

Manchester Gate

10621666103832

Principal's Name: Janet Gengozian

Principal's Signature: 

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

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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.

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Janet Gengozian	X				
2. Chairperson - Mark Topoozian				X	
3. Jamie Scott		X			
4. Dan Gallagher		X			
5. Cary Stolpestad		X			
6. Kristan Wagnon		X			
7. Mary Vink			X		
8. Mona Taylor				X	
9. Ninette Cunnings				X	
10. Carrie Wise				X	
11. Kevin Smith				X	
12. Anika Pitcher				X	
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Janet Gengozian		3-27-17
SSC Chairperson	Mark Topoozian		3-27-17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$35,262
7090	LCFF Supplemental & Concentration	\$148,090
7091	LCFF for English Learners	\$1,524
TOTAL 2017/18 ON-SITE ALLOCATION		\$184,876

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$733
Remaining Title I funds are at the discretion of the School Site Council	\$34,529
Total Title I Allocation	\$35,262

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	1/68	N/A ³	93.36%	93.33%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	1/68	N/A ³	89.70%	95.76%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	1/66	N/A ³	91.87%	91.49%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	1/68	0.00% ⁴	13.28%	14.75%	9.75%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	1/67	N/A ⁷	N/A ⁷	85.97%	91.23%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	1/67	N/A ⁸	N/A ⁸	81.40%	80.70%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	1/68	71.43%	96.15%	66.67%	75.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/68*	0.00%	96.15%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	68/68	83.33%	100.00%	100.00%	100.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	1/68	97.68%	97.43%	97.62%	97.69%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	2/69	1.74%	2.30%	2.19%	1.95%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	2/68	N/A ¹⁰	N/A ¹⁰	8.74%	3.62%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per	58/69	0.67%	0.00%	0.41%	0.28%	•LCAP Dashboard - 6SchoolClimate

100

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	5/68	0.67%	0.95%	1.50%	1.39%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	13/67	89.41%	87.94%	88.66%	2.51%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	1/68	N/A ¹³	N/A ¹³	92.10%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	2/69	N/A ¹³	N/A ¹³	83.15%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	1/68	N/A ¹³	N/A ¹³	82.17%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	2/68	N/A ¹³	N/A ¹³	84.84%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year

- 6. Not tested prior to '13-14 School Year
- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	93.3	98	
3169 - 3rd grade students reading at grade level	91.49	95	

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

Detail the Action

Manchester GATE will implement a comprehensive reading program with an emphasis on reading comprehension and digital literacy in all grades as well as differentiating for the Gifted Learner. All classrooms will integrate state ELA standards and district GVC, with Science and Social Studies content through the use of non-fiction texts, fiction texts, computer programs & applications and with a goal of daily tablet/computer usage.

SMART Goals

By EOY 17-18 the number and percentage of students scoring Standard Met or Standard exceeded in SBAC ELA will be at or above 98% as measured by indicator #3165 (630/643 students).

By EOY 17-18 the number and percentage of students reading at grade level will be at or above 95% as measured by indicator #3169 (135/143).

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

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

DRP & District Interim Assessment will be used to Progress Monitor student achievement. Teachers will review classroom results individually and discuss as a grade level team to identify common trends. AC teams will choose a focus for their next steps with students and their identified needs.

Owner(s):

Teacher, ILT, AC, parents

Timeline:

Data will be analyzed within a week of results.

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

Grade Level Common Assignments will be used to analyze student progress toward achievement of a standard. CFA's will be the primary formative assessment used by AC teams to identify instructional needs.

Owner(s):

Teacher, AC, parents

Timeline:

Analyzed by AC, shared with student/parents through Atlas

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

Interim Practice Assessments will be implemented to give students additional opportunities for formative assessment using technology.

Owner(s):

AC, teacher,

Timeline:

Analyzed by teacher and AC

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

Computer program quiz and/or assessment info will be used by teachers to monitor student progress. Various assessment results will be shared in their AC's.

Owner(s):

Teacher, AC, parents

Timeline:

Analyzed by teacher, AC

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

EOY SBAC results will be reviewed as a staff and as an AC to review and reflect upon the previous year's results. SBAC practice assessment will be used as a classroom teacher opportunity to prepare students for the summative test.

Owner(s):

Teacher, ILT, Students

Timeline:

SBAC results analyzed and shared at beginning of the year for planning purposes for 2017-2018 school year.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers will review individual students' reading levels and scores at the fall parent/teacher conference.

Parents will receive student assessment data after district test administrations.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Describe Related Professional Learning:

All Staff Professional Learning Book Study with a continued focus upon differentiation for the Gifted Learner,

Cognitive Lesson/Unit Planning by grade-level, Staff collaboration during AC meetings, Professional Collaboration between computer lab teacher and classroom teacher. Continued focus upon the 5 tenants of the IPG with a focus upon the Student Ownership tenant. We will use the following books: Visible Learning for Literacy and On the Mark as well as other professional readings. Professional Learning will center on the 4 grounding questions and utilize the AC commitments.

