

**Pyle Elementary School**

10621666006449

Principal's Name: Cherie Walters

Principal's Signature: 

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

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	59/67	13.26 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	58/67	86.47 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	57/65	41.89 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	46/67	12.53 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	46/67	87.47 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	39/66	44.5 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	37/67	41.12 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	34/66	13.54 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY
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**14-15**

<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	64/67	32.26 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	59/68	28.26 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	58/68	46.38 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	53/68	35.92 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	60/68	22.03 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	59/68	13.16 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	50/68	5.38 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	48/68	93.61 %

<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	34/64	65 %
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### 5 Climate Culture

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	61/67	0.45 %
<input type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	56/67	28.04 %

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
<b>Action # 1</b>	<p><i>Detail the action:</i>                      In completing our data analysis, it is evident that our actions must remain focused on our students’ ability to read and comprehend grade level complex text. To achieve these goals, Pyle will implement a comprehensive reading instruction and intervention design, with an emphasis on increasing comprehension as well as improving our at/above reading levels. Pyle will also provide targeted instruction and interventions focused on foundational reading skills and phonemic awareness to support struggling readers. This will be accomplished through a) exemplary AC standards planning with a focus on complex text, aligned complex tasks, and purposeful talk; increasing levels of thinking, and the regular practice of examining student work b) targeted as well as differentiated professional learning c) small group reading intervention using Certificated Tutors in grades K-1, 2-3, and 4-6 d) an iReady blended learning model for grades 2-6 e) Orton Gillingham foundational skills lessons in K-1 f) our Designated School additional FTE will serve as a full time technology teacher focusing on digital literacy skills and direct instruction for CAASPP preparation, and g) a continuing teacher book study and implementation of <u>Making Thinking Visible</u>.</p>		
SQII Element: ELA (SBAC)	SQII Sub-element(s): Standard Met/Exceeded (LCAP:4A) SQII 5926	Site Growth Target: 24%	Vendor (contracted services) Curriculum Associates iReady
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i>                      By the end of the 2016/17 school year, students will increase reading proficiency as demonstrated by: 1) 66% of kindergarten students will meet the BAS end of year benchmark (level C-D) 2) 66% of 1st grade students will meet the BAS end of year benchmark (level I-J) 3) the percentage of grade 3-6 students scoring Met/Exceeded for ELA/SBAC will increase by 10% (from 13.26% to 24%).</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• SBAC ELA grades 3-6</li> <li>• Illuminate</li> <li>• DRP</li> </ul>		<p><i>Owner(s)</i> Admin. Teachers Lead Teachers TSA</p>	<p><i>Timeline</i> -REA calendar -SQII data shared monthly with teachers</p>

<ul style="list-style-type: none"> <li>• SQII</li> <li>• Classroom walkthroughs</li> <li>• PL agendas</li> <li>• AC protocols</li> <li>• Review of data provided by CTs every 6 weeks</li> <li>• Data Summary Sheets</li> <li>• Accelerated Reader levels</li> <li>• Report Cards</li> <li>• iReady diagnostic and progress monitoring reports</li> <li>• BAS</li> <li>• Grade level common assignments, rubric-scored</li> <li>• KAIG</li> </ul>	<p>Certificated Tutors Library Tech</p>	<ul style="list-style-type: none"> <li>-Walkthroughs to every classroom at least every 2 weeks with feedback</li> <li>-PL agendas and AC protocols reviewed per PL calendar</li> <li>-Data summary sheets collected and reviewed quarterly</li> <li>-AR levels reviewed quarterly</li> <li>-iReady diagnostic 2 times per year</li> <li>-Common assignments quarterly</li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  -Encourage all parents to sign up for EduText -Title 1 Meeting scheduled in the first 6 weeks of school -Parent teacher conferences at first report card, including Parent Portal information -Progress reports sent home at middle of each quarter, including reading intervention progress for students receiving services from CTs -Teachers will send home the parent DRP and Illuminate reports after each assessment -Parent coffee and tea meetings each month will provide information and strategies on supporting reading development at home – To encourage reading at home, the library will be open after school 4 days each week for students to take AR tests and check out books -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.</p>		
<p><i>Describe related professional learning:</i>                  -Exemplary AC standards planning with a focus on complex text, tasks, and talk; increasing levels of thinking; examining student work with a goal to bring student work twice each month and to use a common schoolwide rubric to assess writing by grade level - Continue support for strategies and skills in implementation of the blended learning model -Lead Teachers continue learning to refine and build capacity of Accountable Communities- Backwards mapping and creating a learning sequence leading to the Common Assignment -Making Thinking Visible.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>                  -Small group reading intervention will be provided to all students using iReady or Orton Gillingham -Certificated Tutors in grades K-1, 2-3, 4-6 will provide small group reading intervention to identified students -Digital literacy skills and direct instruction for</p>		

