


**Muir Elementary School**

10621666006415

Principal's Name: Juan Garcia

Principal's Signature: 

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

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	67/67	4.71 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	67/67	95.29 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	57/67	85.88 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	56/67	14.12 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	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	52/65	44.83 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	45/66	14.49 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	37/66	12.5 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>		EL	3- Borderline to Redesignation		Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at		52.63

<input checked="" type="checkbox"/>	Elementary	Redesignation	Within 365 Days	<a href="#">5968</a>	the end of spring semester and are redesignated within 365 days	25/67	%
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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	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	57/68	34.46 %

### 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	<a href="#">5963</a>	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	60/68	92.82 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	58/68	20.33 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	52/68	5.73 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	49/68	17.91 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	47/68	24.44 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	36/64	64.29 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	38/67	30.08 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	37/67	48.06 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 1</b>	<p><i>Detail the action: Increase the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA (SBAC) by utilizing challenging content across all content areas to support reading comprehension. Muir will continue to focus on building reading foundational skills and reading comprehension through best first teaching, high leverage instructional practices, professional learning and building capacity of Accountable Communities.</i></p> <p><i>1. Muir will continue to implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction (Response to Intervention, 45 minute block) for students scoring significantly below grade level based on but not limited to; DRP, Interim and SBAC results in grades 3-6. (1) TSA, (1) Certificated Tutor (.4687 FTE), (2) Instructional aides (.4375 FTE) to target identified skills during Response to Intervention (RTI) block.</i></p> <p><i>a. (3) Teaching Fellows (3 hrs.) to support early literacy in classroom based Grades K-2). K-1 will continue to implement baseline RIRA lessons to support reading comprehension.</i></p> <p><i>2. The site will continue to provide professional learning opportunities to build teacher and AC capacity to deconstruct standards to support reading comprehension and writing through the use of Complex Text, Task and Talk across all content areas.</i></p> <p><i>3. Peer Observations/Instructional rounds and Community of Practice (COP) cycles of review will be conducted utilizing a variety of structures including substitutes to build AC capacity of implementation of reading strategies; close read sequence, thinking routines, text annotation, TDQ's, teacher questioning, unpacking of sentences, and text deconstruction to support reading comprehension - (Visible Learning, pg.112-113).</i></p> <p><i>4. Students will engage in grade level standards using higher levels of thinking (DOK Levels 2-4), use of challenging content, close read strategies, text dependent questions, text annotation, thinking routines (Making Thinking Visible, Notice &amp; Note, Core Six) and reading skills instruction integrating reading, writing, listening, speaking and technology standards in grades K-6.</i></p> <p><i>5. Muir will continue to implement “Step Up to Writing” strategies, organization and structure to support integration of student writing across all content areas.</i></p> <p><i>6. AC teams to calendar district and site assessments to analyze and align instruction to meet student needs based on student results. AC teams will review common assessments and analyze data and student work samples to guide and inform instructional decisions to ensure student growth. AC teams will utilize (Learning by Doing) to deepen understanding of PLCs, reflect in AC conversations and meetings, guide and implement the work of PLCs.</i></p>		

7. Utilize technology resources to support reading comprehension but not limited to; (MobyMax, Crack the Code).			
<i>SQII Element: 5926 ELA (SBAC)</i>	<i>SQII Sub-element(s): Standard Met/Exceeded</i>	<i>Site Growth Target: 24%</i>	<i>Vendor (contracted services) CSUF Teaching Fellows Ricoh Leasing, Savemart Office Depot, GW, Voyager Sporis, Lake Shore, Oriental Trading, Scholastic, School Specialty, Spintar, IVS, CurriculaWorks, Starfall, A-Z Reading</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: By the EOY 2016-17, SBAC data from the Spring 2017 administration of the CAASP/SBAC will show an increase of 10% in the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC in grades 3<sup>rd</sup>-6<sup>th</sup> (from 14% to 24%) as measured by SQII indicator 5926.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Teachers, Intervention Team, Principal, VP, ILT, ACs</i>	<i>Timeline Aug. 2016 – June 2017</i>
<ul style="list-style-type: none"> <li>• <i>Scores on the 2016/17 DRP assessment (Gr.2<sup>nd</sup>-6<sup>th</sup>) will increase by 10%: Grade 2: Fall 2015/16 (0%), Grade 3 (2016/17) increase by 10% - (10%) Grade 3: Fall 2015/16 (3%), Grade 4 (2016/17) increase by 10% - (13%) Grade 4: Fall 2015/16 (11%), Grade 5 (2016/17) increase by 10% - (21%) Grade 5: Fall 2015/16 (5%), Grade 6 (2016/17) increase by 10% - (15%)</i></li> <li>• <i>Scores on the 2016/17 Illuminate Interim assessment 2 (Gr.1<sup>st</sup>-6<sup>th</sup>) will increase by 10%: Grade 1: 2015/16 (35%), Grade 2 (2016/17) increase by 10% - (45%) Grade 2: 2015/16 (23%), Grade 3 (2016/17) increase by 10% - (33%) Grade 3: 2015/16 (38%), Grade 4 (2016/17) increase by 10% - (48%) Grade 4: 2015/16 (13%), Grade 5 (2016/17) increase by 10% - (23%) Grade 5: 2015/16 (18%), Grade 6 (2016/17) increase by 10% - (28%)</i></li> <li>• <i>Scores on Site Benchmarks using multiple measures; BAS (Gr.K-3), BPST, fluency, HFW will increase by 10%: Grade K: 2015/16 Mid-Year BAS (43%), Grade 1 (2016/17) increase to (53%)</i></li> </ul>			<i>Principal/VP will distribute District data; DRP and Illuminate to AC teams to analyze and inform next steps for instruction.</i>  <i>ILT (Lead Teachers) will meet 1x per month for data/trend analysis, identify PL need, best instructional practices and highly effective PLC practices to build AC capacity.</i>  <i>Teachers/AC Teams will participate in analysis of student work/formative assessments in Accountable Communities.</i>  <i>AC agendas reflecting data analysis will be shared on One Drive by AC</i>

