

**Norseman Elementary School**

10621666006423

Principal's Name: Kimberly Collins

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kimberly Collins', with a large, stylized flourish at the end.

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

Norseman School

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	61/67	13.18 %
<input checked="" 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	60/67	86.56 %
<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	53/66	11.11 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	45/66	50.14 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	45/67	43.54 %
<input 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	42/67	13.25 %
<input checked="" 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	42/67	86.75 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	38/66	45.13 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	37/67	43.58 %
<input type="checkbox"/>	Elementary	Reading by Third	4- Borderline to Grade Level Within	<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	36/66	12.96 %

Grade Academic Year

reading within this academic year

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	31/68	55.49 %

## 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	61/68	31.9 %

## 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" 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	46/68	18.75 %
<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	46/68	94.01 %

## 5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	51/67	31.53 %

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"/> Rates	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation</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>Norseman will implement a comprehensive and balanced literacy instructional program. The site will continue school-wide professional learning opportunities to build capacity in all teachers/ instructional leaders to support reading comprehension through complex text, talk and task, engage students in grade level standards using higher levels of thinking reaching DOK levels 2, 3 and 4, use of close reading strategies, text dependent questions, foundational skills in reading and writing for grades Pre K-3. In addition, blended learning, digital literacy, support struggling readers in grades K-3 intervention, small group differentiated instruction, integrated and designated ELD as aligned to the CA ELA/ELD and Math Standards Framework.</p>		
<p><i>SQII Element:</i> <b>Academic Performance</b></p>	<p><i>SQII Sub-element(s):</i><b>6142, 6062</b></p> <ul style="list-style-type: none"> <li>• 86.56% scoring <i>Standard Not Met or Standard Nearly Met on ELA SBAC</i></li> <li>• 45.13% of K-3 students not on grade level who are <b>one grade level below.</b></li> <li>• 80.53% of 1st grade students scoring below level G on the most recent BAS assessment. <b>(decrease from 90.38% last year winter, SPSA 15/16)</b></li> <li>• 64.24% grades 2-6 <b>(decrease from 68.70% last year winter time, SPSA 15/16)</b> of students</li> </ul>	<p><i>Site Growth Target: By June 2017:</i></p> <p><u>SBAC</u> will show at least a 10% reduction in students scoring <i>Standard Not Met or Standard Nearly Met on ELA SBAC</i></p> <p><u>DRP</u> will show at least a 10% reduction in students scoring significantly below the <i>Common Core Reading Level.</i></p> <p><u>BAS</u> will show at least a 15% reduction in students scoring below grade level in their <i>Common Core Reading Level.</i></p>	<p><i>Vendor (contracted services)</i></p> <p><i>Teaching Fellows</i> <i>Ricoh</i></p>

	<p>scoring <i>significantly below the Common Core Reading level on the fall DRP</i></p>		
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>a. By June 2017, the end of year administration of the</i></p> <ul style="list-style-type: none"> <li>• All students demonstrate 1 year or more growth</li> <li>• DRP will show at least a 10% reduction in students scoring significantly below the Common Core Reading Level.</li> <li>• BAS will show at least a 15% reduction in students scoring below grade level in their Common Core Reading Level.</li> <li>• SBAC will show at least a 10% reduction in students scoring not met or nearly met.</li> </ul>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>“What you put on your walls is what you value” – Standards will live in our classrooms and student growth progressions will be current and visible.</p> <p><b>Student Progress Measures for Plan Do Study Act (PDSA)</b></p> <ul style="list-style-type: none"> <li>○ SQII E&amp;A Dashboard/ Teacher ATLAS Dashboard including grades</li> <li>○ SBAC/CAASPP</li> <li>○ CELDT Reports</li> <li>○ District /site common formative assessments             <ul style="list-style-type: none"> <li>○ Standards Based Interim CFA, SBAC aligned (Illuminate)</li> <li>○ DRP</li> <li>○ DIBELS /DIBELS Progress Monitoring</li> <li>○ BPST: grade 1 (grade 2 and above as needed for further diagnostics to close reading foundational gap)</li> <li>○ BAS: K-1 (grade 2 and above as needed for further diagnostics to close reading foundational gap)</li> <li>○ Sight/High Frequency Words</li> <li>○ KAIG (Kindergarten)</li> <li>○ DRDP/Benchmarks (PK)</li> <li>○ TK Literacy Assessment</li> </ul> </li> </ul>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers TK-6 and Admin</li> <li>2. Teachers TK-6 and Admin</li> <li>3. Teachers 2-6 and Admin Fall/Winter/Spring</li> <li>4. Teachers Grade 1 and Admin Quarterly</li> <li>5. Teachers Kindergarten and Admin Quarterly</li> <li>6. TSA and Admin Biweekly Ongoing</li> <li>7. Teachers K-6 and Admin Ongoing</li> </ol>	<p><i>Timeline</i></p> <p>Item 1-3 District timeline/calendar</p>	

<ul style="list-style-type: none"> <li>○ Student progress monitoring sheets (by class) include: Common Assessments/ Assignments</li> </ul> <p>School wide/ Classroom/AC</p> <ul style="list-style-type: none"> <li>○ One minimal student artifact aligned to tech standard and content area per quarter to be maintained in student progress monitoring folder</li> <li>○ AC developed backwards mapping calendars</li> <li>○ Classroom student progress monitoring/goal setting tools (DRP, BAS, Interim CFA, CELDT) *PL</li> <li>○ AC Agenda/Minutes, lesson plans and planning calendars</li> <li>○ Student writing across content Close Reading and Annotated are align quarterly with LEAD team with the expectation of EOY school wide agreements re: notating symbols, sign posts, etc.</li> <li>○ Grading alignment to rubrics/student work (decrease variability)*PL</li> <li>○ Grade 3-6 will submit a plan for sign-post integration *PL</li> <li>○ Common assessments, student evidence, staff inventories, walk-throughs and observations</li> </ul>	<ol style="list-style-type: none"> <li>8. Teachers Pre-K and Admin Quarterly</li> <li>9. Teachers K-3 and Admin Quarterly</li> <li>10. Teacher TK and Admin Quarterly</li> <li>11. Teachers TK-6 and Admin Ongoing</li> <li>12. Teachers TK-6 and Admin Ongoing</li> <li>13. Teachers TK-6 and Admin Ongoing</li> <li>14. Teachers TK-6 and Admin Ongoing</li> <li>15. TSA/Teachers TK-6 and Admin Monthly</li> <li>16. Administration Ongoing</li> <li>17. Teachers TK-6 and Admin Ongoing</li> <li>18. Teachers TK-6 and Admin Ongoing</li> </ol>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		



