

Powers-Ginsburg Elementary School

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	41/67	42.05 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	64/68	24.19 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	56/68	46.77 %
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	49/68	29.27 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School	1- EIS Green	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and	24/68	43.1

Readiness

Zone Rate

Q2 calculations

%

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	47/68	4.82 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	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	40/64	60 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	39/68	15.58 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	37/68	35.38 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	37/68	20.69 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	34/67	15.38 %

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	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	35/67	49.54 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	35/67	29.32 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> Powers-Ginsburg will increase the number of students in grades K-3 who are reading just below grade level (one year below) by focusing on early literacy and differentiated instruction for improved reading skills.		
<i>SQII Element:</i> Reading By Third Grade	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool (6062)	<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> By June, 2017, the percentage of students in grades K-3 who are not reading on grade level, who are reading one grade level below, as measured by the current reading assessment, will increase from 47% to 57%.			
<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>
The following data will be utilized to analyze, reflect upon, and plan instruction for continuous improvement: <ul style="list-style-type: none"> • K- KAIG (quarterly) • Grade 1-BAS/Fluency (quarterly) • Grades 2/3-DRP • Grades 1-3-Interim ELA (3 times per year) • Common Assessments (grade level) • Classroom observations, feedback, and reflective conversations • VISTA Volunteer Coordinator Log and Monthly Report 		Principal/ Lead Teachers/ Certificated Tutor	August, 2016 - June, 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • Parents will be encouraged to attend parent-teacher conferences for on-going communication about their child’s academic performance and needs • Parents will receive student’s assessment reports/results following each assessment administration • Parents will receive ongoing communication of student progress through Progress Reports, Report Cards, ATLAS Parent Portal, EduText, and ISLPs • Parents will be encouraged to volunteer to support K-3 literacy through the Hands On/Ameri-corps Volunteer Coordinator • Parent University classes will be offered through the on-going parent education efforts 			
<i>Describe related professional learning:</i>			

- Foundational Reading Skills
- Guided/Transitional Reading Instruction
- Peer Observation/Co-teaching Opportunities
- Goal Setting/Data Conferences
- Creating Common Formative Assessments (w/ criteria to determine frequent flexible grouping interventions)
- AC Instructional Planning
- Foundations for Accountable Communities
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program

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

- All grade levels will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on reading
- All students will receive core reading instruction, focused on reading, writing, listening and speaking, grounded in complex text
- All students in grades K-3 will receive small group, differentiated reading instruction, based on students’ assessed reading levels
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 2 and Tier 3 intervention supports by team (teachers will participate through sub release)
- Instructional materials and resources will be provided to provide opportunities for high level of student engagement and access to rigorous content , aligned to state standards
- Students will have access to technology resources that allow for differentiated learning, scaffolding, and enrichment
- Classroom volunteers will support students with literacy

Specify additional targeted actions for EL students:

- EL students performing at levels 1-3 will receive differentiated reading support in addition to ELD support
- Materials and resources to support instruction to address academic and literacy needs of English Learners
- Home School Liaison will support parents of EL students through verbal and written communications between home and school

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Parent Participation	Local Mileage				Mileage Vista Volunteer Also Action 6	\$600
Total									\$600

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action:</i> Powers-Ginsburg will ensure that all students receive necessary interventions through a Response to Intervention approach in order to continually improve ELA/Literacy skills so that students are able to demonstrate mastery of standards.		
<i>SQII Element:</i> ELA (Common Formative Assessments)	<i>SQII Sub-element(s):</i> Standard Met/Exceeded (6256)	<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i>
<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 checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By June 2017, we will increase the percentage of students scoring Standards Met or Standards Exceeded on the ELA Common Formative Assessment from 25% (Winter 2015-16) to 35%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> The following data will be utilized to analyze, reflect upon, and plan instruction for continuous improvement: <ul style="list-style-type: none"> • K- KAIG (quarterly) • Grade 1-BAS/Fluency (quarterly) • Grades 2-6-DRP • Grades 1-6-Interim ELA (3 times per year) • Grade Level Common Formative Assessments • BPST (Tier 2/3) • DIBELS (Tier 2/3) • John’s Basic Reading Inventory (Tier 2/3) • Classroom observations, feedback, and reflective conversations 		<i>Owner(s)</i> Principal/ Lead Teachers/ Certificated Tutor	<i>Timeline</i> August, 2016-June, 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> • Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students’ needs 			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> • Tiered Levels of Intervention • Creating Common Formative Assessments (w/ criteria to determine frequent flexible grouping interventions) • AC Instructional Planning • Foundations for Accountable Communities 			