<p><i>Grade 1: 2015/16 Mid-Year BAS (55%), Grade 2 (2016/17) increase to (65%)</i>  <i>Grade 2: 2015/16 Mid-Year BAS (42%), Grade 3 (2016/17) increase to (52%)</i>  <i>Grade 3: 2015/16 Mid-Year BAS (57%), Grade 4 (2016/17) increase to (67%)</i></p> <ul style="list-style-type: none"> <li>• <i>On-going RTI progress monitoring provided by Intervention Team for students identified in Intensive Level and to communicate student progress to teachers aligned with report card periods.</i></li> <li>• <i>Analysis of student work in Accountable Communities using common formative assessments, common assignments, quarterly writing samples to inform instruction as reflected in AC agendas shared on One Drive.</i></li> <li>• <i>Administrator/ILT Classroom Walkthrough data utilizing the Instructional Practice Guide to monitor implementation of challenging content; Complex Text and Task</i></li> <li>• <i>Community of Practice (COP) &amp; Plan, Do, Study, Act (PDSA) Cycle of Reviews</i></li> <li>• <i>ATLAS Reports/SQII Dashboard</i></li> </ul>		<p><i>teams after each common formative assessment.</i></p> <p><i>Support Staff; Principal, VP, TSA/ Intervention Team will meet bi-weekly to discuss site data/trends, PL and instructional support for ACs/teachers based on need.</i></p> <p><i>Administrators/ILT/COP/ACs/School Climate teams to share minimally of quarterly with staff data/ trends, student work of site implementation of challenging content utilizing the Instructional Practice Guide.</i></p> <p><i>Walkthrough data utilizing the IPG will be analyzed by admin team and shared with ACs.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Each teacher will review each student’s reading levels and current assessment data during fall parent conference</i></li> <li>• <i>DRP reports and Interim results communicated to parents after each administration</i></li> <li>• <i>Parent Newsletter to include assessment data and reading strategies to promote reading at home</i></li> <li>• <i>The school will host a Family Literacy Night in the fall to inform parents of the purpose of District Formative Assessments (DRP, Interim) and introduce reading strategies to promote reading at home.</i></li> <li>• <i>Parent “Coffee Hour” to promote parent involvement and provide resources</i></li> <li>• <i>Parent University</i></li> <li>• <i>Back to School Night</i></li> <li>• <i>Awards Assemblies</i></li> <li>• <i>EduText</i></li> <li>• <i>School Messenger</i></li> <li>• <i>SSC/ELAC</i></li> <li>• <i>Student Success Team meetings</i></li> </ul>		



*Describe related professional learning:*

- *Continued Professional Learning on reading standards and reading comprehension strategies to address challenging content through the use of complex text, talk, and task.*
- *Professional Learning training utilizing TSA, Community of Practice Instructional coaches as well as teacher leaders to support training and implementation of Complex Text, Task and Talk – (Visible Learning, pg.119-121).*
- *Professional Learning in Writing (August) using Step Up to Writing to target and differentiate for Gr. K-2 and Gr. 3-6 to support Writing Standards (Informative/Opinion) and integrate across all content areas.*
- *Utilize professional readings/resources to support reading comprehension strategies and site implementation to include but not limited to; “Learning by Doing, Making Thinking Visible, Core Six, Skillful Teacher, Notice and Note and Focus”. Utilize quarterly Community of Practice (COP) Cycles of Review to analyze student work samples and review implementation of strategies, learning progressions and site data/trends.*
- *All teachers will utilize planning time as professional learning through Accountable Community (AC) collaboration. “Learning by Doing” will serve as a professional guide in service of FUSD’s AC foundations and AC 4 Grounding Questions to address and meet student needs with an emphasis on utilization of student work protocol during PL and Accountable Communities to examine student work samples.*
- *AC collaboration and analysis of district & site benchmark assessments; BAS, DRP, Interim, & Writing to inform instruction and go deeper with reading/writing standards, clusters and skills to close gap to reading on grade level.*
- *Integrated and designated ELD aligned to the CA ELA/ELD framework*
- *Professional Learning in (Grades 2<sup>nd</sup> – 6<sup>th</sup>) will be provided on SBAC type assessments to design common assignments/tasks that align to SBAC.*

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

- *All students in grades 1-6 gr. will participate in a 45 minute reading block to target specific reading skills. Students identified in the Intensive level (significantly below reading level) will be serviced by the Intervention team focused on reading foundational skills and reading comprehension; (TSA, .4687 FTE Certificated Tutor, RSP teacher and (2) .4375 FTE instructional aides)*
- *(3) Teaching Fellows (3 hrs.) will provide reading support in grades K-2 during RTI reading block.*
- *DRP Goal setting by teachers after each DRP administration*
- *Digital literacy resources and programs; (MobyMax, NewsELA, Imagine Learning, Crack the Code)*
- *If funds available; (1) Teaching Fellow/Computer Lab assistant (3hrs.) to support in computer lab with navigation and application of computer and digital literacy skills.*
- *Utilization of research based materials and supplies to provide direct instructional support to supports.*

*Specify additional targeted actions for EL students:*

- *All teachers will utilize best practices in support of academic language acquisition.*

- *EL students who are significantly below grade level and who qualify for RTI intervention support will receive 45 minutes of targeted reading instruction in RTI based on student needs.*
- *School-wide ELD designated time (30 min.) and ELD integration throughout content areas aligned to ELA/ELD framework.*
- *EL goal setting and data chats*
- *CELDT, EL Re-designation goal setting*
- *School-wide ELD integration whole and small group differentiated instruction (PL)*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2009			\$19,648
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2678			\$26,191
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology- Instructional programs, equip, maintance	\$7,000
1	1	Sup & Conc	Instruction	Copier Maintenance				Copier Maintenance	\$10,229
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Voyager Sporis	Step Up to Writing - (2 day training) 1 day primary/1 day intermediate	\$4,010
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Voyager Sporis	Step Up to Writing - Professional Learning	\$490
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics- Instructional posters, student books	\$1,000
Total									\$68,568

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p><b>Action # 2</b></p>	<p><i>Detail the action: Increase the number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC. Muir will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor.</i></p> <p><i>1. Professional Learning to deepen understanding of Mathematical Claims, PL to embed the eight mathematical practices with a deeper emphasis on focus, coherence and rigor.</i></p> <p><i>2. Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics.</i></p> <ul style="list-style-type: none"> <li><i>• Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and Progressions document.</i></li> <li><i>• Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.</i></li> <li><i>• Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.</i></li> </ul> <p><i>3. AC collaboration will focus on unit planning, development of common assessments and performance tasks, responses to instruction and intervention.</i></p> <p><i>4. Peer observations/Instructional rounds will be conducted utilizing a variety of structures including substitutes to build AC capacity of mathematical practices, instructional strategies and implementation of mathematical shifts; focus, coherence and rigor - (Visible Learning, pg.112-113).</i></p> <p><i>5. Teachers will utilize planning resources to plan grade level lessons/units but not limited to; deconstructed standards, progression documents, coherence maps and other resources. Teachers will plan lessons to incorporate opportunities for students to promote reasoning and problem solve, to develop understanding of grade level standards, mathematical practices, procedures, skills and fluency in order to apply to real world problems and scenarios.</i></p> <p><i>6. Teachers will utilize instructional strategies to make math comprehensible and accessible through a variety of student explanations, representations, models, and examples.</i></p>		
<p><i>SQII Element: 6169 Math (SBAC)</i></p>	<p><i>SQII Sub-element(s): Standard Met/Exceeded</i></p>	<p><i>Site Growth Target: 15%</i></p>	<p><i>Vendor (contracted services) Savemart, Office Depot, GW, Voyager Sports, Lake Shore, Oriental Trading, Scholastic, School Specialty,</i></p>