**Communication:**

- Back to School Night
- Written Grading Policy
- DRP student report sent home after each assessment
- Awards Assemblies
- Open House Showcase
- Parent Conference (October)
- School Messenger
- EduText
- Home visits (HSL, CWAS, RP Counselor, Admin)

Home School Liaison, Restorative Practice Counselor and Child Welfare Attendance Specialist coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText \**parent learning class and by appointment*
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS
- Home School Liaison Support parent engagement provide parent education school to home
- Translators
- Childcare for parent meetings
- District provided CWAS Counselor (parent education, home visits)

*Describe related professional learning:*

District provided:

- Integrated literacy training for K-1

- ELA PL

Site PL to support school wide and AC:

Accountable Community “Collective reflection based on evidence.” –DuFour

Reading Comprehension through complex text, talk and written task

- ELA Standards Alignment Practices
- Foundational Skills
- Differentiated Instruction
- Instructional Practice Guide (IPG) 5 Literacy Tenets: *Culture of Learning, Challenging Content, Student Ownership, Every Student, Improving Every Day*

Assessment/Grading Alignment Practices

Reading Comprehension through Text, Talk and written Task

- TK-6 Differentiated small group instruction to meet the varied instructional needs of student- Cognitive demand/levels of thinking reaching DOK levels 2, 3, 4
- Access and apply instruction and materials that accelerate growth so student stay on path to read, write and speak about grade level text and topics.
- Continue learning opportunities for all students utilizing small group blended learning/digital literacy (NewsELA, Istation, gopebbles, mobymax, Scholastic, etc.)
- Technology standards integrated with content area instruction. Each Quarter students will produce one individual student artifact that aligns with one or more content area(s) and grade level appropriate tech standards.(SBAC tech standards, ELA/ELD framework/State Standards, Math framework/State Standards.
- TK-6 Reading comprehension through complex text, talk and task using close reading and text dependent questions Independent Reading, Close Reading, Leveled Reading, Guided Reading
- PL Differentiation: Grade 3 and 4 \*integrated and designated EL instruction to reduce AT RISK English Learners through Challenging Content / reading, writing, listening and speaking
- PL Differentiation Reading by Third Grade: TK-3 Early Learning Literacy/ Foundational Skills Professional Learning : Tier 2, guided reading
- TK-2 Early Learning Literacy Foundational Skills Professional Learning
- Grades PK-1 apply Repeated Interactive Reading (RIRA) with complex text, task and talk

Alignment Practices

- Utilizing ELA/ELD framework/State Standards staff will determine/ refine learning progression/cognitive demand through the practice of deconstructing standards, identifying skills within the deconstructed standard(s) and connect key instructional strategies(resources (On going: *ELA/ELD Framework/State Standards, Scope and Sequence, Making Thinking Visible, Core Six, Notice and Note, Skillful Teacher*, 16-17 School wide introduction: *Learning by Doing* ).
- Close Reading and Annotated are align quarterly with LEAD team with the expectation of EOY school wide agreements re: notating symbols, sign posts, etc.
- Integrated and designated ELD as aligned to the CA ELA/ELD Framework
  - ELA scope and sequence
  - ELA assessment blueprint
- Refine writing task and Complex Text, D's and F's and move to Develop an instructional plan to support vertical alignment between all grade levels Pre K-6<sup>th</sup> / SPED Accountable Community / Professional Learning Communities and Communities of Practice. Plans are reviewed/calibrated in a "Plan Do Study Act" model. Plans are calendared and reviewed as part of AC/PL model midterm/quarterly. LEAD team will be part of the quarterly review.
- Development of American Sign Language benchmark skills will address Needs 1-3.
- Assessment delivery and data applications once results are in SBAC, CELDT, DRP etc

**Accountable Community/PLC Key questions:***What do we want students to learn?**Have they learned it?**How will we know?**How we respond if they didn't learn it?*Learning By Doing Accountable Community Focus by Dufour

- AC Lead teachers continue with book study and applications within the AC, "Learning by Doing" by Dufour
- Staff wide "Learning by Doing" by Dufour builds collective capacity and deepens application of our professional learning community school ide and Accountable Community

## Using Accountable Community:

- AC team calendar site and district benchmark assessments to pace instruction to meet student learning needs posts to share point grade level folder. \*PL

- Utilize ELA/ELD and Math Framework as a foundational resource for designing instruction and assessments in content literacy.
- Deconstruct identified standards in the Reading/ELD/Math domains monthly as part of PDSA/Instructional commitment to school wide timelines and learning commitments \*Calendar PL
- AC calendars and commits to agreed upon CFA and AC analysis for next instructional steps and grade level agreements
- Review ELA/Math common assessments and data to guide instructional decisions to ensure student growth.
- Performance Tasks that include Close Reading and Annotated are aligned monthly and prepared to quarterly with LEAD team and staff wide with the expectation of EOY school wide agreements re: notating symbols, sign posts, etc.
- Collaboratively plan with TSA (RTI) and leverage ELA academic deployment (45 minutes) for differentiated instruction based on student performance data grade 1-3 foundational skills /early learning literacy.