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

Instructional Aides will support students through small group instruction and tutoring. They will also assist through classroom monitoring to ensure time for teachers to work one-on-one with students during the day. Home School Liaison will support students, teachers, and parents through any and all communication needs. Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students will be purchased to support the GVC.

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

EL students will be monitored using DRP and District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation.

At fall conferences Teachers will review EL Goal Setting, CELDT data, and academic assessment results to provide guidance on how to help students reach English Language Proficiency.

Translating services will be provided as needed.

On-site counseling services provided for identified students.

Manchester GATE Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 35,580.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non-Capitalized Equipment	\$ 35,000.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813	Ins Aide-Reg		\$ 7,505.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813	Ins Aide-Reg		\$ 7,540.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813	Ins Aide-Reg		\$ 6,621.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	\$ 6,974.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Salary - Tutoring	\$ 4,145.00
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Travel - Conferences and Workshops	\$ 10,000.00
Total									\$ 113,365.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	95.76	98	
3158 - Students with a D or F on their report card	9.75	5	

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

Detail the Action

Manchester GATE will use data driving decision making to identify needed resources to support the implementation of the state standards in mathematics as well as implementing differentiation strategies to support the Gifted Learner in Mathematics. Specific focus upon the aspects of rigor within each standard as well as student ownership of the learning will continue

SMART Goals

By EOY 17-18 the number and percentage of students scoring Standard Met or Standard exceeded in SBAC ELA will be at or above 98% as measured by indicator #3166 (630/643 students).

By EOY 17-18 the number and percentage of students with a D/F in their current grades will be below 5% as measured by indicator #3158 (679/715).

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

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

DRP & District Interim Assessment will be used to Progress Monitor student achievement. Teachers will review classroom results individually and discuss as a grade level team to identify common trends. AC teams will choose a focus for their next steps with students and their identified needs.

Owner(s):

Teacher, ILT, parents

Timeline:

Data will be analyzed within a week of results.

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

Computer program quiz and/or assessment info will be used by teachers to monitor student progress. Various assessment results will be shared in their AC's.

Owner(s):

Teacher, parents

Timeline:

Shared through ATLAS

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

Grade Level Common Assignments will be used to analyze student progress toward achievement of a standard. CFAs will be the primary formative assessment used by AC teams to identify instructional needs.

Owner(s):

AC, teacher, ILT

Timeline:

Quarterly or more frequently through AC meetings

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

EOY SBAC results will be reviewed as a staff and as an AC to review and reflect upon the previous year's results. SBAC practice assessment will be used as a classroom teacher opportunity to prepare students for the summative test.

Owner(s):

Teacher, ILT, Students

Timeline:

SBAC results analyzed and shared at beginning of the year for planning purposes for 2017-2018 school year.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Parents will receive student assessment data after district test administrations.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

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

Instructional Aides will support students through small group instruction and tutoring. They will also assist through classroom monitoring to ensure time for teachers to work one-on-one with students during the day. Home School Liaison will support students, teachers, and parents through any and all communication needs. Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students will be purchased to support the GVC.

Describe Related Professional Learning:

All Staff Professional Learning with a focus upon differentiation for the Gifted Learner,

Cognitive Lesson/Unit Planning by grade-level, Staff collaboration during AC meetings, Professional Collaboration between computer lab teacher and classroom teacher. Professional Learning will center on the 4 grounding questions and utilize the AC commitments.

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

EL students will be monitored using District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation and success with math standards.

Translating services will be provided as needed.

On-Site Counseling services provided for identified students.

Manchester GATE Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance of Hardware	\$ 1,000.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Non Capitalized Equipment	\$ 1,117.00
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813			\$ 7,505.00
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$ 10,006.00
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813			\$ 6,949.00
Total									\$ 26,577.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	91.23	95	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	80.7	90	
5942 - Chronic absenteeism rate	2	2	

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

Detail the Action

Manchester GATE will support students struggling academically and/or with chronic attendance issues to ensure the greatest number of students who enter Middle School will have the highest likelihood to graduate from High School with the widest array of options. Students will be supported through small group or independent interventions given by a Classroom Teacher. For example there will be after school interventions offered as well as interventions during the school day during but not limited to lunch and recess times. Specific referred students who need social-emotional counseling will be supported through counseling services provided by OnSite Counseling.

SMART Goals

During the school year of 2017-2018 the percent of students meeting or exceeding grade level standards on the Interim ELA assessments will be at or above a school-wide average of 95% as measured by indicator #6256 (712/750 students)

During the school year of 2017-2018 the percent of students meeting or exceeding grade level standards on the Interim Math assessments will be at or above a school-wide average of 90% as measured by indicator #6258 (675/750)

By EOY 17-18 the number and percentage of students who are chronically absent will remain at or below 2% as measured by indicator #5942 (15/750 students).