		Spintar, IVS, CurriculaWorks, Starfall, A-Z Reading
<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>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, SBAC data from the Spring 2017 administration of the CAASP/SBAC will show an increase of 10% in the percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC in grades 3<sup>rd</sup>-6<sup>th</sup> (from 5% to 15%) as measured by SQII indicator 6169.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Scores on the 2016/17 Illuminate Interim assessment 2 (Gr. 1<sup>st</sup>-6<sup>th</sup>) will increase by 10%:  Grade 1: 2015/16 (44%), Grade 2 (2016/17) increase by 10% - (54%)  Grade 2: 2015/16 (22%), Grade 3 (2016/17) increase by 10% - (32%)  Grade 3: 2015/16 (32%), Grade 4 (2016/17) increase by 10% - (42%)  Grade 4: 2015/16 (10%), Grade 5 (2016/17) increase by 10% - (20%)  Grade 5: 2015/16 (3%), Grade 6 (2016/17) increase by 10% - (13%)</i></li> <li>• <i>Analysis of student work in Accountable Communities using common formative assessments, common assignments and performance tasks to inform instruction as reflected in AC agendas shared on One Drive.</i></li> <li>• <i>Administrator/ILT Classroom Walkthrough data utilizing the Instructional Practice Guide to monitor implementation of challenging content; focus, coherence, and rigor to inform next steps</i></li> <li>• <i>Utilize digital assessments through the Illuminate platform accessible through the teacher and site reports to inform next steps</i></li> </ul>	<p><i>Owner(s)</i>  <i>Teachers,</i>  <i>Principal, VP,</i>  <i>TSA, ILT, ACs</i></p>	<p><i>Timeline</i>  Aug. 2016 – June 2017</p> <p><i>Admin Team will distribute Interim assessment data twice a year to AC teams to measure and monitor site goals.</i></p> <p><i>ILT will ensure the development and analysis of common formative assessments will be on-going throughout the year for all AC teams.</i></p> <p><i>AC agendas reflecting data analysis will be shared on One Drive by AC teams after each common formative assessment.</i></p> <p><i>Admin/ILT will utilize the Instructional Practice Guide to collect and review site data/trends of challenging content.</i></p> <p><i>Support staff; Principal, VP, TSA will meet bi-weekly in</i></p>

	<p><i>support of PL and AC development</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Each teacher will review each student’s assessment data in Math during fall parent conference</i></li> <li>• <i>Interim results communicated to parents after each administration</i></li> <li>• <i>Parent Newsletter to include assessment data and math strategies</i></li> <li>• <i>Parent “Coffee Hour” to promote parent involvement and provide resources</i></li> <li>• <i>Parent University</i></li> <li>• <i>Back to School Night</i></li> <li>• <i>Awards Assemblies</i></li> <li>• <i>EduText</i></li> <li>• <i>School Messenger</i></li> <li>• <i>SSC/ELAC</i></li> <li>• <i>Student Success Team meetings</i></li> </ul>	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Learning on Common Core State Standards in Math to address challenging content through the lens of focus, coherence, and rigor.</i></li> <li>• <i>Professional Readings and resources to support Professional Learning to include but not limited to; “Sensible Mathematics, Principles to Action, and Skillful Teacher”.</i></li> <li>• <i>Professional Learning in Math utilizing Admin team, TSA as well as teacher leaders to support training and implementation of Common Core State Standards (CCSS) and mathematical practices with an emphasis on focus, coherence, and rigor – (Visible Learning, pg.119-121).</i></li> <li>• <i>Professional Learning in Writing (August) using Step Up to Writing to target and differentiate for Gr. K-2 and Gr. 3-6 to support Writing Standards (Informative/Opinion) and integrate across all content areas (Mathematical Practices – Promote Reasoning/Problem Solving).</i></li> <li>• <i>All teachers will utilize planning time as professional learning through Accountable Community (AC) collaboration. ACs will utilize FUSD’s AC foundations and AC 4 Grounding Questions to address and meet student needs with an emphasis on utilization of student work protocol during PL and Accountable Communities to examine student work samples.</i></li> <li>• <i>Utilize “Learning by Doing” as a resource for AC collaboration and analysis of district &amp; common formative assessments; Interim, common formative assessments, performance tasks in Math</i></li> <li>• <i>Professional Learning in (Grades 2<sup>nd</sup> – 6<sup>th</sup>) will be provided on SBAC type assessments to design common assignments/tasks that are aligned to SBAC.</i></li> </ul>	

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

- Professional learning and AC collaboration will support student learning of grade level standards through enhanced delivery of instruction, high leverage instructional strategies and through the review of grade level data for the purpose of remediation and acceleration (AC questions #3 and #4).
- Digital math resources and programs; students will utilize tablets to support remediation and acceleration (ie. MobyMax).
- If funds available; (1) Teaching Fellow/Computer Lab assistant (3 hrs.) to support staff in the computer lab with navigation and application of computer and digital literacy and math skills).