“Collective reflection based on evidence.” –DuFOur:

- \*\*Plan, Do, Study, Act (PDSA) is calendared in partner with Climate and Culture Team and Academic Leadership
- \*\*8 cycles PDSA will be completed the 16-17 school year \*PL/ “Learning by Doing” –Dufours
- PLC / COP
- Commitment: Utilize FUSD Scope and Sequence ELA/ELD as a foundational resource for designing instruction and assessments in content literacy.
- Integrated and designated ELD as aligned to the CA ELA/ELD Framework
  - ELA/ELDs scope and sequence
  - ELA assessment blueprint

#### PL Systems of CCI

- Utilize Dufours to develop and refine AC application and practices to support evidence to use of evidence to plan instruction, common formative assessment and support student learning.
- Develop an instructional plan to support vertical alignment between all grade levels Pre K-6<sup>th</sup> / SPED. Plans are reviewed/calibrated in a “Plan Do Study Act” model. Plans are reviewed as part of AC/PL model midterm/quarterly. LEAD team will be part of the quarterly review.
- Monitor student progress to ensure all students move up a level every year academically through staff/AC/Instructional Lead Team model. (Including, but not limited to: student work, common assignment/assessments mid-term and benchmark, D’s and F’s, EL progress).
- Substitutes are provided for peer to peer learning

Climate and Culture Leadership team (represented ideally by grade level, Sped, Classified and administration);Meets monthly as a team, quarterly with Academic Leadership

Academic Leadership Team (Lead Teachers by grade level and SPED in partnership with site administration); Meets monthly as a team.

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

**Key question “What do we want students to learn?”**

- Rubrics, criteria for success is visible clear to students and teacher as part of the focus on learning and feedback cycle
- Content areas are cumulative (progression of growth) and visible through room environment walls, student artifacts, journals, reports, projects student can speak to the intended learning application *\*age appropriate* .
- Student annotated text /close read is visible through journal, room environment/walls, student artifacts, journals, reports, projects
- Classroom student progress monitoring/goal setting tools (DRP, BAS, Interim CFA, CELDT) are part of the focus on learning and feedback cycle
- K-3 Intervention/Challenge to support early identification of student learning/support needs and intervene immediately to ensure all students are reading on grade level or above by 3<sup>rd</sup> grade.
- 2-6 DRP Goal-Setting by teacher & grade level after. Scheduled as follows: initial review of 15-16 end of year goal in August, and directly after each DRP administration.
- Five days per week during core instruction, differentiated reading instruction is delivered to scaffold learning with the intention of closing identified skill gap to proficiency. Groups are flexible and meet with teacher 30-45 minutes depending on grade level and identified skill / instructional need. Instruction is determined by multiple measures, including but not limited to BAS, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction. \*PL
- Digital Literacy Resources and Programs (ie. Imagine Learning, NewsELA, CNN News, MobyMax) for comprehension and small groups differentiated instruction
- All students in grades 1-3 scoring on grade level or above will participate in a 45 min. reading /writing enrichment session 4 days per week until DRP. The grade level team, Teaching Fellows will provide instruction.
- Grades 1-3 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
- Teaching Fellows placed to intervene with students based on ELA/ELD student progress data in grades 1-3. TSA will coordinate Teaching Fellows as part of RTI model
- TSA builds capacity of Teaching Fellows during instruction and assessment. She works in partnership with grade level AC teams.
- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of her day.
- One 3 hour (.375 FTE) Computer Lab Assistant to provide support for students with Technology Scope and Sequence integration in the content areas.
- Research based materials and supplies to provide direct instructional support to students

- Purchase AR books for library and leveled books classrooms to support balanced literacy program
- Leverage ELA academic deployment (45 minutes) for differentiated instruction based on student performance data grade 1-3 foundational skills /early learning literacy. PL – Teaching Fellows
- Deaf and hard of Hearing team
- Utilize adopted, supplemental Fairmont curriculum for development of American Sign Language benchmark skills TK-6 (ELA/MATH)

*Specify additional targeted actions for EL students:*

- School wide ELD integrated whole and small group differentiated instruction \*PL
- School wide ELD designated supports on grade level core instruction in ELA (40 minutes)
- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
  - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
  - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2188		HSL to support provide support for student impact through parent communication and building parent capacity.	5,788
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2187		HSL to support provide support for student impact through parent communication and building parent capacity.	5,786
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.3750		Computer Lab Assistant to provide support with technology for students in K-6. 5 days a week. 3 hours per day.	9,461

1	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.7500		Para Resource Lab Assistant to provide direct intervention to students in grades 1-3 51% of the day and provide support for other students 49% . 5 days a week. 6 hours a day.	37,906
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for Teachers to Tutor Students.	6,000
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contract for AR Coordinator to coordinate and support students and teachers with AR program.	200
1	1	EL	Instruction	Teacher-Substitute Salaries				Substitute teachers to allow for teachers to plan, analyze student data, collaborate, and plan actions to support EL students.	4,000
1	1	EL	Instruction	Instr Aide-Extra Time Salaries				Interpreters for parent meetings, conferences, SST, and events.	4,000
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Differentiated instruction supplemental contract for small group tutoring for Title 1 students before/after school.	4,001
1	1	Sup & Conc	Instructional Supervision & Administration	Direct-Maintenance (Dr)				Technology Repair to support student learning.	3,000
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows to support 1st-3rd grade in ELA/5 days per week/4 hours per	38,896

								day/September 1 through May 31.	
1	3	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for Home School Liaison to make home visits.	200
1	1	Sup & Conc	Instruction	Office Equipment Lease				Copy machine lease to support students in learning.	8,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support student learning.	33,000
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Purchase materials and supplies for parent learning to support students.	1,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support Title 1 Students	6,796
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support student learning.	48,574
1	1	Sup & Conc	Instruction	Materials & Supplies				Purchase professional books for teachers to build capacity to support students.	1,000
<b>Total</b>									<b>\$217,608</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 2</b>	Norseman will implement professional learning and analyze school wide /AC/classroom data to address and support students scoring Standard Not Met and Standard Nearly Met on the math SBAC					