<ul style="list-style-type: none"> • ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Response to Intervention will be implemented to ensure a systematic approach to address students various levels of intervention needs, provided by all teachers, Certificated Tutor, and Instructional Assistants. • All students will receive core reading instruction, focused on reading, writing, listening and speaking, grounded in complex text (tier 1) • All students in grades K-6 will receive differentiated reading instruction, based on students’ assessed reading needs (tier 2) • Identified students will receive tier 3 intervention support through the support of the RSP teacher and Instructional Assistants in the Reading Lab • Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 2 and Tier 3 intervention supports by team (teachers will participate through sub release) • Instructional materials and resources will be provided to provide opportunities for high level of student engagement and access to rigorous content , aligned to state standards • Increase the digital literacy of students in alignment with the Technology Scope and Sequence, through increased use of technology and technology based lessons provided by teachers and technology assistant <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • EL students performing at levels 1-3 will receive tiered level of reading intervention support in addition to ELD support • Materials and resources to support instruction to address academic and literacy needs of English Learners • Home School Liaison will support parents of EL students through verbal and written communications between home and school

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500		Also Action 1 & 3	\$15,006
2	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.4375		Also Action 1	\$11,848
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		Also Action 1 & 3	\$11,255
2	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		Also Action 1	\$11,325

2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SSTs Also Actions 1 & 4	\$3,999
2	1	EL	Parent Participation	Classified Support-Supplemental				Translating Parent Conferences Also Action 1	\$1,762
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Professional Learning (sub release planning, peer obs.) Also Actions 1 & 3	\$7,425
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement materials Also Actions 1, 4, 5, & 6	\$900
2	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional Materials, Books, Resources Also Actions 1, 4	\$8,624
2	1	Sup & Conc	Instruction	Materials & Supplies				Instructional materials, supplies Also Actions 1 & 4	\$17,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support instruction Also Action 1	\$11,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology Also Action 1	\$2,024
Total									\$102,168

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action:</i> EL students will be provided with integrated and designated ELD that targets their language and academic needs to ensure re-designation criteria is met within an appropriate length of time.		
<i>SQII Element:</i> EL Re-designation	<i>SQII Sub-element(s):</i> English Proficiency Growth (6017)	<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i>

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of English Learners in grades 1-6 who meet both language and academic growth criteria, based on annual growth expectation for CELDT and DRP/ELA Common Formative Assessments, will increase from 47% to 57%.</p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>The following assessment data/evidence points will be utilized to analyze, reflect upon, and plan instruction for continuous improvement:</p> <ul style="list-style-type: none"> • EL Goal Setting Report • CELDT reports • Disaggregated BAS, DRP, and Interim assessment data by EL subgroup • Classroom observations, feedback, and reflective conversations 	<table border="1"> <thead> <tr> <th data-bbox="1268 334 1514 375"><i>Owner(s)</i></th> <th data-bbox="1514 334 1902 375"><i>Timeline</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1268 375 1514 646"> English Learner Site Rep. (VP) /Teachers/ Certificated Tutor </td> <td data-bbox="1514 375 1902 646"> August, 2016- June, 2017 </td> </tr> </tbody> </table>	<i>Owner(s)</i>	<i>Timeline</i>	English Learner Site Rep. (VP) /Teachers/ Certificated Tutor	August, 2016- June, 2017
<i>Owner(s)</i>	<i>Timeline</i>				
English Learner Site Rep. (VP) /Teachers/ Certificated Tutor	August, 2016- June, 2017				
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review EL Goal Setting Report and CELDT reports with parents and students and provide guidance on how to help students reach English language proficiency • Home School Liaison in conjunction with Parent University will provide parents of EL students with training on how to help their children with school success, improved communication with school, and resources that are available in the community • Home School Liaison will support parents of EL students through verbal and written communications between home and school 					
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • CELDT administration • English language development through integrated and designated ELD • Instructional planning and implementation with alignment between ELD standards/framework and ELA standards • Use of the EL Goal Setting Report to target students’ instructional needs 					
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Teachers/ CT will conduct CELDT data chats with targeted students and set growth targets • Teachers will review the EL Goal Setting Report, CELDT scores, and reading assessment data with students, set goals, and monitor progress quarterly • EL students at levels 1-3 will receive designated ELD instruction focused on increased language acquisition through reading, writing, listening, and speaking standards, supported by a Certificated Tutor • EL students will receive integrated ELD throughout the day in every lesson/content area in their classroom • Identified EL students who are not making adequate academic/language growth (based on criteria) will receive opportunities for afterschool tutoring • CELDT Assessors will administer CELDT to all EL students 					