*Specify additional targeted actions for EL students:*

- All teachers will utilize best practices in support of academic language acquisition
- School-wide ELD designated time (30 min.) and ELD integration throughout content areas aligned to ELA/ELD framework
- EL students will benefit from an added emphasis on math discourse
- EL goal setting and data chats
- CELDT, EL Re-designation goal setting

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				25 days - Observation of peers	\$3,227
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$19,195
								<b>Total</b>	<b>\$22,422</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action: Increase the number and percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students who were not reading at grade level at the end of last year and became on grade level in reading within this academic year.</i></p> <p><i>1. Muir will continue to implement a comprehensive Response to Intervention (RTI) program and reading support with an emphasis on Early Literacy (Grades K-3) based on multiple measures; BAS, BPST, HFW, KAIG, DRP and Interim assessments. Grades K-3 will continue to implement an RTI block (45 minutes) to provide differentiated small group reading instruction to target specific foundational reading skills.</i></p>		

<p>2. The school will focus on foundational reading skills in early learning grades (K-2) through the use of an RTI Tiered model and implement Orton Gillingham reading strategies to support mastery of letter/sound recognition, high frequency words and reading foundational skills.</p> <p>3. (3) Teaching Fellows (3 hrs.) will be utilized in Grades K-2 to support small group differentiated reading instruction during the RTI block (45 minutes) to support mastery of letter/sound recognition, high frequency words and reading foundational skills.</p> <p>4. Grade K will continue to implement targeted phonics and word recognition instruction to Kindergarten students based on KAIG data and multiple measures.</p> <p>5. Peer Observations/Instructional Rounds in Grades K-2 will be conducted utilizing a variety of structures including substitutes to observe small group reading instruction during RTI and RIRA lessons to engage in post lesson-discussions and reflective conversations on instructional delivery, instructional practices and strategies – (Visible Learning, pg.112-113).</p>			
<p><i>SQII Element: 6034 Reading by Third Grade</i></p>	<p><i>SQII Sub-element(s): Borderline to Grade Level Within Academic Year</i></p>	<p><i>Site Growth Target: 28%</i></p>	<p><i>Vendor (contracted services) Cullinan Ed Center, Office Depot, GW, Voyager Sports, Lake Shore, Oriental Trading, Scholastic, School Specialty, Spintar, IVS, CurriculaWorks, Starfall, A-Z Reading, FUSD Graphics</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i>   <input type="checkbox"/> <i>On-going</i></p>		<p><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></p>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, the number and percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students who were not reading at grade level at the end of last year and became on grade level within this academic year will increase by at least 15% (from 13% to 28%) as measured by SQII indicator 6034.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Scores on Site Benchmarks using multiple measures; BAS (Gr.K-3), BPST, fluency, HFW, and classroom profiles will increase by 10%: Grade K: 2015/16 Mid-Year BAS (43%), Grade 1 (2016/17) increase to (53%) Grade 1: 2015/16 Mid-Year BAS (55%), Grade 2 (2016/17) increase to (65%) Grade 2: 2015/16 Mid-Year BAS (42%), Grade 3 (2016/17) increase to (52%) Grade 3: 2015/16 Mid-Year BAS (57%), Grade 4 (2016/17) increase to (67%)</i></li> <li><i>Scores on the 2016/17 DRP assessment (Gr.2<sup>nd</sup>-6<sup>th</sup>) will increase by 10%:</i></li> </ul>		<p><i>Owner(s) Teachers, Intervention Team, Principal, VP, TSA, ACs</i></p>	<p><i>Timeline Aug. 2016 – June 2017</i></p> <p><i>Teachers will administer site benchmarks: 3x's per year (Sept., Dec., and May) using multiple measures; BAS, BPST, fluency, HFW, and classroom profiles to monitor student progress and goals</i></p>

<p><i>Grade 2: Fall 2015/16 (0%), Grade 3 (2016/17) increase by 10% - (10%)</i>  <i>Grade 3: Fall 2015/16 (3%), Grade 4 (2016/17) increase by 10% - (13%)</i>  <i>Grade 4: Fall 2015/16 (11%), Grade 5 (2016/17) increase by 10% - (21%)</i>  <i>Grade 5: Fall 2015/16 (5%), Grade 6 (2016/17) increase by 10% - (15%)</i></p> <ul style="list-style-type: none"> <li>• <i>Site Benchmarks: 3x's per year (Sept., Dec., and May) using multiple measures; BAS, BPST, fluency, HFW, and classroom profiles</i></li> <li>• <i>Gr. K – KAIG, BAS, BPST, HFW, fluency</i></li> <li>• <i>Gr. 1 – BAS, BPST, HFW, fluency</i></li> <li>• <i>On-going RTI progress monitoring provided by intervention team for identified intensive students and to communicate progress to teachers aligned with report card periods.</i></li> <li>• <i>Utilize grade level formative common assessments, common assignments, student work samples, rubrics and quarterly writing prompts to analyze and reflect on instructional practices and student outcomes</i></li> <li>• <i>Community of Practice (COP) &amp; Plan, Do, Study, Act (PDSA) Cycles of review; Gr. 1&amp;3</i></li> <li>• <i>ATLAS Reports/SQII Dashboard</i></li> <li>• <i>CELDT, EL Re-designation goal setting</i></li> <li>• <i>AC agendas to reflect AC questions #3 and #4 shared on One Drive – Utilize the resource “Learning by Doing” to implement AC practices, student review protocols and rubrics to align vertically and by grade level.</i></li> </ul>		<p><i>Admin will distribute DRP and Interim data after each administration for ACs to analyze and inform instruction</i></p> <p><i>TSA/Intervention team will distribute RTI data quarterly to teachers for analysis and reflection</i></p> <p><i>Kindergarten AC will analyze and reflect on KAIG data after each administration to inform instruction and determine student needs (AC questions #3 &amp; # 4)</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Each teacher will review each student’s reading levels and current assessment data during fall parent conference</i></li> <li>• <i>DRP reports and Interim results communicated to parents after each administration</i></li> <li>• <i>Parent Newsletter to include assessment data and reading strategies to promote reading at home</i></li> <li>• <i>The school will host a Family Literacy Night in the fall to inform parents of the purpose of District Formative Assessments (DRP, Interim) and introduce reading strategies and foundational skills to promote reading at home.</i></li> <li>• <i>Parent “Coffee Hour” to promote parent involvement and provide resources</i></li> <li>• <i>Parent University</i></li> <li>• <i>Back to School Night</i></li> </ul>		



- *Awards Assemblies*
- *EduText*
- *School Messenger*
- *SSC/ELAC*
- *Student Success Team meetings*

*Describe related professional learning:*

- *PL differentiated for Grades TK – 3<sup>rd</sup> focused on Early Literacy; RIRA lessons, Visual Arts Integration, targeted reading foundational skills and writing strategies that integrate reading, writing, listening and speaking standards.*
- *Professional Readings to support reading instruction include but not limited to; “Making Thinking Visible, Notice and Note, Core Six, Pyramid Response to Intervention”.*
- *AC collaboration and examining of student work, common assessments, collaboration of best instructional practices and strategies during PL, Accountable Communities and during Peer Observations.*
- *AC collaboration and analysis of KAIG data, site reading benchmark assessments and student work samples (Grades K-3) during Accountable Communities to inform, target and differentiate small group reading instruction during RTI (Addressing AC questions #3 and #4).*
- *Differentiated Professional Learning (K-3) and AC collaboration of implementation of Orton Gillingham reading strategies to support small group instruction during RTI.*