<p><i>SQII Element: Academic Performance</i></p>	<p><i>SQII Sub-element(s):6160</i></p>	<p><i>Site Growth Target:</i>  <i>Reduce by 15%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i>    <input type="checkbox"/> <i>On-going</i></p>			
<p><i>Write a SMART Goal to address each data point:</i>  Reduce the Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC by 15%</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Student Progress Measures for Plan Do Study Act (PDSA)</p> <p>SQII E&amp;A Dashboard/ Teacher ATLAS Dashboard including grades</p> <ul style="list-style-type: none"> <li>○ SBAC/CAASPP</li> <li>○ CELDT Reports</li> <li>○ District /site common formative assessments                         <ul style="list-style-type: none"> <li>a. Standards Based Interim CFA, SBAC aligned (Illuminate)</li> <li>b. KAIG (Kindergarten)</li> <li>c. DRDP/Benchmarks (PK)</li> <li>d. AC selected/developed CFA and progress monitor tools</li> <li>e. Student progress monitoring sheets (by class) include: Common Assessments/ Assignments</li> </ul> </li> </ul> <p>School wide/ Classroom/AC</p> <ul style="list-style-type: none"> <li>○ Math performance task K-3/ Illuminate align (2-6) quarterly with LEAD team with the expectation of EOY school wide agreements that focus on challenging content and student ownership IPG 2, 3 and 4</li> <li>○ AC developed backwards mapping calendars</li> <li>○ Classroom student progress monitoring/goal setting tools (AC designed CFA, Interim CFA,) *PL</li> </ul>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers TK-6 and Admin Ongoing</li> <li>2. Teachers 2-6 and Admin Quarterly</li> <li>3. Teachers TK-6 and Admin Ongoing</li> <li>4. Teachers TK-6 and Admin Ongoing</li> <li>5. Teachers 1-6 and Admin Ongoing</li> <li>6. Teachers K and Admin Quarterly</li> <li>7. Teachers TK-6 and Admin Ongoing</li> <li>8. Teachers K-6 and Admin Ongoing</li> </ol>	<p><i>Timeline</i></p>	

<ul style="list-style-type: none"> <li>○ AC Agenda/Minutes, lesson plans and planning calendars</li> <li>○ Student writing across content Close Reading and Annotated are align quarterly with LEAD team with the expectation of EOY school wide agreements re: notating symbols, etc.</li> <li>○ Grading alignment to rubrics/student work (decrease variability)*PL</li> <li>○ Common assessments, student evidence, staff inventories, walk-throughs and observations</li> </ul>	<p>9. Teachers TK-6 and Admin Ongoing</p> <p>10. Teachers K-6 and Admin Ongoing</p> <p>11. Teachers TK-6 and Admin Monthly Administration Ongoing</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Communication:</p> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● Written Grading Policy</li> <li>● DRP student report sent home after each assessment</li> <li>● Awards Assemblies</li> <li>● Open House Showcase</li> <li>● Parent Conference (October)</li> <li>● School Messenger</li> <li>● Home visits (HSL, CWAS, RP Counselor, Admin)</li> </ul> <p>Home School Liaison, Restorative Practice Counselor and Child Welfare Attendance Specialist coordinate and support Home-School communication and Parent Learning</p> <ul style="list-style-type: none"> <li>● Parent University</li> <li>● Abriendo Puertas</li> <li>● Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations</li> <li>● Parent Portal On Line Access / EduText *parent learning class and by appointment</li> <li>● School/Home Communication</li> <li>● School Site Council</li> <li>● ELAC/DELAC</li> <li>● Parent Volunteer Group(s)</li> </ul>		

- Student Success Team
- IEPS
- Home School Liaison Support parent engagement provide parent education school to home
- Translators
- Childcare for parent meetings

*Describe related professional learning:*

District provided:

- Integrated Math literacy training for K-1
- Math PL TBD

Site PL to support group and AC:

IPG 5 Math Tenet

Grading Alignment Practices

Math Standards Alignment Practices and Calendaring

Differentiated Instruction

Professional Learning

- Differentiated Learning to close gaps
- Blended learning included but not limited to GO Math
- 8 Mathematical practices and applications

Alignment Practices

- Teachers are required to administer common formative and summative assessments and inform the students of their progress in mastering materials that will appear in SBAC aligned assessments
- Utilizing Math framework/State Standards staff will determine/ refine learning progression/cognitive demand through the practice of deconstructing standards, identifying skills within the deconstructed standard(s) and connect key instructional strategies(resources (On going: *ELA/ELD Framework/State Standards, Math framework/State Standards, Making Thinking Visible, Core Six, Skillful Teacher, 16-17 school wide introduction: Learning by Doing* ).
- Implement school wide use of standard (CCSS) aligned rubrics to inform grade level calibration, exemplars of student work and scoring criteria

- Refine Math performance task to support vertical alignment between all grade levels Pre K-6<sup>th</sup>
- Review, refine and continue to implement a school wide practice of standards aligned, grade level aligned grading practice of student work, assessments and uniform grade book entries
- Integrated and designated ELD as aligned to the CA ELA/ELD Framework and support content specific vocabulary
  - Math scope and sequence
  - Math assessment blueprint
- SPED Accountable Community / Professional Learning Communities and Communities of Practice. Plans are reviewed/calibrated in a “Plan Do Study Act” model.
- Calendar and Monitor student progress to ensure all students move up a level every year academically through staff/AC/Instructional Lead Team model. (Including, but not limited to: student work, common assignment/assessments mid-term and benchmark, D’s and F’s, EL progress)
- Plans are calendared and reviewed as part of AC/PL model midterm/quarterly. LEAD team will be part of the quarterly review.
- Assessment delivery and data applications once results are in SBAC, interim, etc.

**Accountable Community/PLC Key questions:**

What do we want students to learn?

Have they learned it?

How will we know?

How we respond if they didn’t learn it?

Learning By Doing Accountable Community Focus by Dufour

- AC Lead teachers continue with book study and applications within the AC, “Learning by Doing” by Dufour
- Staff wide “Learning by Doing” by Dufour builds collective capacity and deepens application of our professional learning community school ide and Accountable Community

Using Accountable Community:

- AC team calendar site and district benchmark assessments to pace instruction to meet student learning needs posts to share point grade level folder. \*PL
- Utilize ELA/ELD and Math Framework as a foundational resource for designing instruction and assessments in content area Math.
- Deconstruct identified standards in the Reading/ELD/Math domains monthly as part of PDSA/Instructional commitment to school wide timelines and learning commitments \*Calendar PL

- AC calendars and commits to agreed upon CFA and AC analysis for next instructional steps and grade level agreements
- Review ELA/Math common assessments and data to guide instructional decisions to ensure student growth.

