

Pyle Elementary

10621666006449

Principal's Name: Lisa Shipman

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lisa Shipman	X				
2. Chairperson - Aaron Lopez				X	
3. Judith Blanco		X			
4. William Stevens		X			
5. Betsy Tomita		X			
6. Camie Perry				X	
7. Jose Rodriguez			X		
8. Matilde Gaytan				X	
9. Vacancy				X	
10. Vacancy				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa Shipman		4-7-17
SSC Chairperson	Aaron Lopez		4-7-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	\$57,785 *
7090	LCFF Supplemental & Concentration	\$209,078
7091	LCFF for English Learners	\$66,675
TOTAL 2017/18 ON-SITE ALLOCATION		\$333,538

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,085
Remaining Title I funds are at the discretion of the School Site Council	\$56,700
Total Title I Allocation	\$57,785

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	58/68	N/A ³	13.30%	18.77%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	52/68	N/A ³	12.53%	15.46%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	61/66	N/A ³	19.59%	14.02%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	21/68	0.00% ⁴	47.55%	46.75%	41.67%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	53/63	N/A ⁶	9.40%	19.39%	4.10%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	49/63	N/A ⁶	35.90%	41.84%	5.74%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	37/67	N/A ⁷	N/A ⁷	19.70%	22.11%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	37/67	N/A ⁸	N/A ⁸	19.52%	24.44%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	55/68	10.20%	9.90%	11.83%	7.87%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	64/68*	21.43%	14.02%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	62/68	39.20%	46.70%	51.83%	46.06%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	62/68	94.04%	93.72%	93.59%	94.51%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	60/69	17.96%	22.03%	22.32%	15.98%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	51/68	N/A ¹⁰	N/A ¹⁰	45.28%	42.91%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	9.95%	0.13%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	48/68	9.69%	7.26%	9.66%	5.47%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	44/68	0.52%	0.00%	0.12%	0.13%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	64/67	2.20%	28.04%	9.66%	0.89%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	54/68	N/A ¹³	N/A ¹³	67.99%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	20/69	N/A ¹³	N/A ¹³	68.09%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	37/68	N/A ¹³	N/A ¹³	58.03%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	56/68	N/A ¹³	N/A ¹³	67.19%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	14.6	40	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26.9	52	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	19.39	29	

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

Detail the Action

Pyle will continue to have a focus on Early Literacy and Foundational Skills, supporting district goal of all K-3 students reading on grade level. School-wide intervention for students in grades K-6 and classroom data profiles will be used to monitor student progress in order to prevent stagnant progress on KIDS (KAIG), BAS, DRP, Fluency and CELDT. SST(Student Success Team) will continue to be used to identify Tier II students that are not making progress so that necessary interventions, professional learning and monitoring occurs. Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.

SMART Goals

By June 2018, 95% First grade and Second grade students will demonstrate growth in reading comprehension as evidenced by District Interim Assessment . By the end of the 2017/18 school year, % of first and % second grade students compared to % and % from March 2017 will meet or exceed grade level mastery.

By the 4th quarter KAIG during the 17-18 school year the percentage of Kindergarten students scoring the maximum on KAIG Math and ELA will increase from 14.02% to 66.44% as measured by SQII indicator 3751.

By the end of the 17-18 School year the percentage of 3rd grade students reading at grade level will increase from 22.09% to 32.09% as measured by SQII indicator 3169.

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

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

1. Teachers will be trained in use of BPST and create action plans to address the needs of each student as determined by ongoing progress monitoring of (BPST).
2. Teachers will create action plans to address the needs of each student as determined by ongoing progress monitoring of (BAS) – Below basic students to be assessed every 6 weeks.
3. Action plans will be reviewed with administration during quarterly data chats
4. ATLAS and SQI
5. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELA/ELA Frameworks, Reading Writing Listening, Speaking.
6. BAS data will be used to identify needs of struggling students. Data will be used for intervention and planning.
7. BPST data will be used to identify needs of struggling students. Data will be used for intervention and planning.
8. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.
9. CELDT data
10. BAS data will be used to identify needs of struggling students. Data will be used for intervention and planning.
11. KIDS (Formerly KAIG) data will be used to drive instructional planning
12. Certificated Tutor will assist with intervention for students. Intervention can include but not limited to facilitation of groups, student observations, and participation in Accountable Community groups to discuss student needs and progress.