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

- *All students in Early Learning, Gr. K-3 will participate in a 45 minute reading block to target specific reading foundational skills. Students identified in the Intensive level (significant below reading level) will be serviced by intervention team focused on foundational reading skills; TSA, one (.4687 FTE) Certificated Tutor, two (.4375 FTE instructional aides), and RSP teacher.*
- *(3) Teaching Fellows (3 hrs.) will provide support to grades K-2 during RTI reading block.*
- *DRP Goal setting by teachers after each DRP administration*
- *Digital literacy resources and programs; (Moby Max, Imagine Learning, NewsELA)*
- *If funds available; (1) Teaching Fellow/Computer Lab assistant (3 hrs.) to support in computer lab with navigation of computer and digital literacy skills.*

*Specify additional targeted actions for EL students:*

- *EL students who are at intensive level (significantly below grade level) and who qualify for RTI intervention support will receive 45 minutes of targeted reading instruction in RTI based on student needs and data.*
- *School-wide ELD designated time (30 min.) and ELD integration throughout content areas aligned to ELA/ELD framework.*
- *ELD goal setting and chats*

<ul style="list-style-type: none"> <li>• <i>CELDT administration and EL re-designation goal setting</i></li> <li>• <i>School-wide ELD integration whole and small group differentiated instruction (PL)</i></li> </ul>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375			\$10,404
3	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		RTI Assisstant	\$10,404
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				25 SST Days / 2 Subs	\$3,227
3	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	RTI - Teaching Fellows K-2nd (4 TF @ 2 hr. )	\$4,000
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	RTI - Teaching Fellow support K-2nd (160 days) 3 TFs	\$21,182
Total									\$49,217

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action: Increase the number and percentage of EL students identified as meeting borderline criteria for re-designation at the end of the spring semester and are re-designated within 365 days. Muir will implement a comprehensive and academic English Language acquisition program focusing on English Learners to promote mastery of literacy skills in grades TK-6 through reading, writing, listening and speaking standards aligned with the CA ELA/ELD Frameworks. Staff and ACs will calendar and proactively design differentiated instruction and progress monitoring tools to impact benchmark assessments in order to increase the number of students identified for re-designation (i.e CELDT, BAS, DRP and Interim assessment windows).</i></p> <p><i>1. Teachers will utilize ELA/ELD framework/State Standards and Math framework/State Standards to plan instruction for English Learners. The staff will determine learning progression/cognitive demand through the practice of deconstructing standards, identifying skills within the deconstructed standard(s) and connect key ELD</i></p>					

<p><i>instructional strategies (resources to include but not limited to ELA/ELD Framework/State Standards, Math framework/State Standards, Making Thinking Visible, Core Six, Notice and Note) to support language acquisition.</i></p> <p><i>2. ACs to develop a Designated and Integrated instructional plan by grade level to support the various EL levels and support vertical alignment between all grades (K-6). EL plan to be reviewed quarterly as part of PL (ILT and AC teams).</i></p> <p><i>3. Teachers to monitor EL/CELDT student progress to ensure all students move up a level every year academically by staff/AC teams including but not limited to: EL Re-designation Goal Setting, CELDT, student work samples, common assignments/assessments and student data.</i></p> <p><i>4. CELDT assessors to be utilize during CELDT administration window.</i></p>			
<p><i>SQII Element: 5968 EL Re-designation</i></p>	<p><i>SQII Sub-element(s): Borderline to Re-designation within 365 days</i></p>	<p><i>Site Growth Target: 63%</i></p>	<p><i>Vendor (contracted services) Office Depot, GW, Voyager Sporis, Lake Shore, Oriental Trading, Scholastic, School Specialty, Spintar</i></p>
<p><input type="checkbox"/> <i>New Action</i>    <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, the percentage of English Learner students identified as meeting borderline criteria for Re-designation at the end of spring semester and are Re-designated within 365 days will increase by at least 10% (from 53% to 63%) as measured by SQII indicator 5968.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Disaggregated DRP and BAS levels by EL subgroup</i></li> <li>• <i>Grades during each reporting period</i></li> <li>• <i>CELDT</i></li> <li>• <i>EL Goal Setting Report &amp; EL Progress Monitoring Tool</i></li> <li>• <i>EL Re-designated Certificates</i></li> </ul>		<p><i>Owner(s) Teachers, TSA, VP &amp; Principal</i></p>	<p><i>Timeline August 2016 – June 2017</i></p> <p><i>Teachers to review CELDT results in Fall to determine EL needs and conduct EL Goal setting chats</i></p> <p><i>TSA to attend District EL meetings to inform site of EL guidelines and documentation</i></p> <p><i>Admin Team, TSA, staff to monitor Re-Designated and RFEP students quarterly</i></p>

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

- Teachers will review CELDT scores and EL progress with parents and students and provide guidance on how to help students advance a proficiency level and reach English language proficiency.
- Parent Conferences
- Parent recognition of students who have been Re-designated
- Parent meetings; SSC, ELAC, Parent University with babysitting provided

*Describe related professional learning:*

- PL to analyze CELDT indicators
- Professional learning on academic English development through integrated ELD to teachers of all content areas aligned to CA ELA/ELD frameworks.
- Provide professional learning on the use of the EL Goal Setting Report to identify target students and EL instructional needs.
- Professional learning to build teacher capacity of EL standards and EL strategies for:
  - **Intervention:** Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works (ELD Standards, PT 2)
  - **Bridging and Enrichment:** Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works
- ACs to utilize resource CA ELA/ELD frameworks to plan and create lessons based on CELDT and EL student needs.