“Collective reflection based on evidence.” –DuFour:

- \*\*Plan, Do, Study, Act (PDSA) is calendared in partner with Climate and Culture Team and Academic Leadership
- \*\*8 cycles PDSA will be completed the 16-17 school year \*PL/ “Learning by Doing” –Dufours
- PLC / COP
- Commitment: Utilize Math Framework, FUSD Scope and Sequence ELA/ELD as a foundational resource for designing instruction and assessments in math.
- Integrated and designated ELD as aligned to the CA ELA/ELD Framework supports mathematical practices/ tier 2 math vocabulary
  - Math scope and sequence
  - Math assessment blueprint

#### PL Systems of CCI

- Utilize Dufours to develop and refine AC application and practices to support evidence to use of evidence to plan instruction, common formative assessment and support student learning.
- Develop an instructional plan to support vertical alignment between all grade levels Pre K-6<sup>th</sup> / SPED. Plans are reviewed/calibrated in a “Plan Do Study Act” model. Plans are reviewed as part of AC/PL model midterm/quarterly. LEAD team will be part of the quarterly review.
- Monitor student progress to ensure all students move up a level every year academically through staff/AC/Instructional Lead Team model. (Including, but not limited to: student work, common assignment/assessments mid-term and benchmark, D’s and F’s, EL progress)

Using Accountable Community “Collective reflection based on evidence.” –DuFour:

- \*\*Plan, Do, Study, Act (PDSA) is calendared in partner with Climate and Culture Team and Academic Leadership
- \*\*8 cycles PDSA will be completed the 16-17 school year \*PL/ “Learning by Doing” –Dufours
- PLC / COP
- AC team calendar site and district benchmark assessments to pace instruction to meet student learning needs posts to share point grade level folder. \*PL
- Commitment: Utilize Math Framework, FUSD Scope and Sequence ELA and Math as a foundational resource for designing instruction and assessments in content literacy and math.

- Deconstruct identified standards in the Reading/ELD/Math domains monthly as part of PDSA/Instructional commitment to school wide timelines and learning commitments \*Calendar, PL,
  - Use of Making Thinking Visible practices to deepen understanding
- Align for site, district CFA and CAASPP assessment windows instructional cycles as part of Review Math common assessments and data to guide instructional decisions to ensure student growth.
- Substitutes are provided for peer to peer learning as available

Climate and Culture Leadership team (represented ideally by grade level, Sped, Classified and administration); Meets monthly as a team, quarterly with Academic Leadership

Academic Leadership Team (Lead Teachers by grade level and SPED in partnership with site administration); Meets monthly as a team.

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

**Key question “What do we want students to learn?”**

- Use of manipulatives to build conceptual understanding
- Teachers provide corrective instruction between initial and retest in order to meet identified proficiency
- Re-test after re-engage, provide student feedback to improve grade and ultimately demonstrate understanding
- Small group differentiated instruction based on real time data -common formative assessment
- Goal Setting as a student ownership and skill development practice
- Students independently and as part classroom based instruction utilize Go math technology to engage students in math skills and SBAC aligned assessments\* PL Tom Nixon
- Opportunities to retake assessments and improve outcomes on assignments

*Specify additional targeted actions for EL students:*

- Language frames for mathematics to engage in complex talk
- School wide ELD integrated whole and small group differentiated instruction that provide access to content specific tier 2 words \*PL
- School wide ELD designated supports on grade level core instruction (40 minutes)
  - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
  - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block

<ul style="list-style-type: none"> <li>Interim Illuminate progress Chat with individual students and goal setting</li> <li>Use of designated and integrated ELD strategies to support ELs in complex text, task and talk in mathematics</li> </ul>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute for teachers collaborate, peer to peer, analyze student work, review student data, and plan actions to support student learning.	8,000
Total									\$8,000

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 # 3</b>	<i>Detail the action:</i> a. Norseman will implement practices to increase by 2% the number of students who attend school regularly to promote Fresno Unified School District goals to improve student outcomes, all students will be in school, on time and ready to learn every day. All students will demonstrate the character and competencies for work place success and all students will stay in school on target to graduate.		
	<i>SQII Element:</i> Climate and Culture Growth	<i>SQII Sub-element(s):</i> 5963 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	<i>Site Growth Target:</i> 97%
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i>  Norseman will implement practices to increase by 2% the number of students who attend school regularly			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)		<i>Owner(s)</i> Teachers	<i>Timeline</i> Ongoing
1. SQII E & A Dashboard			

<ol style="list-style-type: none"> <li>2. Teacher ATLAS Dashboard identifying chronic attendance students</li> <li>3. Develop an attendance monitoring tool(s) in partnership with Climate and Culture Leadership Team. Incentives support the identified targets met.</li> <li>4. Develop criteria and attendance award that recognizes improved attendance in partnership with C&amp;C team.</li> <li>5. Individual student SEL rating survey</li> <li>6. ATLAS student portfolio progress monitoring which surveys Positive Behavior Supports (PBS) including individual and disparity cohort groups of engagements, ratios of positive to misbehavior input, attendance and Suspensions and expulsion a minimum 1/quarter as part of PDSA</li> </ol>	<p>Climate and Culture Leadership Team</p>	<p>Quarterly  Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• School Messenger will notify parents that students were not in school at time attendance was taken by 9:00 a.m. daily             <ul style="list-style-type: none"> <li>• EDUTEXT</li> <li>• Parents receive 1<sup>st</sup> A2A letter of concern for Truancy when students have reached 3 unexcused absences.</li> <li>• Parents receive 2<sup>nd</sup> A2A letter of concern for Habitual Truancy when students have reached 6 unexcused absences</li> <li>• 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. Students also watch a video on importance of attending school. Resources are provided to parents to utilize, if needed.</li> <li>• Child Welfare and Attendance Specialist (CWAS) and Home School Liaison performs home visit(s) when students have been noticed for Habitual Truancy to promote positive attendance</li> <li>• Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism</li> </ul> </li> </ul>		
<p><i>Describe related professional learning:</i></p> <ol style="list-style-type: none"> <li>1. Restorative Practice Year 3 which includes Develop and Implement Tiers of PBS</li> <li>2. Atlas portfolio progress monitoring input and review practices</li> </ol>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ol style="list-style-type: none"> <li>1. CWAS establishes positive progress monitoring tools, supports and incentives that includes but is not limited to incentives, alarm clocks mentoring social groups.</li> <li>2. Teachers will schedule weekly lessons in alignment with the scope and sequence for Second Step and Olweus Bullying Prevention curriculum to promote positive attendance.</li> <li>3. STOIC/Champs provide guidelines for success</li> </ol>		