- Instructional materials, resources, and technology will be provided to support ELD instruction, delivery, and assessment (computer apps for reading, vocabulary, comprehension, writing notebooks, etc.) to address the academic and language needs of English Learners

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Instr Aide-Extra Time Salaries				EL Tutoring - Classified Extra Time	\$2,088
3	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$1,500
3	1	EL	Instruction	Non Capitalized Equipment				Technology - EL	\$5,000
3	1	EL	Instruction	Materials & Supplies				EL Instructional Materials	\$6,425
								Total	\$15,013

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" 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>				
	Action # 4									
<i>Detail the action:</i> Powers-Ginsburg will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.										
<i>SQII Element:</i> Suspension			<i>SQII Sub-element(s):</i> Suspension Rate (6109)		<i>Site Growth Target:</i> -1.82%	<i>Vendor (contracted services)</i> Onsite Counseling				
<input type="checkbox"/>	<i>New Action</i>	<input checked="" type="checkbox"/>	<i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/>	<i>Data</i>	<input type="checkbox"/>	<i>Research-based</i>	<input type="checkbox"/>	<i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> By June 2017, the number and percentage of students who have been suspended or expelled will decrease from 4.82% to 3%, as measured by ATLAS suspension/expulsion data.										
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> The following assessment data/evidence points will be utilized to analyze, reflect upon, and plan instruction for continuous improvement:					<i>Owner(s)</i>	<i>Timeline</i>				
<ul style="list-style-type: none"> • Monthly Suspension Reports 					Vice Principal/ Culture & Climate Team	August, 2016-June, 2017				

<ul style="list-style-type: none"> • Weekly Office Referral by Teacher Analysis • SEL Survey • Student Survey (Misbehavior Ratings) • Staff Survey (Discipline and Misbehavior Ratings) • Class Meeting Quarterly Documentation • Student Success Team Behavior Referrals • Student Behavior Plans 									
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Proactive parent contact and conferences made by teachers to address behavioral concerns • Parent contact encouraged with Level 2 misbehaviors and required with Level 3 misbehaviors • Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students 									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Behavioral Interventions/Supports for Classroom and Individual Students (Levels of Responses to Misbehavior) • Safe & Civil Schools, CHAMPS, & Second Step Training 									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Provide alternative recess location (Jaguar Treehouse) for students in grades 1-6 for structured play and support with appropriate social interactions. • Implement school-wide activities and incentives to promote character development through the pillars of Character Counts • All classrooms will implement weekly Classroom Meetings and Second Step lessons • Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior • Students will be referred to the Student Success Team (based on criteria) to determine Tier 2 and Tier 3 behavioral/social-emotional interventions • On-Site Counseling will be provided for identified students exhibiting intensive social-emotional needs (Tier 3) • Counseling Resource Assistant to support the social-emotional needs of identified students (Tier 2 and 3) 									
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Home School Liaison will support parents of EL students through verbal and written communications between home and school 									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500			\$44,912

4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)			Onsite Counseling 2% District Eval Fee	\$289
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating		Counseling: On-Site Counseling/FPU	Onsite Counseling	\$14,440
4	2	Sup & Conc	Instruction	Materials & Supplies			Incentives/Awards (Academic, Behavior, Attendance) Also Actions 1, 2, 5, & 6	\$2,000
Total								\$61,641