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

- EL Goal setting and student chats
- CELDT Data chats with EL students
- CELDT administration is shared between district assessors and classroom teacher
- Quarterly recognition of students who have been Re-designated

*Specify additional targeted actions for EL students:*

- EL students who qualify for RTI intervention support will receive 45 minutes of targeted reading instruction in RTI based on CELDT/DRP and multiple measures.
- School-wide ELD designated time (30 min.)
- Teachers to utilize CA ELA/ELD frameworks to support ELs through integrated and designated ELD
- School-wide ELD integration whole and small group differentiated instruction (PL)

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Parent Participation	Materials & Supplies				Materials for Attendance conferences, SSC, Parent/Teacher Conferences	\$720

4	3	EL	Instruction	Direct-Other (Dr)				CELDT Accessors	\$1,500
4	3	EL	Instruction	Direct-Graphics (Dr)				Graphics - copy take home reading books	\$589
								Total	\$2,809

Domain	<input type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: Decrease the number and percentage of students who are chronically absent.</i></p> <ol style="list-style-type: none"> <li>1. Implement a school-wide attendance incentive program to reduce the percentage of students who are chronically absent and severely chronic.</li> <li>2. The school will utilize the HSL (.4375 FTE) to make home-visits, meet with parents to offer support and resources, provide parents with information regarding the importance of school attendance.</li> <li>3. Utilize Resource Counselor Assistant to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, time out of classrooms through individual and small group sessions to support social skills/social emotional needs.</li> <li>4. Implement a Tiered Level of support through the SST process, A2A parent conferences and SARB process to support families who are chronically absent and habitually truant.</li> <li>5. The school will implement school-wide incentives for perfect attendance; weekly incentives, monthly drawings, quarterly recognition, and semester bike drawing to increase school-wide attendance rate. School wide actions include but are not limited to;                             <ol style="list-style-type: none"> <li>a. School Messenger will notify parents that students were not in school at time attendance was taken by 9:00 a.m. daily</li> <li>b. Monthly conferences with Administration, HSL and identified families to discuss strategies and support to improve attendance.</li> <li>c. Parents receive 1<sup>st</sup> A2A letter of concern for Truancy when students have reached 3 unexcused absences. Teacher makes office and parent contact.</li> <li>d. Parents receive 2<sup>nd</sup> A2A letter of concern for Habitual Truancy when students have reached 6 unexcused absences</li> <li>e. A2A Meetings will be held monthly for parents whose students reach 7 absences to improve attendance, parents and students sign a school/parent/student compact agreeing to improve attendance. Resources are provided to parents to utilize, if needed.</li> <li>f. HSL/ *district CWA performs home visit when students have been noticed for Habitual Truancy to promote positive attendance and offer resources</li> </ol> </li> </ol>		

	<p>g. <i>Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism</i></p> <p>h. <i>Teachers will schedule weekly lessons (1 day a week) in alignment with the scope and sequence for Second Step and Olweus Bullying Prevention curriculum to increase connection and engagement home to school positive attendance</i></p>		
<p><i>SQII Element: 5942 Chronic Absenteeism</i></p>	<p><i>SQII Sub-element(s): Chronic Absenteeism Rate</i></p>	<p><i>Site Growth Target: Decrease of 5%</i></p>	<p><i>Vendor (contracted services) Office Depot, GW, Lake Shore, Oriental Trading, Scholastic, School Specialty, Spintar</i></p>
<p><input type="checkbox"/> <i>New Action</i>    <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease by at least 5% (from 20% to 15%) as measured by SQII indicator 5942.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Principal’s Dashboard to monitor daily attendance</i></li> <li>• <i>ATLAS Reports – Weekly</i></li> <li>• <i>A2A System</i></li> <li>• <i>SQII Indicators</i></li> <li>• <i>Weekly data on attendance shared with staff</i></li> <li>• <i>ATLAS - Teacher phone calls home to “Manageable/Chronic Group”</i></li> <li>• <i>Teacher referrals</i></li> <li>• <i>Weekly progress review with OA, HSL and admin.</i></li> </ul>		<p><i>Owner(s)</i>  <i>Principal/VP/Classroom Teachers/Office Staff/HSL</i></p>	<p><i>Timeline</i>  <i>August 2016 - June 2017</i></p> <p><i>Teachers will take attendance by 8:30 every morning.</i></p> <p><i>Teachers will promote the importance of school attendance in their classrooms and communicate to parents for those students under 90% attendance rate.</i></p> <p><i>Admin Team/HSL to conference meetings monthly with identified chronic students/families</i></p> <p><i>Office Assistant to communicate attendance reports to staff/admin of</i></p>

	<p><i>chronic students monthly and inform identified families of attendance rate.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly Newsletter shared with parents</i></li> <li>• <i>Inform parents of the importance of attendance at “Back to School Night, Parent Conferences, and Open House”</i></li> <li>• <i>Quarterly parent recognition</i></li> <li>• <i>Attendance data shared with parent committees (SSC, ELAC)</i></li> <li>• <i>Parent University</i></li> <li>• <i>Parent Workshops; Family Literacy Night</i></li> <li>• <i>Parent “Coffee Hour”</i></li> <li>• <i>Probation officer on site 2 days a week to build community relations</i></li> <li>• <i>Schedule meeting with parents to offer support and services</i></li> <li>• <i>A2A parent conferences to provide informational packet</i></li> <li>• <i>Parent participation at SST meetings</i></li> <li>• <i>Attend SARB meetings</i></li> </ul>	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>ATLAS training planned in August (parent contact documentation regarding attendance)</i></li> <li>• <i>Principal’s dashboard and SQII dashboard</i></li> <li>• <i>PL staff training – SEL/Non-Academic domains</i></li> <li>• <i>Safe and Civil training</i></li> <li>• <i>Second Step and Olweus Bullying Prevention</i></li> <li>• <i>Community outreach and resources</i></li> </ul>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Incentives/Weekly Pencils</i></li> <li>• <i>Quarterly Awards to recognize students for perfect attendance and students with improved attendance</i></li> <li>• <i>Quarterly classroom recognition highest attendance rate</i></li> <li>• <i>Semester Bike Drawing</i></li> <li>• <i>Student Contracts for manageable and chronic students to increase attendance</i></li> <li>• <i>Support staff to conference with individual students (chronic)</i></li> <li>• <i>HSL/CWA to support grade levels with lowest attendance rate</i></li> <li>• <i>Student conferences/contracts with identified students, connect students with (Adult mentors)</i></li> <li>• <i>Utilize SST process for support</i></li> </ul>	

- Leverage SARB process
- Teachers to send post cards home and log on ATLAS positive entry when student improves attendance

Specify additional targeted actions for EL students:

- Provide bilingual resources for parents of ELs to promote positive attendance
- Bilingual HSL to make home contact to inform parents of the importance of school attendance