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

Each semester TK- K parents will be invited to Reading Readiness Seminars to engage with their TK-K students in reading activities.

Monthly Parent Coffee Hour will be utilized to engage parents around literacy.

ELAC and SSC meetings will convene a minimum of 4 times a year. Data will be shared with parents. Data will be collected to inform parents. Feedback will be collected around parent engagement.

Pyle K-1 teachers will conduct parent conferences where BAS/BPST and KIDS (formerly KAIG) information will be specifically discussed.

Owner(s):

1. TK-2-grade teachers
2. TK-2 grade teachers
3. Principal, TK-3 grade
4. Principal
5. Principal, Vice Principal
6. Certificated Tutor, K-2-grade teachers.
7. TK-K-grade teachers.
8. Certificated Tutor, Principal, TK-2-grade teachers
9. Certificated Tutor, Principal, K-6 grade teachers
10. Certificated Tutor, Principal, Kindergarten-grade teachers
11. Kindergarten Teachers
12. Certificated Tutor

Timeline:

1. Ongoing
2. Every Six Weeks
3. Quarterly
4. Weekly
5. Weekly
6. Every six weeks
7. Every six weeks
8. Quarterly or as needed
9. Yearly
10. Weekly
11. Every six week
12. Daily

Describe Related Professional Learning:

All teachers will receive training in use of BPST.

All K-1 teachers will be provided foundation skills training along with using literacy across the content areas.

Teachers will continue to receive training around language acquisition discourse strategies, strategies to increase task rigor and increase scaffolding strategies.

Accountable Communities in grades K-2 will participate in site professional development focused on Foundational Skills to support differentiated instruction.

Certificated Tutor and administration will support during release time provided to develop plans and benchmarks around Foundational Reading Skills as defined by State Standards.

Kindergarten teachers will bring the data (work samples) that show student progress toward the mastery of letter names, letter sounds, and phonemic awareness.

During AC meetings, teachers will have data based discussions around student progress and how they are/plan to address identified needs.

All teachers will have opportunity to follow up with the learning through coaching cycles with Certificated Tutor and or TSA (technology).

Certificated Tutor will lead monthly meetings and or training with Teaching Fellows to elicit feedback, gather data, and provide professional learning based on Site Professional Learning and Accountable Community Meetings held by and with classroom teacher.

Data from classroom assessments/walkthrough visits will be used with fellows to drive professional

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

Tier 1

Sub release time will be provided to TK-K teachers during one on one testing cycles - As funding allows

Students will continue to engage in close reading of text including text deconstruction and reconstruction (juicy sentences).

Students will have access to technology for blended learning.

Students will have access to intervention within the target language.

Digital literacy skills and direct instruction for CAASPP preparation by classroom in the computer lab lead by TSA

Tier 2

Teaching Fellows would provide additional support within the classroom in small groups in any grade level based on identified student needs and strategies provided and supervised by classroom teacher.

Certificated Tutor will supervise and direct Teaching Fellows as they assist teachers in providing target intervention within the regular classroom to identified students.

One Teaching Fellow per grade will provide additional support within the classroom in small groups based on identified student needs and strategies provided and supervised by classroom teacher.

Tier 3

Students will be identified based on BAS, BPST wherein students reading 2 levels below target will receive intensive intervention.

Teaching Fellows will spend an hour every day in selected classrooms based on student needs to provide support for students to allow intensive intervention.

One Teaching Fellow per grade level will work with classroom teachers to provide support for intensive intervention to address student gaps and areas of deficiency.

learning/growth.

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

Teaching fellows will push in to classrooms to provide additional support to classroom teacher, allowing students to receive frontloading of the lesson content to EL students.

Designated and integrated ELD instruction.

All students will continue to engage in close reading of text including text deconstruction and reconstruction (juicy sentences).