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Powers-Ginsburg will decrease the number of students who are chronically absent by conferencing with identified parents about the importance of good attendance, on-going documentation and school contacts to identified parents, and implementing school-wide and individual rewards and incentives to encourage students to come to school on time, every day.</p>					
<i>SQII Element:</i> Chronic Absenteeism		<i>SQII Sub-element(s):</i> Chronic Absenteeism Rate (5942)		<i>Site Growth Target:</i> -6%	<i>Vendor (contracted services)</i>	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 16% to 10%, as measured by ATLAS attendance rates.</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>The following assessment data/evidence points will be utilized to analyze, reflect upon, and plan instruction for continuous improvement:</p> <ul style="list-style-type: none"> • ATLAS Attendance Data • School Messenger Log 				<p><i>Owner(s)</i></p> <p>Office Assistant /Home School Liaison</p>	<p><i>Timeline</i></p> <p>August, 2016 - June, 2017</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents are invited to attend attendance conferences in an effort to improve attendance and support parents 						

<ul style="list-style-type: none"> • The Home School Liaison will contact/make home visits to families of students who are chronically absent to encourage improved attendance • Parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Policies/procedures for attendance program
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Weekly classroom competition for highest attendance rate, recognized during Monday Morning Blacktop meetings (Jaguar classroom visitor for the week) • Home School Liaison will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance • Home School Liaison will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents • Individual incentives to encourage improved attendance and awards to recognize students with perfect attendance <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Home School Liaison will support parents of EL students through verbal and written communications between home and school

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1875		Also Actions 1, 2, 3, 4 & 6	\$5,911
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		Also Actions 1, 2, 3, 4 & 6	\$7,882
5	2	EL	Attendance & Social Work Services	Classified Support-Extra Time				HSL Extra Time Also Actions 1, 2, & 3	\$1,045
Total									\$14,838

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 6	Detail the action: Powers-Ginsburg will implement Meaningful Work through Student Jobs, elective wheel classes, student clubs, and various other school activities to increase student connection with adults at school and opportunities for involvement in arts, activities, and athletics.			
SQII Element: Student Engagement		SQII Sub-element(s): Overall Student Participation (2080)		Site Growth Target: 20%
				Vendor (contracted services) Fun Works
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By June 2017, the percentage of students who are engaged in any Goal 2 activities (arts, activities, and athletics) will increase from 50% (EOY 14-15) to 70%, as measured by ATLAS Student Engagements.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)	Timeline
The following assessment data/evidence points will be utilized to analyze, reflect upon, and plan instruction for continuous improvement: <ul style="list-style-type: none"> • Student Engagements (Goal 2) Data • Student Job Participant Records • Responses on the School Culture and Climate Student and Parent Surveys 			Vice Principal/ Culture & Climate Team	August, 2016 - June, 2017
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Parents will be involved with their child’s selection of Student Jobs, Elective Wheel courses, and opportunities for arts, activities, and athletics and give permission for students to participate • Parents encouraged to become involved in bi-monthly parent meetings, ELAC, SSC, parent-teacher conferences, Parent Foundation meetings, and other school events • Parents will be encouraged to attend bi-monthly parent “coffee hour” discussions, presentations, and student performance • Parents will receive an annual calendar listing parent meetings and school activities, and receive additional information about school events through the monthly school newsletter and in the weekly School Messenger • Back to School Night will be scheduled in August and a Title 1 Parent Meeting will be scheduled in September • Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events. • The HandsOn AmeriCorps VISTA Coordinator will conduct parent outreach, assess volunteer needs, develop job descriptions, and create school based support systems for volunteers 				
Describe related professional learning: <ul style="list-style-type: none"> • Meaningful Work Through Student Jobs • Student Clubs 				