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$12,933
5	2	EL	Parent Participation	Other Classified-Supplemental				Translating	\$528
5	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting	\$1,176
<b>Total</b>									<b>\$14,637</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	<p><i>Detail the action: Decrease the number and percentage of students who have been suspended and/or expelled.</i></p> <ol style="list-style-type: none"> <li><i>Muir will develop and implement a Tiered Level of support for Behavioral Intervention to reduce suspension rates. Utilize the SST process, parent conferences and ICET process to support students/families with behavioral concerns.</i></li> <li><i>Utilize Resource Counselor Assistant to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, and time out of classrooms through individual and small group sessions to support social skills/social emotional needs.</i></li> <li><i>The school will utilize the HSL (.4375 FTE) to make home-visits, meet with parents to offer support and resources, provide parents with information regarding the importance of school attendance.</i></li> <li><i>Connect identified students with mentors at site/community to increase positive ratios of interactions and school connectivity.</i></li> </ol>		



<p><i>SQII Element: 6109 Suspension</i></p>	<p><i>SQII Sub-element(s): Suspension Rate</i></p>	<p><i>Site Growth Target: Decrease of 4%</i></p>	<p><i>Vendor (contracted service Office Depot, GW, Lake Shore, Oriental Trading, Scholastic, School Specialty, Spintar</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i>   <input type="checkbox"/> <i>On-going</i></p>		<p><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></p>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, the number and percentage of students who have been suspended or expelled will decrease by at least 2%. Site data will indicate a decrease from 6% to 4%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>ATLAS Reports – Daily, Weekly</i></li> <li>• <i>SQII Indicators</i></li> <li>• <i>Site data on suspensions shared with Safe &amp; Civil team for CCI</i></li> <li>• <i>Teacher positive phone calls home to tier 3 students</i></li> <li>• <i>Office referrals trend data</i></li> <li>• <i>Weekly progress review with OA, HSL and admin.</i></li> </ul>		<p><i>Owner(s) Teachers, Principal, VP, Resource Counselor Assistant, HSL, Office Staff</i></p>	<p><i>Timeline August 2016 – June 2017</i></p> <p><i>Teachers to increase daily positive ratios of interactions to build student/teacher relationships</i></p> <p><i>Staff/community to serve as mentors with identified students</i></p> <p><i>Paraprofessional Resource to support with identified individual/groups of students weekly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly Newsletter shared with parents</i></li> <li>• <i>Inform parents of the importance of positive relationships at “Back to School Night, Parent Conferences, and Open House”</i></li> <li>• <i>Suspension data shared with parent committees (SSC, ELAC)</i></li> <li>• <i>Parent University</i></li> <li>• <i>Parent Workshops; Family Literacy Night</i></li> <li>• <i>Parent “Coffee Hour”</i></li> <li>• <i>Probation officer on site 2 days a week to build positive community relationships</i></li> <li>• <i>Schedule meeting with parents to offer support, strategies and services</i></li> <li>• <i>Parent participation at SST meetings</i></li> </ul>			

<ul style="list-style-type: none"> <li>• <i>Parent/Teacher conferences</i></li> </ul>
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>ATLAS training planned in August (documentation regarding office referrals/behaviors)</i></li> <li>• <i>SQII indicators</i></li> <li>• <i>PL staff training – SEL/Non-Academic domains</i></li> <li>• <i>Safe and Civil training and CCI</i></li> <li>• <i>Second Step and Olweus Bullying Prevention</i></li> <li>• <i>Community outreach and resources</i></li> </ul>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Incentives</i></li> <li>• <i>Quarterly classroom recognition for demonstrating “POWER”</i></li> <li>• <i>Student Contracts to reinforce positive behaviors</i></li> <li>• <i>Resource Counselor Assistant to support with individual and small group counseling</i></li> <li>• <i>Support staff to conference with individual students (tier 3)</i></li> <li>• <i>HSL/CWA to support grade levels with highest suspension rate</i></li> <li>• <i>Student conferences/contracts with identified students, connect students with (Adult mentors on site)</i></li> <li>• <i>Utilize SST process for behavioral support</i></li> <li>• <i>Leverage ICET process</i></li> <li>• <i>Teachers to send post cards home and log on ATLAS for positive entry</i></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide bilingual resources for parents of ELs to promote positive behaviors</i></li> <li>• <i>HSL to make home contact to coordinate parent/teacher conferences to support with building positive school relationships.</i></li> </ul>

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.6250		Asst, Resrce Cnslg	\$40,194
								Total	\$40,194

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
<p><b>Action # 7</b></p>	<p><i>Detail the action: Increase the number and percentage of students who are engaged in any Goal 2 activities (Arts, Activities, or Athletics).</i></p> <ol style="list-style-type: none"> <li>1. The school will provide professional learning for staff; including arts council, activities and athletics, to promote connectedness and to increase the percentage of students engaged in Goal 2 activities and increase the percentage of students responding on the school climate survey; “I feel I am part of this school.”</li> <li>2. Implementation of weekly “Classroom Meetings and Second Step” Lessons to promote student engagement</li> <li>3. Staff training on SEL/Non-academic domains to connect adults with students</li> <li>4. Utilize Resource Counselor Assistant to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, and time out of classrooms through individual and small group sessions to support social skills/social emotional needs.</li> <li>5. Other actions to promote school engagement and connectedness include but is not limited to;                             <ul style="list-style-type: none"> <li>• Safe and Civil/School wide expectations are reviewed with staff</li> <li>• SQII/Progress data is reviewed a minimum of one time per quarter staff wide and/or in AC’s</li> <li>• Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester.</li> <li>• CHAMPS expectations are consistently taught, posted and lived in the classroom learning environment. Classroom teachers/AC’s School re-teaches following the guidelines for success (POWER).</li> <li>• Common area expectations are taught school wide as part of the August 2016 “First Ten Days of School” teaching expectations school wide. Classroom teachers/AC’s /School re-teaches following the guidelines for success (POWER).</li> <li>• Probation Officer works proactively to mentor students/ groups, as well as support parents.</li> <li>• Home School Liaison work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provides resources as needed to support families.</li> <li>• Home School Liaison and Parent University coordinate events that build site and community connectedness.</li> </ul> </li> </ol>		
<p><i>SQII Element: 2080 Student Engagement</i></p>	<p><i>SQII Sub-element(s): Overall Student Participation</i></p>	<p><i>Site Growth Target: 63%</i></p>	<p><i>Vendor (contracted services) Office Depot, GW, Lake Shore, Oriental Trading, Scholastic, School Specialty</i></p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning:    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point: By the EOY 2016-17, the number and percentage of students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase by at least 15% (from 48% to 63%) as measured by SQII indicator 2080.</i></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>ATLAS/SQII</i></li> <li>• <i>Suspension data and office referrals by teacher/grade level</i></li> <li>• <i>Quarterly data to show number of activities provided and number of students engaged in Goal 2 activities</i></li> <li>• <i>Monitor students engaged in activities during Lunch Recess</i></li> <li>• <i>School Clubs – Number of students participating</i></li> <li>• <i>Staff/Parent/Student Surveys, SEL surveys</i></li> <li>• <i>Quarterly Classroom Meetings Teacher Verification</i></li> <li>• <i>Implementation of “Second Step” Lessons/Curriculum Guides</i></li> <li>• <i>Safe and Civil team surveys and data collection</i></li> </ul>	<p><i>Owner(s)</i> <i>Teachers/All staff</i> <i>Principal, VP,</i> <i>HSL, Resource</i> <i>Counselor</i> <i>Assistant, After-</i> <i>School staff</i></p>	<p><i>Timeline</i> <i>August 2016 – June 2017</i></p> <p><i>Teachers to increase daily positive ratios of interactions to build student/teacher relationships</i></p> <p><i>Staff/community to serve as mentors with students</i></p> <p><i>Paraprofessional Resource to support with identified individual/groups of students weekly</i></p> <p><i>After-School staff to provide quarterly report of student engagements in ASP program</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Back to School Night/Open House</i></li> <li>• <i>Family Fun Night – “Fun Works”, School Jog-A-Thon, Study Trips, Classroom Volunteers</i></li> <li>• <i>Parent Conferences</i></li> <li>• <i>ASP sports</i></li> <li>• <i>Family Literacy Night</i></li> <li>• <i>Music Performances (Winter/Spring)</i></li> <li>• <i>Parent “Coffee Hour”</i></li> <li>• <i>Parent University</i></li> <li>• <i>School Messenger/Edutext</i></li> <li>• <i>SSC/ELAC meetings</i></li> <li>• <i>Probation officer</i></li> <li>• <i>Awards Assemblies</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>PL for staff – Goal 2 engagement</i></li> </ul>		