CAASPP preparation by classroom in the computer lab -Extra Time for Library Tech. -Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs -Supplies for staff meetings and trainings -Student Software to support the individualized needs of students to improve reading skills and comprehension as implemented through the blended learning model -Accelerated Reader to build comprehension, increase fluency, and to encourage a love of reading –Hardware (tablets) to support student reading - Computer carts, printers, headphones, ink cartridges, projectors, projector bulbs, or other supplies as needed to complete the program needs of students -Subs for teachers for SSTs - Subscriptions to support literacy -Direct maintenance for technology repair - Supplemental and extra pay contracts (SBAC assistance; honor roll and merit list recognition).

*Specify additional targeted actions for EL students:*

EL students qualifying for reading intervention services will receive extra support in reading provided by Certificated Tutors with intervention targeted to build reading and language skills.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4900		Certificated tutor for reading intervention grades 4-6	42,846
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3962		Certificated tutor for reading intervention grades K-1	31,260
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.0938		Certificated tutor for reading intervention grades K-1	7,400
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SBAC administration assistance	2,557
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes for SST and IEP	3,999
1	1	Title 1 Basic	Other Instructional Resources	Classified Support-Supplemental				Extra time for Librarian	5,167



1	3	Title 1 Basic	Other Instructional Resources	Classified Support-Supplemental				Honor Roll Preparation	587
1	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for Parents	1,176
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Title One Parent participation	2,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase new tablets	15,262
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology repair and replace	2,000
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Purchase of new tablets	9,476
1	1	Sup & Conc	Instruction	Materials & Supplies				\$560 per teacher for instructional supplies	16,700
1	1	Sup & Conc	Instruction	Materials & Supplies				Copy paper for teachers	10,281
1	1	Title 1 Basic	Instruction	Materials & Supplies				Printer ink for teachers	6,840
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Curriculum Associates I Ready	Curriculum Associates I Ready	8,000
1	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic News	4,500

1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Curriculum Associates I Ready	Curriculum Associates I Ready	8,000
							Total	\$178,051

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action:</i> The CCSS for mathematics will be taught in all classrooms with lessons reflecting the math shifts as well as using instructional practices that allow all students to learn the content of lessons; Go Math will be used as a resource to support student learning of the standards.</p>		
<i>SQII Element:</i> Math (SBAC)	<i>SQII Sub-element(s):</i> Standard Met/Exceeded (LCAP:4A) SQII 6169	<i>Site Growth Target:</i> 23%	<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 checked="" type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016/17 school year, the percentage of grade 3-6 students scoring Met/Exceeded for ELA/SBAC will increase by 10% (from 12.53% to 23%).</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• SBAC Math grades 3-6</li> <li>• Illuminate</li> <li>• SQII</li> <li>• Classroom walkthroughs</li> <li>• PL agendas</li> <li>• AC protocols</li> <li>• Data Summary Sheets</li> <li>• Report Cards</li> <li>• Grade level common assignments, rubric-scored</li> <li>• KAIG</li> </ul>		<p><i>Owner(s)</i> Admin. Teachers Lead Teachers TSA</p>	<p><i>Timeline</i> -REA calendar -SQII data monthly shared with teachers -Walkthroughs in every classroom every 2 weeks, with feedback -PL agendas and AC protocols by PL/AC calendar -Data summary sheets quarterly -Common Assignments quarterly</p>

*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 related professional learning:*

-Exemplary AC standards planning; increasing levels of thinking; 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 continued learning to refine and build capacity of Accountable Communities- Backwards mapping and creating a learning sequence leading to the Common Assignment -Making Thinking Visible.