RFEP monitoring

Goal Setting Chats for CELDT, DRP, BAS

Differentiated Instruction

Pyle Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Books & Other Reference				Computer based intervention (Wonder Works Response To Intervention)	\$ 6,000.00
Total									\$ 6,000.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22.09	32	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	18.77	28	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Pyle Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, Beers & Probst **Notice & Note** close reading strategies program alongside **Making Thinking Visible** routines. will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

Accountable Community Teams will work together using **Simplifying Response to Intervention** by *Mike Mattos* to collaborate around Tier 2 Interventions.

SMART Goals

As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage students meeting or exceeding grade level standards on district Interim/CFA and CAASPP will increase 10% as evidenced by an increase in our SQII indicator (3165) percentage rate from 18.77% to 28.77% and SQII indicator (6256) from 22.09% to 32.09% by the end of the 17-18 school year.

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

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

1. Reading comprehension and levels of proficiency will be measured by spring and fall administrations of the DRP.
2. Classroom Walkthrough Data
3. ATLAS and SQII data
4. Needs survey information from teachers
5. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, RWLS.
6. BAS and interim data will be used to identify needs of struggling students. Data will be used for intervention and planning.
7. Interim data will be used to identify needs of struggling students. Data will be used for intervention and planning.
8. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.
9. Emphasis will be placed on literacy practice in Math to support Common Core shifts - Monitored through performance task and walk through data.
10. Reading comprehension and levels of proficiency will be measured by spring SBAC.

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

- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences
- Pyle families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the school year, Summer break and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.
- Parent University will work in conjunction with Pyle to offer on-going parent education provided by the district office.
- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Owner(s):

1. **Certificated Tutor, 2-6 grade teachers. Principal, Vice Principal**
2. **Principal**
3. **Principal**
4. **Principal, Vice Principal**
5. **TK-6 grade Teachers**
6. **TK-3 grade Teachers**
7. **TK-6 grade lead teachers, Certificated Tutor, Principal**
8. **TK-6 grade Teachers, Certificated Tutor, Principal**
9. **TK-6 grade Teachers**
10. **3-6 teachers, Certificated Tutor, Vice Principal, Principal**

Timeline:

1. Three time per year
2. Daily
3. Weekly
4. Two times per year
5. Weekly
6. Every 6 weeks
7. Every 6 weeks
8. Weekly
9. Ongoing
10. Yearly

Describe Related Professional Learning:

Training on task complexity (August-September 2017)

Instructional Leadership Team will develop and implement professional learning including, but not limited to, complex text, task, talk, writing strategies, and Academic Vocabulary for content areas to support enduring literacy skills.

Data from research based books around building relationships, State Standards, ELA/ELD standards, and engagement strategies.

Implementation of school wide structures and strategies e.g. annotating, productive talk, Text Dependent Questioning.

Teachers will create literacy lessons utilizing the Close Reading Method. Close Method may include deconstruction of meaning from text passages, highlighting text, guiding questions, and annotation.

ACs will create lessons based on subject/grade level scope and sequences that are aligned with ELD standards and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks.

Provide opportunities to allow teacher peer lesson observations within the school day to better assist team teachers who may need support in specific identified areas based on student assessment results.

Disciplinary Literacy for grades TK-6

Using Science Labs to increase student discourse. – Inquiry Approach to Literacy.

Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan lessons to address gaps.

All teacher will have opportunity to follow up with the learning through coaching cycles with Certificated Tutor.

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

All students will participate in literacy instruction focused on multiple components of complex text.

Students will participate in reading exercises utilizing Close Reading method.

Utilize a structured 6 week intervention (tutorial) in reading with a series of standards and a pre/post test to determine growth.

After school tutoring for identified students as funding allows

3-6 grade students will receive progress reports every two weeks and will write goals for the subsequent two weeks.

Students will engage in DOK level 3 math performance tasks.

During math instruction, students will receive increased opportunities for problem solving.

During math students will have increased opportunities to communicate their reasoning through writing and talk.

During science labs students will have increased opportunities to communicate their reasoning through writing and talk.

Students failing multiple subjects will be identified and conference around goal setting and create an action plan with Vice Principal or Principal.