- *Peer mediators training at CSUF*
- *Robotics Training for coaches and students*
- *CSUF coaching clinics*
- *District provided PK – K integrated arts, music, and dance*
- *District provided Safe and Civil trainings*

*PL delivered by Safe and Civil team on school wide expectations and school connectedness*

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

- *K- 6 Weekly classroom meetings and “Second Step” lessons in alignment to the scope and sequence*
- *Student clubs; student leadership (Gr.4-6), peer mediators (Gr.4-6), spelling bee, Peach Blossom, robotics*
- *Intramurals, “Mega Milers”*
- *Student Assemblies; “Fun Works”, American Ambulance, Character Counts*
- *Music; Band and Orchestra (Gr. 4-6, Music performances (Winter and Spring Programs K-6)*
- *CSUF Women’s and Girl’s Day*
- *Staff/Student Games*
- *Special Speakers/Guests*
- *MAC and CHAMPS support teaching of school wide expectations for positive behavior*
- *Quarterly student recognition for academics, attendance, improvement, social skills, citizenship and “Character Counts”*
- *After school program/sports*
- *Arts Council (Gr. 4-6)*
- *Student of Month, Power Teacher, Peer mediator of the month*
- *POWER ticket drawings every Friday*
- *Spirit Day every Friday to promote connectedness to school*
- *Adult/Staff mentors*

*Specify additional targeted actions for EL students:*

- *Awards Assembly – Certificate for Re-designation*

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Muir - 0340

**ON-SITE ALLOCATION**

3010	Title I	\$38,927 *
7090	LCFF Supplemental & Concentration	\$125,392
7091	LCFF for English Learners	\$33,528
		\$197,847
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$197,847</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$847
Remaining Title I funds are at the discretion of the School Site Council	\$38,080
Total Title I Allocation	\$38,927

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 0340 Muir Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Subagreements			Voyager Sporis : Step Up to Writing - (2 day training) 1 day primary/1 day intermediate	4,010.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.201		19,648.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology- Instructional programs, equip, maintance	7,000.00
1	1	Sup & Conc	Instruction	Subagreements			Voyager Sporis : Step Up to Writing - Professional Learning	490.00
1	1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	10,229.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics- Instructional posters, student books	1,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.268		26,191.00
2	1	Sup & Conc	Instruction	Teacher-Subs			25 days - Observation of peers	3,227.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	19,195.00
3	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		10,404.00
3	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	RTI Assisstant	10,404.00
3	1	Sup & Conc	Instruction	Teacher-Subs			25 SST Days / 2 Subs	3,227.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : RTI - Teaching Fellow support K-2nd (160 days) 3 TFs	21,182.00
3	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : RTI - Teaching Fellows K-2nd (4 TF @ 2 hr.)	4,000.00
4	3	EL	Instruction	Direct-Graph			Graphics - copy take home reading books	589.00
4	3	EL	Instruction	Direct-Other			CELDT Accessors	1,500.00
4	3	EL	Parent Participation	Mat & Supp			Materials for Attendance conferences, SSC, Parent/Teacher Conferences	720.00
5	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,176.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		12,933.00
5	2	EL	Parent Participation	Oth Cls-Supp			Translating	528.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.625	Asst, Resrce Cnslg	40,194.00

\$197,847.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,927.00
Sup & Conc	7090	\$125,392.00
EL	7091	\$33,528.00
<b>Grand Total</b>		<b>\$197,847.00</b>

Domain Totals	Budget Totals
Academic	\$140,207.00
Culture & Climate	\$2,809.00
Social/Emotional	\$54,831.00
<b>Grand Total</b>	<b>\$197,847.00</b>



E.1. Assurances

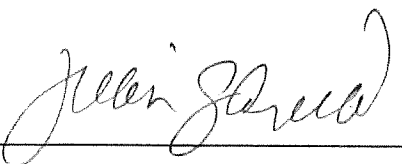

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Juan Garcia</b>	X				
2. <b>Chairperson - Sylvia Molina</b>				X	
3. <b>Brandy Higley</b>		X			
4. <b>Ka Lee</b>		X			
5. <b>Robert Starr</b>		X			
6. <b>Viviana Martinez</b>			X		
7. <b>Maria del Rosario Gallardo</b>				X	
8. <b>Angelica Cardiel</b>				X	
9. <b>Angelica Esquivel</b>				X	
10. <b>Donnitta Carter</b>				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

<b>School Name:</b> Muir			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Juan Garcia		<b>March 30, 2016</b>
<b>SSC Chairperson</b>	Sylvia Molina		<b>March 30, 2016</b>

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