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

-Mathematics instruction daily -Digital literacy skills and direct instruction for CAASPP preparation by classroom in the computer lab -Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction program needs -Supplies for staff meetings and trainings –Hardware (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 -Subs for teachers for SSTs -Direct maintenance for technology repair - Supplemental and extra pay contracts (SBAC assistance; honor roll and merit list recognition).

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Materials & Supplies				Copy paper for teachers	3,756
								Total	\$3,756

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action:</i>                      The school will continue to implement a comprehensive reading support and intervention program through the blended learning model with an emphasis on students not making adequate progress on the most recent CELDT (Fall 2015). The Certificated Tutors for grades 2-3 and 4-6 will support our EL students in small group instruction focusing on students who score Intermediate on CELDT using iReady as one instructional tool.</p>		
<i>SQII Element:</i> English Learner Redesignation	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool SQII 5990	<i>Site Growth Target:</i> 39%	<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 checked="" 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 the end of the 2016/17 school year, the percentage of students that meet Borderline Eligibility Pool criteria (the number of 1st-12th grade English Learner students meeting the cutpoints for at least one of the assessments required by the District's Internal Redesignation Eligibility Criteria will increase by 10% (from 28.26% to 39%) as measured by CELDT, BAS, and/or DRP.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                      (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• SQII</li> <li>• CELDT</li> <li>• BAS</li> <li>• DRP</li> </ul>		<p><i>Owner(s)</i>                      Admin.                      Teachers                      Lead Teachers                      TSA                      Certificated                      Tutors</p>	<p><i>Timeline</i>                      -SQII data shared monthly with teachers                      -REA calendar</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                      -A minimum of four ELAC meetings will be scheduled throughout the year -Parent-Teacher conferences will be scheduled at the end of the first quarter and parents of students in the Borderline Eligibility Pool will be notified of that status - Refreshments, translation, and childcare will be provided for all parent meetings -Continue to offer our parent English classes and Parent University through the on-going parent education efforts provided by our partners at the Bridge church and the district office - Communicate with English Learner parents and students regarding the redesignation process -Interpreters for school meetings and parent/teacher communication will be provided.</p>			
<p><i>Describe related professional learning:</i></p>			

-Review the Borderline Eligibility Pool criteria -Review and analyze the EL Redesignation Goal Setting Sheet -Designated and integrated ELD training provided by EL Services TSA -ELA/ELD state standards and planning instruction.

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
 Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support English Learner instruction and reading intervention program needs -Supplies for staff meetings and trainings -Student Software to support the individualized needs of students to improve reading skills and comprehension as implemented through the blended learning model -Tablets to support student reading intervention program -Carts, printers or other supplies as needed to complete the program needs of students –Extra pay contract for teachers to administer the CELDT -Home School Liaison - Childcare for parent meetings -Translation services for parent meetings.  
*Specify additional targeted actions for EL students:*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		Home School Liaison	7,601
3	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6250		Home School Liaison	38,006
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3962		Certificated tutor for reading intervention for students in grades 2-3.	38,892
3	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.0938		Certificated tutor for reading intervention for students in grades 2-3.	9,206
3	1	EL	Instruction	Teacher-Supplemental Salaries				CELDT administration	2,324
3	3	EL	Parent Participation	Classified Support-Supplemental				Babysitting for parents	2,349