4. Structures developed by C and C team reinforce positive behavior performance and growth ex: Terrific Tuesday identifies and celebrates classrooms that have positive behaviors input into the ATLAS student portfolio
5. Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism and engages/mentors students on assigned days.
6. Goal2 Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc

*Specify additional targeted actions for EL students:*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent engagement.	500
								Total	\$500

<b>Domain</b>	<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>	<i>Detail the action:</i>		
	Norseman will implement a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades Pre K- 6 <sup>th</sup> grade to meet grade level state reading, writing, listening and speaking to align with the CA ELA/ELD Frameworks to reduce the number of English Learners that have been continuously enrolled for more than five (5) years..		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<i>ELL Re-Designation Rate</i>	6017 Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	20% increase of English Learner students who demonstrated expected growth on the most recent academic and language assessments	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	

<p><i>Write a SMART Goal to address each data point:</i></p> <p>By the end of 16-17 school year Norseman will implement a newly adopted curriculum and continue to develop and refine a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades Pre K- 6<sup>th</sup> grade to meet grade level state reading, writing, listening and speaking. Ultimately to align with the CA ELA/ELD Frameworks to reduce the number of English Learners that have been continuously enrolled for more than five (5) year. This will be measured by EL students that demonstrate growth increase on most end of year academic and language assessments by 20%</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Climate and Culture develops master calendar in partnership with Lead Team</li> <li>2. Monitor EL / CELDT student progress to ensure all students move up a level every year academically through staff/AC/Instructional Lead Team model. (Including, but not limited to: EL redesignation Goal Setting, CELDT, student work, common assignment/assessments mid-term and benchmark, D's and F's,).</li> <li>3. ACs develop a Designated and Integrated EL Action plan by grade level to support vertical alignment between all grade levels Pre K-6<sup>th</sup> grade. That is reviewed/calibrated in a Plan Do Study Act Model that is reviewed quarterly as part of PL model mid-term/quarterly. LEAD team quarterly.</li> <li>4. ELD Goal Setting and Chats</li> <li>5. CELDT Chats</li> <li>6. 4 Teaching Fellows placed to intervene with students based on ELA/ELD student progress data in grades 1-3</li> <li>7. 6 hour Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of her day.</li> <li>8. Research based materials and supplies to provide direct instructional support to students</li> <li>9. DRP Goal Chats</li> </ol>	<p><i>Owner(s)</i></p> <p>Staff/AC/Instructional Lead Team model.</p> <p>ACs, LEAD team</p> <p>Teachers</p> <p>TSA</p> <p>TSA</p> <p>TSA</p>	<p><i>Timeline</i></p> <p>Ongoing</p> <p>Quarterly</p> <p>Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Written Grading Policy</li> <li>• DRP student report sent home after each assessment</li> </ul>		

- Awards Assemblies
- Open House Showcase
- Parent Conference (October)
- School Messenger
- Edutext
- Home visits (HSL, CWAS, RP Counselor, Admin)

Home School Liaison, Restorative Practice Counselor and Child Welfare Attendance Specialist coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText \*parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS
- Home School Liaison Support parent engagement provide parent education school to home
- Translators
- Childcare for parent meetings

*Describe related professional learning:*

**Key question “What do we want student to learn?”**

- Utilizing ELA/ELD framework/State Standards, Math framework/State Standards staff will determine learning progression/cognitive demand through the practice of deconstructing standards, identifying skills within the deconstructed standard(s) and connect key instructional strategies(resources (ELA/ELD Framework/State Standards, Math framework/State Standards, Making Thinking Visible, Core Six, Notice and Note).
- a. Using Accountable Community:
  1. AC team calendar site and district benchmark assessments to pace instruction to meet student learning needs.
  2. Utilize ELA/ELD and Math Framework as a foundational resource for designing instruction and assessments in content literacy.

3. Deconstruct identified standards in the Reading/ELD/Math domains
4. Review ELA/Math common assessments and data to guide instructional decisions to ensure student growth.
5. Leverage ELA academic deployment (45 minutes) for differentiated instruction based on student performance data grade 1-3 foundational skills /early learning literacy.

- EL services partners with site to provide year 2 ELA/ELD Framework to classroom learning
- CELDT Administration is shared between classroom teacher and district assessors

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

- DRP Goal-Setting by teacher-Student and grade level after each data post. Scheduled as follows: initial review of 15-16 end of year goal in August, and directly after each DRP administration.
- Five days per week during core instruction, differentiated reading instruction is delivered to scaffold learning with the intention of closing identified skill gap to proficiency. Groups are flexible and meet with teacher 30-45 minutes depending on grade level and identified skill / instructional need. Instruction is determined by multiple measures, including but not limited to BAS, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction.
- Digital Literacy Resources and Programs (ie. Imagine Learning, NewsELA, CNN News, MobyMax)
- All students in grades 1-3 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will provide.
- All students in grades 1-3 scoring on grade level or above will participate in a 45 min. reading /writing enrichment session 4 days per week until DRP. The grade level team and TSA will provide instruction.
- Grades 1-6 within integrated learning instructional block **Small group instruction** includes
  - **intervention during** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-6 within integrated learning there is a 45 minute instructional block that includes
  - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English
- Designated ELD is specifically designed to meet and accelerate the language development needs required to access and apply challenging content and complex text for EL students in reading, writing, listening and speaking
- 2 BIA .375 FTE in K-2
- Imagine Learning K-2 50 minutes daily

- Research based materials and supplies to provide direct instructional support to students
- Purchase AR books for library and leveled books classrooms to support balanced literacy program

*Specify additional targeted actions for EL students:*

- School wide ELD integrated
- School wide ELD designated (40 minutes)
- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
  - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
  - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block
- CELDT Administration and EL Redesignation Goal Setting chats
- Imagine Learning K-2 50 minutes daily
- 2 BIAs .375 FTE placed to intervene with students based on ELA/ELD student progress data in grades 1-3