Digital literacy skills and direct instruction for CAASPP preparation by classroom in the computer lab lead by TSA

Certificated Tutor will assist with intervention for students. Intervention can include but not limited to facilitation of groups, student observations, and participation in Accountable Community groups to discuss student needs and progress.

One Teaching Fellow per grade level will work with classroom teachers to provide support for intensive intervention to address student gaps and areas of deficiency.

Teaching Fellows will spend an hour every day in selected classrooms based on student needs to provide support for students to allow intensive intervention.

One Teaching Fellow per grade will provide additional support within the classroom in small groups based on identified student needs and strategies provided and supervised by classroom teacher

Accountable Community Teams will work together using Mike Mattos *Simplifying Response to Intervention* to collaborate around Tier 2 Interventions.

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

- Reading proficiency and comprehension chats will be one on one with administration using DRP data to set goals with each student.
- Testing in small group setting
- Daily lessons utilizing the Close method and emphasizing the 9 DRP strategies

Use materials and supplies to support language acquisition and increased fluency

Pyle Budgeted Expenditures

Activity	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4900		.49 FTE Certificated Tutor for grades 1-3	\$ 44,569.00
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750		.3750 FTE 7090 and .1150 FTE 7091 Certificated Tutor for grades 4-6	\$ 34,109.00
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1150		.3750 FTE 7090 and .1150 FTE 7091 Certificated Tutor for grades 4-6	\$ 10,457.00
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				IEP / SST Mtg \$1500 for 15 days - Roving sub to release teachers to attend meetings during instructional time.	\$ 1,743.00
2	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract for EL Students - Including but not limited to After School Tutorial	\$ 2,368.00
2	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 45,000.00
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics - Posters, Banners, Certificates	\$ 1,000.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Scholastic News, Starfall, Literacy Books, and materials to support RTI	\$ 14,708.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology including but not limited to student tablets, replacements for computer hardware and or replacement of broken/damaged equipment.	\$ 15,000.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies including but not limited to classroom supplies,	\$ 5,000.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials/supplies instructional	\$ 20,000.00
2	1	LCFF: EL	Instruction	Books & Other Reference				Scholastic News, Starfall, Literacy Books, and materials to support RTI	\$ 5,065.00
								Total	\$ 199,019.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	6	21	
2358 - EL's not advancing at least one proficiency level in Re-designation	45.78	55	

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

Detail the Action

Pyle Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with integrated and designated ELD classroom instruction. Pyle will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

SMART Goals

As a result of a focus on supporting English Learner students redesignation rates of 1st-6th grade students identified as meeting criteria for redesignation at the end of the spring semester, redesignation rates will increase by 10% as evidenced by an increase in our SQII percentage rate from 19.17% to 29.17% by the end of the 17-18 school year. English Learners that have not advanced at least 1 proficiency level on the current CELDT from the previous year CELDT will increase by 10% from 37% to 47%.

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

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

1. Disaggregated DRP by EL subgroup will be used to determine growth in reading comprehension and proficiency levels of our EL subgroups.
2. Report Cards and Bi-monthly Progress Reports (Grades 3-6)
3. The percentage of students who are long-term EL or at risk of being long-term EL will be reduced by 50%.
4. 80% of EL students will progress 1 level on CELDT in each domain.
5. English Language Review Team will meet with teachers to review action plans.
6. ATLAS/SQII data tools
7. Classroom walkthrough data
8. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, Reading, Writing, Listening, and Speaking.
9. BAS data
10. BPST data
11. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable Community meetings.
12. During designated and integrated ELD time students will be engaged:
 - Close Reading strategies
 - ELD - Engagement Strategies
 - Cooperative Learning,
 - ELD - Engagement Strategies
 - Three Types of Writing in Common Core
 - Common Core Writing - Three Writing Types with Text Based Evidence
 - Making Thinking Visible Routines
13. HSL will assist Teachers as needed with translations as they review CELDT scores with parents and students to provide guidance, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency.

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

Teachers will review CELDT scores with parents and students to provide guidance, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency.

Home School Liaison and the Certificated Tutor will provide parent training/information around CELDT and English Language Acquisition at Pyle parent coffee hours, parent workshops, teacher conferences

Pyle will partner with Parent University to provide English classes for parents.