3	1	EL	Instruction	Prof/Consulting Svc & Operating			Curriculum Associates I Ready	4,000
3	1	EL	Instruction	Materials & Supplies			Materials for teachers	3,909
3	1	EL	Instruction	Non Capitalized Equipment			Purchase new tablets	3,387
3	1	EL	Instruction	Non Capitalized Equipment			Technology	5,000
3	1	EL	Instruction	Direct-Maintenance (Dr)			Maintenance and repair	1,000
							<b>Total</b>	<b>\$115,674</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action:</i>                      Implement schoolwide positive behavior support and response to intervention for behavior; foster respect and responsibility in students to increase time in class, to reduce conflicts with staff and other students, and to reduce suspension rates by a) creating, modifying, and using a Respect Agreement in every classroom b) using the Pyle office referral protocol to contact families and provide a record in Atlas of student behavior that sends students out of class to the office c) using MAC/Champs schoolwide d) holding schoolwide Olweus Class Meetings once each week e) providing PL for staff to continually build and maintain strategies to foster positive relationships with all students f) monthly behavior incentive assemblies will be held for students without office referrals for the month g) Behavior Support Plans or informal behavior plans and incentives for students as tiered levels of support.</p>		
	<p><i>SQII Element:</i> Suspension</p>	<p><i>SQII Sub-element(s):</i> Suspension Rate SQII 6109</p>	<p><i>Site Growth Target:</i> 5.11%</p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>	

<p><i>Write a SMART Goal to address each data point:</i>                  By June 2017, the number of suspension incidents will decrease from 5.38% to 5.11% (by .5%).</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                  (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• ATLAS Behavior/Suspension Reports</li> <li>• Sign in sheets from Professional Learning</li> <li>• SQII</li> <li>• Class Meeting verification form</li> <li>• Collect monthly data for office referrals by grade level and area</li> <li>• Collect monthly suspension data by grade level and area</li> </ul>	<p><i>Owner(s)</i>                  Admin.                  Lead Teachers,                  Culture and                  Climate Team</p>	<p><i>Timeline</i>                  -Review Atlas reports monthly and share data with teachers                  -SQII data shared monthly with teachers                  -Class Meeting verification quarterly to DPI                  -Office referral data monthly shared with teachers                  -Suspension data monthly shared with teachers</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  -Admin will present Behavior and Suspension Data for parents at Coffee Hour, ELAC, and SSC – Admin. and teachers will meet with parents/students as needed to address classroom behavioral concerns -Parents will receive Pyle Parent Student Handbook the first day of school and upon registering.</p>		
<p><i>Describe related professional learning:</i>                  -Strategies for redirecting behavior and building positive relationships will continue to be highlighted -Proactive strategies to promote student success in the classroom will be taught and reinforced with both students and adults -School-wide behavioral expectations -Classroom expectations i.e.: CHAMPS, STOIC -Olweus Class Meetings -Teaching and using social emotional competencies in the classrooms -Respect Agreement</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>                  Classroom materials, supplies, books, student incentives, and awards -Supplies for parent meetings, trainings, and outreach -Independent Services Contract – Social Emotional Assemblies -Class Meetings weekly in every classroom -Respect Agreement in place in every classroom, revised at quarter 3 -Students of the Month and Kid of Character recognition by month -Fun Works each month for students with no more than 1 office referral or 2 parent contacts for behavior and students with no suspensions. -Student leadership team with 2 members from every grade 4-6 classroom -Boys to Men and Girl Power groups - Quarterly review of behavior and dress code.</p>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375			14,104
4	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			To Be Determined	PBS assemblies	2,000
<b>Total</b>									<b>\$16,104</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 5</b>	<p><i>Detail the action:</i>                      Provide multiple opportunities for students and parents to engage in activities that promote social, emotional, and academic connections to school by a) Students in grades 4-6 will be encouraged to try out for our sports teams b) School communications for families will go out in two languages (English and Spanish) c) A Home School Liaison (Spanish) will facilitate parent outreach and interpretation for parents d) Communication to parents about school rules, events, and opportunities for engagement will be provided through the Parent Handbook distributed to all families at the beginning of the year, or when registered e) Tiered levels of social emotional support provided by a Resource Counseling Assistant for students to learn social skills.</p>					
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> Overall Student Participation SQII 2080		<i>Site Growth Target:</i> 39%	<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 checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By end of the 2016/17 school year, the percentage of students engaged in any Goal 2 activity will increase by 10% from 28.04% to 39%.						
<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> Admin. Teachers/Staff HSL	<i>Timeline</i> -Monthly	
<ul style="list-style-type: none"> <li>• SQII</li> <li>• Atlas Goal 2 Reports</li> </ul>						