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Hmong	0.3750		Hmong BIA to work directly with EL students in 1st-3rd grade. 3 hours a day. 5 days a week.	10,620
4	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		Spanish BIA to work with students in 1st-3rd grade. 5 days a week. 3 hours per day.	11,028
4	3	EL	Instruction	Teacher- Supplemental Salaries				Differentiated instruction supplemental contracts for teachers work with EL students before/after school.	6,000
4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors to support EL students for assessment. Action #4	5,000

4	3	EL	Instruction	Materials & Supplies				Materials and supplies to support EL students in learning. Action #4	26,006
4	3	EL	Instruction	Materials & Supplies				Purchase professional books for teachers to build capacity to support EL students.	1,000
4	3	EL	Instruction	Non Capitalized Equipment				Technology to support EL students	18,000
								<b>Total</b>	<b>\$77,654</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<i>Detail the action:</i> Norseman will provide professional learning for staff and support services for students, including arts, activities and athletics, to promote school connectedness and to increase the amount of students feeling like they are part of the school.		
	<i>SQII Element:2080</i>	<i>SQII Sub-element(s):</i>  Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	<i>Site Growth Target:</i>  Increase by 20%
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i>  Norseman will provide professional learning for staff and support services for students, including arts, activities and athletics, to promote school connectedness and to increase the amount of students feeling like they are part of the school.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
1. School wide expectations are calendared and reviewed with staff in partnership with Climate and Culture Team RP counselor and Lead Teachers		Climate and Culture Team,	Ongoing

<ol style="list-style-type: none"> <li>2. SQII/Progress data is reviewed a minimum of one time per quarter staff wide or in ac's</li> <li>3. Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester.</li> <li>4. CHAMPS expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/AC's School re-teaches following the STOIC guidelines for success</li> <li>5. Common area expectations are taught school wide as part of the August 2016 "First Ten Days" teaching expectations school wide. Classroom teachers/AC's /School re-teaches following the STOIC guidelines for success.</li> <li>6. RP counselor meets with students to lead Repair and re-entry circles</li> <li>7. RP counselor and Home School Liaison coordinate events that build site and community connectedness</li> <li>8. Supplemental contracts available for GOAL 2 instruction/classes</li> <li>9. ATLAS/SQII</li> <li>10. SEL Survey results analysis</li> <li>11. Sept/Oct monthly Suspension results analysis</li> <li>12. Weekly referral rate by teacher analysis</li> <li>13. Culture and Climate Staff survey results will reflect higher levels of classroom management training resulting in fewer report conflicts with students</li> <li>14. Culture Climate Surveys (Student/Community)</li> <li>15. Safe and Civil Team Surveys and Data Points</li> <li>16. CHKS (grades 4-6)</li> </ol>	<p>Staff/AC/Instructional Lead Team model.</p> <p>ACs, LEAD team</p> <p>Teachers</p> <p>TSA</p>	<p>Quarterly</p> <p>Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ol style="list-style-type: none"> <li>1. RP counselor and Home School Liaison work directly with our families, guardians and care takers to insure that they are aware of school wide expectations, understand what resources are available to support families and can facilitate accessing resources.</li> <li>2. Probation Officer works proactively to mentor students/ groups, as well as support parents.</li> <li>3. Back to School Night</li> <li>4. Written Grading Policy</li> <li>5. DRP student report sent home after each assessment</li> <li>6. Awards Assemblies</li> <li>7. Open House Showcase</li> <li>8. Parent Conference (October)</li> <li>9. School Messenger</li> <li>10. Edutext</li> </ol>		

11. Home visits (HSL, CWAS, RP Counselor, Admin)

Home School Liaison, Restorative Practice Counselor and Child Welfare Attendance Specialist coordinate and support Home-School communication and Parent Learning

- 12. Parent University
- 13. Abriendo Puertas
- 14. Parent Coffee Hour Monthly \*in partnership with Climate and Culture and grade levels presentations
- 15. Parent Portal On Line Access / EduText \*parent learning class and by appointment
- 16. School/Home Communication
- 17. School Site Council
- 18. ELAC/DELAC
- 19. Parent Volunteer Group(s)
- 20. Student Success Team
- 21. IEPS
- 22. Home School Liaison Support parent engagement provide parent education school to home
- 23. Translators
- 24. Childcare for parent meetings

*Describe related professional learning:*

- 1. Year 3 RP PL model continues to build coherence school wide. This includes certificated, classified staff, students and community.
- 2. RP counselor work follows coaching model as part of professional learning for teachers and classified staff that work on site.
- 3. District provided PreK-1 integrated arts, music, dance
- 4. District provided PreK-1 PL that includes SEL component
- 5. Year Two of Restorative Practice Professional learning
- 6. Climate and Culture Team receives ongoing PL and serves as a trainer of trainer model for site based on site data.
- 7. Classified staff and NTA receive ongoing professional learning from Climate and Culture regarding structures and implementations.

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

- All students in grades Pk-6 will schedule weekly social emotional skills building lessons in alignment with the scope and sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention.
- Monday Class meeting RP Circle school wide
- School Wide STOIC is practiced-Champs and MAC support teaching expectations for positive behavior
- Grade Level appropriate study trips and assemblies
- Quarterly/Monthly Student recognition, academic, attendance, improvement, social skills and citizenship awards –“Character Counts”
- After School Program



- After School Sports
- After school enrichment include, but is not limited to Girl Scouts, Rock Band, Folklorico, Hmong Dancing.
- Instrumental Music 4-6
- Choir 4-6
- Student Leadership Club 4-6
- Safety Patrol Guards 4-6
- Assemblies to promote :
  - college and career readiness
  - Positive SEL Behavior
  - Academic Recognition
  - Classroom in the Spotlight /Parent Coffee hour
  - Family Performance events
- Red Ribbon Week Activities
- Grade 5 and 6 Science partnership with CSUF
- Materials and supplies for student recognition awards
- Resource Lab Assistant coordinates SEL and Academic recognition resources for students
  
- Probation Officer works proactively to mentor students/ groups, as well as support parents.
- Supplemental contracts available for GOAL 2 instruction/classes
- Supplemental contracts available for Climate and Culture Team/ Communities of practice planning outside 80 hours