SSC/ELAC committee will focus on current reality based on data and determine next steps through regular SSC/ELAC meetings.

Continue District partnership with EL services

Owner(s):

1. Certificated Tutor, 2-6 grade teachers
2. Certificated Tutor, 3-6 grade teachers
3. Certificated Tutor, Vice Principal, Principal, K-6 grade teachers
4. K-6 grade teachers
5. Certificated Tutor, Vice Principal, Principal, TK-6 grade teachers
6. Principal
7. Principal, Vice Principal
8. Principal, Vice Principal
9. K-6 grade teachers, Principal, Vice Principal
10. K-6 grade teachers, Principal, Vice Principal
11. K-6 grade teachers, Principal, Vice Principal
12. K-6 grade teachers
13. K-6 grade teachers, HSL

Timeline:

1. 3 times per year
2. Bimonthly
3. Yearly
4. Yearly
5. 4 times per year
6. Weekly
7. Weekly
8. 4 times per year
9. Daily
10. Each testing cycle
11. Weekly
12. Daily
13. Yearly

Describe Related Professional Learning:

All teachers will participate in professional learning focused on use of productive talk to support English Learners in Reading, Writing, Speaking and Listening. Professional learning will continue to provide support teachers in scaffolding language and academic language for EL students and how to provide ELD on an integrated and designated approach each day, based on student needs.

Training on task complexity (August-September 2017)

Two to three times each month, ACs will analyze student data around RTI and ELD Focus Standards.

The English Language Review Team will conduct ELD chats to discuss progress made by EL students- Chats will be centered around EL re-designation Goal Setting Report, ELDA, and evidence from student portfolio.

EL Services to provide staff development for grade level teams and Lead Teachers.

Early learning cohort to provide staff development for PK-K.

Professional Learning focused on complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for close reading, daily writing practice to process and grow language development).

Teachers will observe other grade levels and visit alternate site programs to enhance and acquire best practices. Professional learning to include:

- Close Reading strategies
- ELD - Engagement Strategies
- Cooperative Learning,
- ELD - Engagement Strategies
- Three Types of Writing in Common Core
- Common Core Writing - Three Writing Types with Text Based Evidence
- Making Thinking Visible Routines

All teachers will have opportunity to follow up with the learning through coaching cycles with Certificated Tutor and or TSA

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

Classroom materials and supplies – including but not limited to notebooks, paper, pencils, pens, markers, crayons, and other associated items to support English Learner instruction and reading intervention program needs.

Tablets to support student reading intervention program

Carts, printers or other supplies as needed to complete the program needs of students

District CELDT assessors to administer the CELDT

Home School Liaison to attend, assist and provide translation services for parent meetings.

Childcare for parent meetings

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

EL students will participate in CELDT Intervention in August through October of 2017.

Focus students will participate in one on one chats as it relates to CELDT, ELDA, DRP, INTERIM, and or Grades.

Focus students are long term ELs and students missing one criteria for re-designation (CELDT or DRP).

EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills.

Utilize Teaching Fellows in small groups in Deployment to assist ELD students with more opportunities to master grade level standards.

Teaching Fellows will work directly with teachers and frontload to EL students. Certificated Tutor will lead CELDT chats with students prior to taking the CELDT.

Chats will be one on one with each individual ELD student. During the CELDT chat, students will specifically go through strategies to use to during the CELDT tests.

Students will also be asked to develop a SMART goal prior to taking the CELDT/ELDA assessments.

Vice Principal and Certificated Tutor will hold CELDT chats with students who are on track to be re-designated.

Students meeting CELDT requirements (4 & 5) to test in small group setting

Pyle Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375			\$ 12,172.00
3	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375			\$ 14,537.00
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		HSL	\$ 7,927.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6250		HSL	\$ 39,631.00
3	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Sub line to provide planning and support for designated and integrated time for EL students .	\$ 1,743.00
3	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage - Home School Liaison for home visits and student supports.	\$ 500.00
3	1	Sup & Conc	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessor charges by REA	\$ 2,500.00
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent/School Involv/Materials and supplies - NO FOOD, NO INCENTIVES, Including but not limited to SSC, ELAC, and Parent Coffee Hour	\$ 2,785.00
Total									\$ 81,795.00

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	16.36	6	Fun Works
843 - Out of school suspension rate	5.9	2.5	Fun Works

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Pyle Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance. CWAS and HSL will work closely with school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources. Pyle will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities.