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

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

Quarterly Atlas Grade Reports, Attendance data, District Interim Assessment results, DRP

Owner(s):

Principal, VP, Teachers, Lab Teachers, HSL

Timeline:

Identified students will receive support after the first day of school, ongoing for the remainder of the school year.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Describe Related Professional Learning:

Assessment and Grading practice analysis, Motivational strategies for students

Consultation with OnSite Counselor for identified students receiving counseling services at school.

Parents will receive student assessment data after district test administrations.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available

HSL will be in integral part of the communication process through parent notices, phone calls, and messages

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

Small group or individual tutoring for identified students based on Academic Achievement and progress, Materials and supplies, Computer Programs and software.

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

EL students will be monitored using DRP and District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation.

Interpreting will be provided as necessary.

On-Site Counseling offered for identified student needs.

Manchester GATE Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	Counseling: On-Site Counseling/FPU On Site Counseling Services	\$	19,380.00
3	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Charges	\$	388.00
3	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	9,265.00
Total									\$	29,033.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	89	95	

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

Detail the Action

Manchester GATE will continue to improve Goal 2 participation through continuing, improvement of current programs, and/or implementation of new programs and activities offered all students at Manchester GATE. ie: Chess Club, Yoga Club, Vaulting Club, Knitting/Crocheting club, sports, music, and art activities.

SMART Goals

By EOY 17-18, the total percentage and number of students involved in any Goal 2 activity will be at or above 95% of our population. #2080 (712/750)

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

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

Goal 2 participation rates – ATLAS and SQII data

Owner(s):

Principal, VP, Teachers, Support Staff, Parents

Timeline:

Activities will start at the beginning of the year through the end of the year, 17-18

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to participate and volunteer in various Goal 2 activities

Parent Education classes will be provided as available

HSL will be in integral part of the communication process through parent notices, phone calls, and messages

Describe Related Professional Learning:

Teachers will be encouraged and have opportunities to brainstorm, create, and enhance Goal 2 opportunities for all students.

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

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

Awards and incentives to encourage participation, attendance, and foster school spirit. Assemblies in the arts to foster school participation and interest. Continued and new extra-curricular opportunities for all students.

Interpreting will be provided as necessary to explain various activities and opportunities for students whose parents are non-English Speaking. Arrangements will be made if possible to assist individual student transportation needs.

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	93	98	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	96	98	
3169 - 3rd grade students reading at grade level	91	98	
48 - Attendance rate	98	98	

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

Detail the Action

Manchester GATE will utilize a Spanish-Speaking Home School Liaison to assist with parent communication and participation in academics, homework, and activities along with establishing programs to reach the disconnected students.

SMART Goals

By EOY 17-18, percent of students meeting or exceeding grade level standards on the CAASPP ELA and Math as well as 3rd grade students reading at grade level will be at 98% as measured by indicator #3165, #3166, and #3169.

By EOY 17-18, the attendance rate will maintain at or above 98% as measured by indicator #48.

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

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

Atlas Grade reports, SQII data

Owner(s):

Principal, VP, HSL, Teachers

Timeline:

Activities, communication, and programs will start at the beginning of the year through the end of the year, 17-18.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Parents will receive student assessment data after district test administrations.

Describe Related Professional Learning:

HSL will work directly with teachers and families to ensure student success.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available

HSL will be in integral part of the communication process through parent notices, phone calls, and messages

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

Home School Liaison

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

EL students will be monitored using DRP and District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation. HSL will work directly with teachers and families of EL learners to assist in the redesignation process and criteria.

Manchester GATE Budgeted Expenditures										
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5		2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Supplemental				35 Extra hours for Spanish HSL	\$ 692.00
5		2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 13,485.00
5		2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Mileage for HSL	\$ 200.00
5		2	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$ 1,001.00
5		2	LCFF: EL	Instruction	Other Classified-Other				Extra Interpreting pay	\$ 523.00
									Total	\$ 15,901.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	6,974.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Salary - Tutoring	4,145.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281		7,505.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281		7,540.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281		6,621.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	35,580.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	35,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel - Conferences and Workshops	10,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Non Capitalized Equipment	1,117.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281		7,505.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		10,006.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281		6,949.00
2	1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	1,000.00
3	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Charges	388.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling: On-Site Counseling/FPU On Site Counseling Services	19,380.00
3	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,265.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,485.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sup			35 Extra hours for Spanish HSL	692.00
5	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL	200.00
5	2	LCFF: EL	Instruction	Oth Cls-Oth			Extra Interpreting pay	523.00
5	2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,001.00

\$184,876.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,262.00
Sup & Conc	7090	\$148,090.00
LCFF: EL	7091	\$1,524.00
Grand Total		\$184,876.00

Domain Totals	Budget Totals
Academic	\$149,207.00
SEL / Culture & Climate	\$35,669.00
Grand Total	\$184,876.00