<ul style="list-style-type: none"> <li>RCA Roster</li> </ul>							RCA		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  -Parent teacher conferences -Back to School Night -Open House -Parent University -Monthly parent newsletter will be sent home in English and Spanish -A minimum of four SSC and four ELAC meetings will be scheduled throughout the year -Engaging family nights including Fun Works Family Nights -Title 1 parent meeting will be scheduled in the first 6 weeks of school -School Messenger –Marquee –Parents of Pyle parent club meetings</p>									
<p><i>Describe related professional learning:</i>                  -Understanding and building social emotional learning</p>									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>                  -Resource Counseling Assistant to meet with small groups of students at all recesses to help students learn to make friends, to express themselves positively, and to accept differences of others in our school -Class Meetings weekly in every classroom - Teaching Fellow at every recess to provide support to students about learning how to get along with others, how to solve conflicts, playing games, team building -Students of the Month and Kids of Character recognition by month -Student leadership team with 2 members from every grade 4-6 classroom -Boys to Men and Girl Power groups -Good News Club -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, Second Step implementation</p>									
<p><i>Specify additional targeted actions for EL students:</i>                  Home School Liaisons to support EL students and families through interpreting, outreach, home visits, and related services.</p>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellow for athletic and playground social emotional support.	9,500
5	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works for assemblies	3,000
								Total	\$12,500

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 6</b>	<i>Detail the action:</i> Increase attendance for all students, with a focus on chronic students by a) contacting families through phone calls and home visits to show the importance of regular attendance and to see if we can support the family in any way b) offer incentives to students and parents for coming to school every day, on time c) working with DPI and a Child Welfare and Attendance support person to provide attendance intervention and support to students and families d) attendance topics for parents shared at SSC, ELAC, Parent University, and Parent English Classes.		
	<i>SQII Element:</i> Chronic Absenteeism	<i>SQII Sub-element(s):</i> Attendance Retention SQII 5963	<i>Site Growth Target:</i> 95%
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By the end of Quarter 3 2017, students with 90%+ attendance in semester 1 and 90%+ at the end of Quarter 3 will increase from 93.61% to 95% as measured by SQII.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> <li>• ATLAS Attendance Reports</li> <li>• Sign in Sheets from parent attendance meetings</li> <li>• Office Assistant and Home School Liaison will dedicate one hour each day to contacting families of students who are absent</li> <li>• Teachers will call home on any student who is absent two days consecutively</li> </ul>		<i>Owner(s)</i> Admin. Office Assistant Home School Liaison Office Manager Teachers	<i>Timeline</i> -Atlas attendance reports monthly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> -Admin. and HSL will present Attendance Information/Data for parents at Coffee Hour, ELAC, and SSC -Principal will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic -Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings -Fund a Spanish speaking Home School Liaison to provide phone calls home, home visits, and to make parent contact regarding attendance.			
<i>Describe related professional learning:</i> -Provide teachers with schoolwide attendance data once each month along with names of students in each class who are chronically absent as well Attendance Retention data.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			

-HSLs for parent outreach and home visits -Materials, supplies, books, student incentives, and awards -Fun Works assemblies for students with no more than 4 tardies, impacting and improving attendance for all students incentives.