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Climate and Culture Certificated Team to support with structures and implementation.	14,734
5	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contract for Climate and Culture team to meet before school starts, or after school year end to	1,081

								collaborate, analyze, review, and plan actions for student learning.	
5	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Climate and Culture team will work with NTAs for professional development and capacity building to be able to support structures and implementation of plans for student safety.	2,000
5	3	Sup & Conc	Instruction	Other Classified-Supplemental				Supplemental contract for classified support with Climate and Culture structures and implementation.	7,266
5	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Childcare for parents to be able attend meetings, trainings, and learning at school.	1,500
5	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement - Material and supplies – No Food	500
Total									\$27,081

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Norseman - 0355

**ON-SITE ALLOCATION**

3010	Title I	\$59,693 *
7090	LCFF Supplemental & Concentration	\$179,710
7091	LCFF for English Learners	\$91,440
		<hr/>
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$330,843</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,298
Remaining Title I funds are at the discretion of the School Site Council	\$58,395
Total Title I Allocation	<hr/> \$59,693

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 0355 Norseman Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Differentiated instruction supplemental contract for small group tutoring for Title 1 students before/after school.	4,001.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support Title 1 Students	6,796.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Teaching Fellows to support 1st-3rd grade in ELA/5 days per week/4 hours per day/September 1 through May 31.	38,896.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for Teachers to Tutor Students.	6,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for AR Coordinator to coordinate and support students and teachers with AR program.	200.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning.	48,574.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Purchase professional books for teachers to build capacity to support students.	1,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology to support student learning.	33,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Copy machine lease to support students in learning.	8,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Direct-Maint			: Technology Repair to support student learning.	3,000.00
1	1	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.750	Para Resource Lab Assistant to provide direct intervention to students in grades 1-3 51% of the day and provide support for other students 49% . 5 days a week. 6 hours a day.	37,906.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			: Purchase materials and supplies for parent learning to support students.	1,000.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.375	Computer Lab Assistant to provide support with technology for students in K-6. 5 days a week. 3 hours per day.	9,461.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	HSL to support provide support for student impact through parent communication and building parent capacity.	5,788.00
1	3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home School Liaison to make home visits.	200.00
1	1	EL	Instruction	Teacher-Subs			Substitute teachers to allow for teachers to plan, analyze student data, collaborate, and plan actions to support EL students.	4,000.00
1	1	EL	Instruction	Ins Aide-Ext			Interpreters for parent meetings, conferences, SST, and events.	4,000.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	HSL to support provide support for student impact through parent communication and building parent capacity.	5,786.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute for teachers collaborate, peer to peer, analyze student work, review student data, and plan actions to support student learning.	8,000.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent engagement.	500.00
4	3	EL	Instruction	Teacher-Supp			Differentiated instruction supplemental contracts for teachers work with EL students before/after school.	6,000.00
4	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	Spanish BIA to work with students in 1st-3rd grade. 5 days a week. 3 hours per day.	11,028.00
4	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.375	Hmong BIA to work directly with EL students in 1st-3rd grade. 3 hours a day. 5 days a week.	10,620.00
?			Instruction	Mat & Supp				1,000.00

4	3	EL	Instruction	Mat & Supp	: Purchase professional books for teachers to build capacity to support EL students.	1,000.00
4	3	EL	Instruction	Mat & Supp	Materials and supplies to support EL students in learning. Action #4	26,006.00
4	3	EL	Instruction	Nc-Equipment	Technology to support EL students	18,000.00
4	3	EL	Instruction	Direct-Other	CELDT Assessors to support EL students for assessment. Action #4	5,000.00
5	3	Title 1 Basic	Parent Participation	Cls Sup-Supp	Childcare for parents to be able attend meetings, trainings, and learning at school.	1,500.00
5	3	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement - Material and supplies	500.00
5	3	Sup & Conc	Instruction	Teacher-Supp	Supplemental Contracts for Climate and Culture Certificated Team to support with structures and implementation.	14,734.00
5	3	Sup & Conc	Instruction	Teacher-Supp	Supplemental contract for Climate and Culture team to meet before school starts, or after school year end to collaborate, analyze, review, and plan actions for student learning.	1,081.00
5	3	Sup & Conc	Instruction	Teacher-Supp	Climate and Culture team will work with NTAs for professional development and capacity building to be able to support structures and implementation of plans for student safety.	2,000.00
5	3	Sup & Conc	Instruction	Oth Cls-Supp	Supplemental contract for classified support with Climate and Culture structures and implementation.	7,266.00
						<b>\$330,843.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,693.00
Sup & Conc	7090	\$179,710.00
EL	7091	\$91,440.00
<b>Grand Total</b>		<b>\$330,843.00</b>

Domain Totals	Budget Totals
Academic	\$225,408.00
Culture & Climate	\$104,935.00
Social/Emotional	\$500.00
<b>Grand Total</b>	<b>\$330,843.00</b>

E.1. Assurances

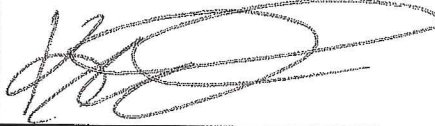
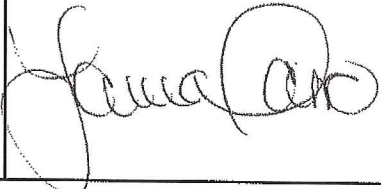
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 - Kimberly Collins</b>	X				
2. <b>Chairperson - Laura Pano</b>				X	
3. <b>Vice Chairperson - Nicole Pickrell</b>				X	
4. <b>Secretary - Laura Esparza</b>				X	
5. <b>Aura Convers</b>				X	
6. <b>Elodia Cortes</b>				X	
7. <b>Addy Vang</b>		X			
8. <b>Dana Hobby</b>		X			
9. <b>Greg Crossley</b>		X			
10. <b>Maria Garcia</b>			X		
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<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> <i>Norseman</i>			
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>	<b>Kimberly Collins</b>		<i>March 17, 2016</i>
<b>SSC Chairperson</b>	<b>Laura Pano</b>		<i>March 18, 2016</i>

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