Pyle's schoolwide positive behavior support and response to intervention for behavior will foster respect and responsibility in students to increase time in class, reduce conflicts with staff and other students, and reduce suspension rates

Pyle Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

SMART Goals

As a result of a focus on appropriate attendance interventions the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of appropriate attendance interventions the actions implemented will result in a decrease of 10% in the chronic absenteeism rate as evidenced by a decrease in our SQII percentage rate from 16.36% to 6% by the end of the 17-18 school year.

By June of 2018, out of school suspension rate will decrease from 5.9% to 2.5%. (SQII 843)

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

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

1. Daily attendance reports will result in phone calls to parents to follow up around attendance issues. Conferences with students will be held as needed based on attendance trends.
2. Parent Surveys will be analyzed to determine next steps and actions needed to involve a higher number of parents.
3. Parent attendance to School Activities.
4. Survey information from teachers
5. Daily attendance information from Restorative Counselor Assistant
6. ATLAS Attendance Reports
7. Sign in Sheets from parent attendance meetings

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

- Support foster and homeless youth, including enrollment, placement and access to support services.
- Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.
- The HSL & CWAS will contact and make home visits to families of students who are chronically absent to encourage improved attendance.
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.
- Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how attendance and student performance are directly correlated.
- Translation and babysitting services will be provided at all parent meetings in order to support parent involvement.
- Parent Newsletters
- SchoolMessenger and EDUTEXT

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

Resource Counseling Assistant to meet with small groups of students at all recesses to help students learn to express themselves positively, and to accept differences of others in our school

Class Meetings weekly in every classroom

Teaching Fellows present at every recess to provide support to students about learning how to solve conflicts, team building and overall engagement

Students of the Month

Student leadership team with 2 members from every grade 4-6 classroom

Awards and incentives to encourage participation, attendance and foster school spirit

Assemblies that recognize student achievement and foster school participation and interest from parents

Supplemental Contracts for childcare

Food and supplies for parent meetings

Mileage for HSL home visits and parent outreach

Books, supplies, and materials to support Class Meetings, as well as the implementation of Second Step

Owner(s):

1. Vice Principal, Principal, Office Staff, Home School Liaison.
2. Vice Principal, Principal
3. Vice Principal, Principal, Home School Liaison
4. Teachers, Principal
5. Restorative Counselor
6. Principal and Office Manager
7. Principal and Home School Liaison

Timeline:

1. Throughout the year
2. One time per year
3. Events throughout the year
4. Throughout the year
5. Quarterly
6. Daily
7. As needed

Describe Related Professional Learning:

Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships.

Ongoing professional development focused on CHAMPS and Safe and Civil Schools (Climate and Culture) training will be facilitated by Safe and Civil team (Climate and Culture).

Professional Development around student engagement and FUSD goal 2 will be facilitated to empower teachers with tools to engage students through Core and enrichment.

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

Incentives for good attendance will be provided: Classrooms will earn a special activity for every 15 days of perfect attendance.

Weekly and monthly drawings will be held for students with perfect attendance during that week and/or month.

Quarterly awards will be given to students with perfect attendance.

Vice Principal will conference with students identified manageable, chronic, or severe to stress the importance of attendance.

Vice Principal will conference with the students that have been identified as manageable, severe, or chronic.

Student will work with Vice Principal to create a personal plan to improve their attendance.

Home School Liaison will assist with translation and support to parents to emphasize the importance of daily student attendance.

Principal will conference with parent and student, after student has missed a total of 8 days of school to prevent student from moving into Manageable range.

With the assistance of the Home School Liaison, the parent, student and administration will develop action plan to improve attendance.