*Specify additional targeted actions for EL students:*

-The Home School Liaison will contact the parents of EL students and do home visits, as necessary, to promote positive attendance.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Materials & Supplies				Attendance rewards	2,500
6	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Home School Liaison mileage	400
								Total	\$2,900

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Pyle - 0370

**ON-SITE ALLOCATION**

3010	Title I	\$61,605 *
7090	LCFF Supplemental & Concentration	\$190,799
7091	LCFF for English Learners	\$76,581
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$328,985</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,340
Remaining Title I funds are at the discretion of the School Site Council	\$60,265
<b>Total Title I Allocation</b>	<b>\$61,605</b>

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 0370 Pyle Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for SST and IEP	3,999.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic News	4,500.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Printer ink for teachers	6,840.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of new tablets	9,476.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology repair and replace	2,000.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Associates I Ready : Curriculum Associates I Ready	8,000.00
1	3	Title 1 Basic	Other Instructional Resources	Cls Sup-Sup			Honor Roll Preparation	587.00
1	1	Title 1 Basic	Other Instructional Resources	Cls Sup-Sup			Extra time for Librarian	5,167.00
1	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parents	1,176.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Title One Parent participation	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.396	Certificated tutor for reading intervention grades K-1	31,260.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.490	Certificated tutor for reading intervention grades 4-6	42,846.00
1	1	Sup & Conc	Instruction	Teacher-Supp			SBAC administration assistance	2,557.00
1	1	Sup & Conc	Instruction	Mat & Supp			: \$560 per teacher for instructional supplies	16,700.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Copy paper for teachers	10,281.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Purchase new tablets	15,262.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Associates I Ready : Curriculum Associates I Ready	8,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.094	Certificated tutor for reading intervention grades K-1	7,400.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Copy paper for teachers	3,756.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.396	Certificated tutor for reading intervention for students in grades 2-3.	38,892.00
3	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	Home School Liaison	7,601.00
3	1	EL	Instruction	Teacher-Regu	Tutor	0.094	Certificated tutor for reading intervention for students in grades 2-3.	9,206.00
3	1	EL	Instruction	Teacher-Supp			CELDT administration	2,324.00
3	1	EL	Instruction	Mat & Supp			: Materials for teachers	3,909.00
3	1	EL	Instruction	Nc-Equipment			: Technology	5,000.00
3	1	EL	Instruction	Nc-Equipment			: Purchase new tablets	3,387.00
3	1	EL	Instruction	Direct-Maint			: Maintenance and repair	1,000.00
3	1	EL	Instruction	Cons Svc/Oth			: Curriculum Associates I Ready	4,000.00
3	3	EL	Parent Participation	Cls Sup-Sup			Babysitting for parents	2,349.00
3	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.625	Home School Liaison	38,006.00
4	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		14,104.00
4	3	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : PBS assemblies	2,000.00
5	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works for assemblies	3,000.00

5	3	Sup & Conc	Instruction	Cons Svc/Oth	California Teaching Fellows Foundation : Teaching Fellow for athletic and playground social emotional support.	9,500.00
6	2	Sup & Conc	Instruction	Mat & Supp	: Attendance rewards	2,500.00
6	2	Sup & Conc	Attendance & Social Work Service	Local Mileag	Home School Liaison mileage	400.00
						<b>\$328,985.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,605.00
Sup & Conc	7090	\$190,799.00
EL	7091	\$76,581.00
<b>Grand Total</b>		<b>\$328,985.00</b>

Domain Totals	Budget Totals
Academic	\$247,762.00
Culture & Climate	\$75,323.00
Social/Emotional	\$5,900.00
<b>Grand Total</b>	<b>\$328,985.00</b>

E.1. Assurances

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

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Cherie Walters</b>	X				
2. <b>Chairperson - Aaron Lopez</b>				X	
3. <b>Judy Blanco</b>		X			
4. <b>Alicia Fleming</b>				X	
5. <b>Shawn Martinez</b>		X			
6. <b>Comia Obi-Perry</b>				X	
7. <b>Jose Rodriguez</b>			X		
8. <b>Wua Vang</b>				X	
9. <b>Carole Whitty</b>				X	
10. <b>Deborah Young</b>		X			
11.					
12.					
13.					
14.					
15.					
X ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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



E.3. Required Signatures

<b>School Name:</b> <i>Pyle</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Cherie Walters	<i>Cherie Walters</i>	4/1/16
SSC Chairperson	Aaron Lopez	<i>Aaron Lopez</i>	4-1-16

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