Slater Elementary

10621666085138

Principal's Name: Kelli Wilkins

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

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

Centralized Services - No Centralized Services are utilized at this time.
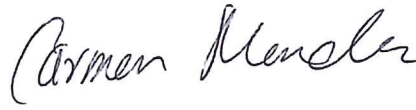
Consolidated Program Assurances

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 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.
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 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.
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.

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Kelli Wilkins	X				
2. Chairperson - *CARMEN MENDEZ*					
3. Fred Brunzell		X			
4. Evie Bell		X			
5. Steve Jordan		X			
6. Lourdes Herrera			X		
7. Margarita Espinosa				X	
8. David Gutierrez				X	
9. Alejandra Mendez				X	
10. Carmen Mendez				X	
11. Doris Baches				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.

☑ ELAC voted to consolidate with the SSC. Date _3/29/16_ .

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	Kelli Wilkins	*[signature]*	4-6-17
SSC Chairperson	Carmen Mendez	*[signature]*	04-06-2017

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

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	$49,778	*
7090	LCFF Supplemental & Concentration	$184,266	
7091	LCFF for English Learners	$37,338	

TOTAL 2017/18 ON-SITE ALLOCATION   **$271,382**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$935
Remaining Title I funds are at the discretion of the School Site Council	$48,843
Total Title I Allocation	$49,778

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Slater ▼] [Select]

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
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	54/68	N/A[3]	14.21%	20.42%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	59/68	N/A[3]	10.25%	13.00%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	31/66	N/A[3]	9.09%	25.32%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	48/68	0.00%[4]	63.69%	57.49%	53.41%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	45/63	N/A[6]	17.39%	22.73%	3.61%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	53/63	N/A[6]	25.00%	38.18%	9.64%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	46/67	N/A[7]	N/A[7]	18.17%	27.22%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	57/67	N/A[8]	N/A[8]	16.19%	21.35%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

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
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	43/68	6.62%	16.10%	14.29%	14.29%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	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)	18/68*	17.78%	29.91%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	63/68	36.22%	37.37%	53.13%	43.75%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	65/68	93.41%	93.72%	93.36%	93.58%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	66/69	20.57%	22.53%	25.13%	20.99%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	66/68	N/A[10]	N/A[10]	54.40%	44.67%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	18.77%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	67/68	18.77%	17.90%	21.24%	11.62%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	49/68	0.13%	0.00%	0.13%	0.13%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	60/67	30.08%	24.03%	19.15%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	34/68	N/A[13]	N/A[13]	71.38%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	30/69	N/A[13]	N/A[13]	65.84%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	25/68	N/A[13]	N/A[13]	60.47%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	38/68	N/A[13]	N/A[13]	70.95%	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

Slater 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
3169 - 3rd grade students reading at grade level	33	40	

○ New-Action	⊙ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Detail the Action

Slater 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 KAIG, BAS, DRP, Fluency and CELDT. COST (Coordination of Services Team) will 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. Throughout, an on-going analysis of identified sub groups will be monitored in order to ensure equity and access.

SMART Goals

By the 4th quarter KAIG the number students meeting ELA mastery will increase from 29% (15-16) to 45%. The average number of students in 1st-3rd Met/Exceeding Standards on CFA Benchmark will increase from 33% to 40% Meeting/Exceeding.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. BPST	1. Teachers / TSA / CT	1. Quarterly
2. BAS	2. Teachers / TSA / CT	2. 2X per year
3. DRP	3. Teachers / TSA / CT	3. 2X per year
4. Fluency	4. Teachers / TSA / CT	4. Every 6 weeks
5. Common Assignments	5. Teachers	5. ongoing
6. Classroom Grades: Achievement/Effort	6. Teachers / Principal / VP	6. quarterly
7. Student Achievement Chats	7. Teachers / CT / Principal / VP	7. quarterly
8. Intervention Data Chats	8. Teachers / TSA / CT / Principal / VP	8. Every 6 weeks
9. Instructional Rounds	9. ILT / P / VP	9. as needed
10. Administrative Walkthroughs/ Feedback	10. P / VP	10. ongoing
11. COST Team Meetings	11. P / VP / TSA / SSW / Psych	11. bimonthly
12. SST Meetings	12. VP	12. as needed