- Culture & Climate Team planning for school improvement efforts

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

- Students in grades 2-6 will have the opportunity to participate in Meaningful Work through Student Jobs and participate in monthly meetings with their job supervisor for feedback
- Assemblies, presentations, and field trips will foster school participation, interest, and connectedness
- Students in grades 1-6 will participate in a weekly Elective Wheel class for increased opportunities to be engaged in arts, activities, and athletics
- All students in grades 4-6 will participate in music classes
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade students cross country only)
- After school sports teams will play an “A” game and a “B” game in order to increase opportunities for more players to participate
- Students will have opportunities to participate in Student Clubs during and after the school day
- Students will receive awards and incentives to encourage participation and attendance in various school activities

Specify additional targeted actions for EL students:

- Home School Liaison will support parents of EL students through verbal and written communications between home and school

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Culture/Climate Sup. Contract	\$1,454
6	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent Meetings-Food/Supplies Also Actions 1, 2, 3, & 5	\$500
6	3	Sup & Conc	Instruction	Materials & Supplies				Goal 2	\$1,500
6	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Fun Works - School assemblies and events	\$2,800
Total									\$6,254

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

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$39,274 *
7090	LCFF Supplemental & Concentration	\$124,283
7091	LCFF for English Learners	\$36,957
		\$200,514
TOTAL 2016/17 ON-SITE ALLOCATION		\$200,514

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$854
Remaining Title I funds are at the discretion of the School Site Council	\$38,420
Total Title I Allocation	\$39,274

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 0365 Powers Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Parent Participation	Local Mileag			Mileage Vista Volunteer Also Action 6	600.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Professional Learning (sub release planning, peer obs.) Also Actions 1 & 3	7,425.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	Also Action 1	11,325.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Instructional Materials, Books, Resources Also Actions 1, 4	8,624.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support instruction Also Action 1	11,000.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement materials Also Actions 1, 4, 5, & 6	900.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250	Also Action 1 & 3	15,006.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs Also Actions 1 & 4	3,999.00
2	1	Sup & Conc	Instruction	Mat & Supp			Instructional materials, supplies Also Actions 1 & 4	17,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology Also Action 1	2,024.00
2	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.438	Also Action 1	11,848.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.188	Also Action 1 & 3	11,255.00
2	1	EL	Parent Participation	Cls Sup-Sup			Translating Parent Conferences Also Action 1	1,762.00
3	1	EL	Instruction	Ins Aide-Ext			EL Tutoring - Classified Extra Time	2,088.00
3	1	EL	Instruction	Mat & Supp			EL Instructional Materials	6,425.00
3	1	EL	Instruction	Nc-Equipment			: Technology - EL	5,000.00
3	1	EL	Instruction	Direct-Other			CELDT Assessors	1,500.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Incentives/Awards (Academic, Behavior, Attendance) Also Actions 1, 2, 5, & 6	2,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: Onsite Counseling 2% District Eval Fee	289.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : Onsite Counseling	14,440.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		44,912.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188	Also Actions 1, 2, 3, 4 & 6	5,911.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	Also Actions 1, 2, 3, 4 & 6	7,882.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time Also Actions 1, 2, & 3	1,045.00
6	3	Sup & Conc	Instruction	Teacher-Supp			Culture/Climate Sup. Contract	1,454.00
6	3	Sup & Conc	Instruction	Mat & Supp			: Goal 2	1,500.00
6	3	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Fun Works - School assemblies and events	2,800.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			Parent Meetings- Food/Supplies	500.00

\$200,514.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,274.00
Sup & Conc	7090	\$124,283.00
EL	7091	\$36,957.00
Grand Total		\$200,514.00

Domain Totals	Budget Totals
Academic	\$117,781.00
Culture & Climate	\$6,254.00
Social/Emotional	\$76,479.00
Grand Total	\$200,514.00

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Balliet	X				
2. Chairperson - Debi Zaremba		X			
3. Glenn West		X			
4. Sheila Zamora		X			
5. Angela Molander			X		
6. Amy Winebrenner				X	
7. Jennifer Rodriguez				X	
8. Anna Ortiz				X	
9. Sylvia Contreras				X	
10. Ruben Luna				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Powers-Ginsburg Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet	<i>Angela Balliet</i>	3-29-16
SSC Chairperson	Debra Zaremba	<i>Debra J. Zaremba</i>	3-29-16

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