Eight hour Home School Liaison for parent outreach and home visits
 Materials, supplies, books, student incentives, and awards
 Assemblies/Rallies for students including, but not limited to Fun Works

Student work will be displayed in all classrooms and common areas showcasing contributions of each classroom
 Promote various clubs, sports and arts programs available through "Engagement Faire" in the spring. Extra-curricular, co-curricular and sports activities for students to keep them actively engaged and increase school connectedness. Develop and implement program for student incentives and recognition.

Honor/Merit Lists
 Club Lists
 Perfect Attendance
 Sports
 Cheerleading
 Kind Kids Club

Pyle Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Psychological Services	Certificated Pupil Support- Regular	Psychologist, School	0.1000			\$ 12,341.00	
4	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				\$1000 translation \$1411 babysitting	\$ 2,411.00	
4	1	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				NTA - Extra supervision support for site events	\$ 1,206.00	
4	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				\$1000 translation \$1411 babysitting	\$ 2,411.00	
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works assemblies for Parent Nights as well as student incentive program	\$ 3,000.00	
								Total	\$ 21,369.00	

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	24.07	34	California Teaching Fellows Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15.46	25	
3752 - Students scoring maximum on the KAIG in Math	41.84	51	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Pyle Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

As a result of a focus on math instructional strategies and the shifts of focus, coherence and rigor aligned with CCSS and the Instructional Practice Guide the percentage students meeting or exceeding grade level standards on district Interim/CFA and CAASPP will increase 10% as evidenced by an increase in our SQLI indicator (3166) percentage rate from 15.46% to 25% and SQLI indicator (6258) from 24.07% to 34% by the end of the 17-18 school year. Students scoring the maximum on the KAIG in Math will increase from 41.84% to 51%.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

1. SBAC Math grades 3-6
2. Illuminate
3. SQII
4. Classroom walkthroughs
5. PL agendas
6. AC protocols
7. Data Summary Sheets
8. Report Cards
9. Grade level common assignments, rubric-scored
10. KIDS (Formerly KAIG)

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

Encourage all parents to sign up for EduText

Parent teacher conferences at first report card, including Parent Portal information

Progress reports sent home at middle of each quarter

Teachers will send home the parent Illuminate reports after each assessment

Parent coffee and tea meetings each month will provide information and strategies on supporting math development at home

Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress

Parents will be included in Student Success Team (SST) meetings; Substitutes will be provided, as necessary, so teachers can attend meetings.

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

Tier 1

Daily Mathematics instruction daily using GVC Go Math

Digital literacy skills and direct instruction for CAASPP preparation by classroom in the computer lab

Classroom materials and supplies including but not limited to notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction program needs

Tablets to support student math learning

Computer carts, printers, headphones, ink cartridges, projectors, projector bulbs, or other supplies as needed to complete the program needs of students

Direct maintenance for technology repair

Tier 2 and Tier 3

Subs for teachers for SSTs

Owner(s):

1. Principal
2. Teachers, Certificated Tutor
3. Lead Teachers, Certificated Tutor
4. Principal, Vice Principal
5. Lead Teachers
6. Lead Teachers and Principal
7. Teachers, Certificated Tutor
8. Teachers
9. Lead Teachers, Teachers, Principal
10. Kindergarten Teachers

Timeline:

1. REA calendar
2. Each testing cycle
3. SQII data monthly shared with teachers
4. Walkthroughs in every classroom every 2 weeks with feedback
5. PL agendas and AC protocols by PL/AC calendar
6. PL agendas and AC protocols by PL/AC calendar
7. Quarterly
8. Quarterly
9. Common Assignments quarterly
10. Each testing cycle

Describe Related Professional Learning:

Exemplary AC standards planning

Examining student work with a goal to bring student work twice each month and to use a common schoolwide rubric by grade level

Lead Teachers will continue learning to refine and build capacity of Accountable Communities

Backwards mapping and creating a learning sequence leading to the Common Assignment

Book study of *Learning By Doing*, *Making Thinking Visible* and *Simplifying Response to Intervention*,

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

EL students will participate in CELDT Intervention in August through October of 2017.

Focus students will participate in one on one chats as it relates to CELDT, ELDA, DRP, INTERIM, and or Grades. Focus students are long term ELs and students missing one criteria for re-designation (CELDT or DRP).

EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills. Utilize Teaching Fellows in small groups in Deployment to assist ELD students with more opportunities to master grade level standards.

Teaching Fellows will work directly with teachers and frontload to EL students. Resource Teacher will lead CELDT chats with students prior to taking the CELDT.

Chats will be one on one with each individual ELD student. During the CELDT chat, students will specifically go through strategies to use to during the CELDT tests.

Students will also be asked to develop a SMART goal prior to taking the CELDT/ELDA assessments.

Vice Principal and Certificated Tutor will hold CELDT chats with students who are on track to be re-designated.

Supplemental and extra pay contracts for after school tutorial

Students meeting CELDT requirements (4 & 5) to test in small group setting

One Teaching Fellow per grade level will work with classroom teachers to provide support for intensive intervention to address student gaps and areas of deficiency.

Pyle Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract - Including but not limited to Culture and Climate Team 8 hour contract per team member, After School Tutorial, New teacher support, and Extra Instructional Planning,	\$	15,355.00
5	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology including but not limited to student tablets, replacements for computer hardware and or replacement of broken/damaged equipment.	\$	10,000.00
Total									\$	25,355.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0370 Pyle Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Bks & Ref			: Computer based intervention (Wonder Works Response To Intervention)	6,000.00
2	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	45,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.490	.49 FTE Certificated Tutor for grades 1-3	44,569.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	.3750 FTE 7090 and .1150 FTE 7091 Certificated Tutor for grades 4-6	34,109.00
2	1	Sup & Conc	Instruction	Teacher-Subs			IEP / SST Mtg \$1500 for 15 days - Roving sub to release teachers to attend meetings during instructional time.	1,743.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News, Starfall, Literacy Books, and materials to support RTI	14,708.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies instructional	20,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology including but not limited to student tablets, replacements for computer hardware and or replacement of broken/damaged equipment.	15,000.00
2	1	Sup & Conc	Instruction	Direct-Graph			: Graphics - Posters, Banners, Certificates	1,000.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.115	.3750 FTE 7090 and .1150 FTE 7091 Certificated Tutor for grades 4-6	10,457.00
2	1	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contract for EL Students - Including but not limited to After School Tutorial	2,368.00
2	1	LCFF: EL	Instruction	Bks & Ref			: Scholastic News, Starfall, Literacy Books, and materials to support RTI	5,065.00
2	1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies including but not limited to classroom supplies,	5,000.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent/School Involv/Materials and supplies - NO FOOD, NO INCENTIVES, Including but not limited to SSC, ELAC, and Parent Coffee Hour	2,785.00
3	1	Sup & Conc	Instruction	Direct-Other			ELPAC/CELDT Assessor charges by REA	2,500.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	HSL	7,927.00
3	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		14,537.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		12,172.00
3	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage - Home School Liaison for home visits and student supports.	500.00
3	1	LCFF: EL	Instruction	Teacher-Subs			Sub line to provide planning and support for designated and integrated time for EL students .	1,743.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.625	HSL	39,631.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works assemblies for Parent Nights as well as student incentive program	3,000.00
4	1	Sup & Conc	Parent Participation	Cls Sup-Sup			\$1000 translation \$1411 babysitting	2,411.00
4	2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.100		12,341.00
4	1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTA - Extra supervision support for site events	1,206.00

4	1	LCFF: EL	Parent Participation	Cls Sup-Sup	\$1000 translation \$1411 babysitting	7,411.00
5	1	Title 1 Basic	Instruction	Nc-Equipment	: Technology including but not limited to student tablets, replacements for computer hardware and or replacement of broken/damaged equipment.	10,000.00
5	1	Sup & Conc	Instruction	Teacher-Supp	Certificated Supplemental Contract - Including but not limited to Culture and Climate Team 8 hour contract per team member, After School Tutorial, New teacher support, and Extra Instructional Planning,	15,355.00

\$333,538.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,785.00
Sup & Conc	7090	\$209,078.00
LCFF: EL	7091	\$66,675.00
Grand Total		\$333,538.00

Domain Totals	Budget Totals
Academic	\$257,967.00
SEL / Culture & Climate	\$75,571.00
Grand Total	\$333,538.00