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

- Scheduled coffee hours designed to focus on teaching early literacy skills to parents.
- SSC/ELAC meetings will address student achievement data related to early literacy.
- Teachers will meet with parents to review each child's data, at minimum during Back to School Chats and fall parent conferences.
- Teachers will send home student goal setting forms following teacher-student goal setting chats.
- School Social Worker will review student achievement data as part of scheduled meetings with parents, home visits, as well facilitate partnerships between home and school in order to improve school attendance and achievement.

Describe Related Professional Learning:

- PL time will be allocated for topics related to early literacy, foundational skills, comprehension, and other building blocks of reading.
- District provided training (CCSS cycle training, VAPA training, RIRA training, etc.) will be implemented and supported through coaching cycles and administrative walk-through feedback
- In order to build teacher capacity in the area of language acquisition and foundational skills, PL time will be allocated for topics related to:
  - Student discourse
  - Questioning Strategies
  - Academic Vocabulary
  - ELA/ELD framework
  - English Learners

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

- All 1st-6th grade students will receive 40 minutes of intervention instruction 4X per week through a deployment model with the certificated tutor, TSA, SPED Team and classroom teachers.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- COST referrals
- Quarterly Goal Setting Chats
- School Social Worker will monitor ongoing actions for COST students.
- VP will monitor actions of students referred to SSTs and 504. Substitutes will be provided, as needed in order for classroom teachers to attend meetings.
- Classroom data sheets will be used to monitor progress in all academic areas, as well as support development of action plans for students with stagnant progress.

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

- RFEP monitoring
- Goal Setting Chats for CELDT, DRP, BAS
- Differentiated instruction

Slater Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				PL opportunities to support AC development and work	$ 3,486.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Peer observations / Planning Days	$ 4,648.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	$ 5,877.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	$ 15,000.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Ricoh copy machine	$ 4,200.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Story Works / Scholastic Magazine	$ 5,000.00
1	1	Title 1 Basic	Instruction	Travel				Conference / Travel	$ 16,000.00
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Fresno County Office of Education	FCOE Contract- Hands on Science/ Family Science Night	$ 6,300.00
								Total	$ 60,511.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20	28	Fresno County Office of Education
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	27	35	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase the number of 3rd-6th grade students meeting or exceeding proficiency on ELA portion of SBAC, Slater students will be engaged in a rigorous academic program aligned to CCSS standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy and include students engaged in complex talk and task through reading, writing, listening and speaking in complex text.

SMART Goals

By June 2018, administration of ELA SBAC will show an increase from 20% to 28% of students scoring at or above grade level.

- By interim/CFA 1 students will show 31% meeting/exceeding standards
- by interim/CFA 2 students will show 35% meeting/exceeding standards

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. DRP	1. 2nd-6th Teachers	1. 2X per year
2. Interim/CFA	2. 1st-6th Teachers, TSA, CT	2. 2X per year
3. Common Assignments - Assessment Learning Cycles	3. TK/K--6th Teachers, TSA, CT	3. Ongoing
4. Classroom Grades: Achievement/Effort	4. All teachers, Principal, VP	4. Quarterly
5. Student Achievement Chats	5. All teachers	5. Quarterly
6. Intervention Data Chats	6. Teachers, Administration, TSA	6. Every 6 weeks
7. Instructional Rounds	7. ILT, TSA, Administration	7. Ongoing as determined by ILT
8. Administrative Walkthroughs/ Feedback - IPG	8. Principals/VP	8. Ongoing

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

- Each teacher will review each student's reading levels and scores at the Back to School Chats, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Slater 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 during Back to School Chats, and the first SSC/ELAC meeting of the 2016-17 school year.
- Title One Parent Meeting and Back to School Chats will be scheduled in August with notifications going home prior to the end of the 2016-17 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- 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, Monthly Parent Newsletter. Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House
- FCOE Family Science Night will be held twice per year to provide extension activities for students and families.

