the test being the same for K/1, 3-5 and 6-8.
- Short Assemblies are held, 1/2, 3/4 and 5/6 to introduce the CELDT assessors to students to prevent students from feeling awkward being tested by someone they do not know.
- Celebrations for students who are redesignated.
- Congratulate students when redesignated.
- Communicate with students regarding their next steps toward Redesignation. For example, DRP, pass the CELDT, etc.
- Provide support to English Learner students K-6, in core instruction through the use of BIAs and Teaching Fellows.
- Materials and supplies will be purchased to support the redesignation of students.

Specify additional targeted actions for EL students:

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$57,087 *
7090	LCFF Supplemental & Concentration	\$163,628
7091	LCFF for English Learners	\$115,062
TOTAL 2016/17 ON-SITE ALLOCATION		\$335,777

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,242
Remaining Title I funds are at the discretion of the School Site Council	\$55,845
Total Title I Allocation	\$57,087

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 0290 Lane Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies (TBD)	2,544.00
1	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent Meetings	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher AC Planning	17,139.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Technology Assistant Contract - 3 hours Training and support Students/Teachers/Parents	15,112.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	BIA - 1 of 2 BIA - 3 hours (Adame)	10,540.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Professional Learning Books - AC Teams	3,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: 5th & 6th Grade Planners for students	1,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Toner for Printers -	3,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Binders - Student organization 4th -6th	1,600.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Copier Paper -	10,500.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Homework Folders K - 4th	900.00
1	1	Sup & Conc	Instruction	Mat & Supp			: RTI - Corrective Reading Materials & Supplies	16,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (TBD)	4,113.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Carts for Tablets	1,200.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology - Aquire	8,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: IKON Copier Lease	13,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Technology - Repair/Replace	2,000.00
1	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.250	Resource Lab Assistant - Harper 3.5 hours	6,637.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	BIA - 2 of 2 BIA - 3 hours (Aguirre)	10,377.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750	BIA - 1 BIA - 6 hours (Garcia)	37,906.00
1	1	EL	Instruction	Mat & Supp			: Laminating Film and Poster Paper for teaching charts	6,000.00
1	1	EL	Instruction	Mat & Supp			: Toner For Printers - Bilingual & ELL support	2,000.00
1	1	EL	Instruction	Mat & Supp			: Materials & Supplies (TBD)	16,473.00
1	1	EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.125	Resource Lab Assistant - Harper 3.5 hours	3,320.00
1	1	EL	Parent Participation	Cls Sup-Sup			Translatros - Parent/Teacher Conferences.	1,176.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Release to attend SSTs/IEPs/504s/Level 1 behavior plans	3,470.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: TIME for KIDS	1,900.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Safe & Civil Team Contracts	2,324.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Accelerated Readers & AR 360	3,200.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Software	1,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies (additional Academic Materials to support ELA/Math/Science/SS/PE)	3,000.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows (3 AM)	26,100.00

2	1	EL	Instruction	Subagreements	Teaching Fellows : Teaching Fellows - (3 PM)	24,810.00
3	1	Sup & Conc	Instruction	Mat & Supp	: Kindergarten Orientation Home Packets	1,000.00
4	1	Sup & Conc	Instruction	Bks & Ref	: Mind Institute - Jiji	2,000.00
4	1	Sup & Conc	Instruction	Mat & Supp	: Math Journals - Students	1,000.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish 1.000 HSL - Home School Liaison	47,173.00
6	2	Sup & Conc	Instruction	Mat & Supp	: Safety Materials - Acquire/Replace/Repair	2,000.00
6	2	Sup & Conc	Instruction	Mat & Supp	: Incentives (Athletics/Awards/Recognition)	3,000.00
6	2	Sup & Conc	Instruction	Direct-Food	: Student of the Month	500.00
6	2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp	NTA - Professional Development 1 per quarter training	1,763.00
8	3	Sup & Conc	Instruction	Bks & Ref	: Avenues workbooks - 1st grade	1,000.00
8	3	Sup & Conc	Parent Participation	Mat & Supp	: Parent Ed Materials	2,000.00
8	3	EL	Instruction	Direct-Other	: CELDT Assessors	3,000.00
						\$335,777.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,087.00
Sup & Conc	7090	\$163,628.00
EL	7091	\$115,062.00
Grand Total		\$335,777.00

Domain Totals	Budget Totals
Academic	\$273,341.00
Culture & Climate	\$8,000.00
Social/Emotional	\$54,436.00
Grand Total	\$335,777.00

E.1. 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 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.
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 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.
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.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosemary Baiz	X				
2. Chairperson - Corena Covarrubio				X	
3. Secretary - Olivia Rodriguez				X	
4. Henry Hernandez			X		
5. Marta Canizal				X	
6. Cheryl Gorella		X			
7. Daniel Gomez		X			
8. Kathryn Crow		X			
9.					
10.					
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Lane 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	Rosemary Baiz		April 12, 2016
SSC Chairperson	Corena Covarrubio		April 12, 2016

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