Describe Related Professional Learning:

Professional Learning Plan will allocate time for topics supporting complex text, task, talk:

- Essential Learnings
- Deconstruction of Standards
- Culture of Learning
- Text Analysis
- Rigor and Challenging Tasks
- Questioning strategies

- Increased PL will be devoted to ongoing development of Essential Learnings for ELA and aligning Adopted Curriculum and FUSD Scope & Sequence and Slater instructional maps.
- AC time will be allocated for quarterly instructional Planning using identified Essential Learnings, FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data. Teachers will develop backwards map of Unit plan, develop common formative assessments and culminating performance tasks.
- AC teams will meet to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments, deconstruct standards and set short and long term goals.
- Vertical A/C Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards will occur quarterly through cycle of review process and ongoing through the use of the Common Core Companion.
- Slater Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis. LTs will:
  - be guardians of the Slater mission and vision
  - develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
  - analyze data, determine needs, and plan for action
  - engage in planning in order to support the leading of their Accountable Community
  - provide professional learning to staff
  - engage in professional learning that supports PLC practices

- School-wide CCI process will be implemented to:
  - Ensure vertical alignment of challenging content
  - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
  - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
  - Vertically collaborate on successful instructional strategies
  - Identify "expert teachers"
  - Ensure lesson progression and rigor across grade levels

- Peer observations and co-teaching opportunities will be identified and planned for, beginning with Leadership Team.

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

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- All students in grades 1-6 will participate in 45 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutor, and SpEd staff. Kindergarten students will

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

Specify additional targeted actions for EL students:

- Certificated Tutor and TSA will conduct CELDT camp with EL students prior to CELDT administration.
- Ongoing progress monitoring by teacher, TSA and CT.

receive differentiated instruction within their classroom.

- Increase the digital literacy of students with classes in computer lab that align with the State Standards for Technology.
- Goal Setting chats will be held quarterly between teachers and students to discuss their DRP goals, common assignment goals, EL re-designation goals, attendance goals, as applicable.
- Materials and supplies such as: Scholastic News, StoryWorks, and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
  - Copy machine lease
  - Graphics
  - Technology to support instruction in the classroom (hardware & software)
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Seek district support to provide professional development and resources regarding inclusive practices for students with Special Needs
- Purchase technology devices and tools for students and teachers to enhance learning
  - Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments
  - Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff
  - Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the implementation of accountable communities. Substitutes will be provided when needed.
- Opportunities for extended learning outside the school for students.

- EL students will receive Designated ELD instruction during RtI (*Eagle Time*) and may receive additional intervention time as needed.
- EL students will receive Integrated ELD instruction during classroom instruction.
- Professional Learning will be provided with support of District EL Coach:
  - Deconstruction of EL Standards
  - Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.

Slater Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials / Supplies	$ 8,241.00
								Total	$ 8,241.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15	28	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	21	30	

○ New-Action	⊙ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Slater 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.

SMART Goals

By June 2018 the number of students meeting or exceeding Standards according to SBAC in math will increase from 15% (15-16) to 30% (17-18).

- By interim/CFA 1 students meeting/exceeding standards will be 25% or above.
- By interim/CFA 2 students meeting/exceeding standards will be 30% or above.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. Interim/CFA	1. Teachers	1. 2X per year
2. Common Assignments - Assessment Learning Cycles	2. Teachers, TSA	2. ongoing
3. Classroom Grades: Achievement/Effort	3. Teachers	3. quarterly
4. Student Achievement Chats	4. P/VP/Teachers	4. quarterly
5. Instructional Rounds	5. ILT/P/VP/TSA	5. as needed
6. Administrative Walkthroughs/ Feedback - IPG	6. P/VP	6. Ongoing

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

- Information will be shared with parents at Back to School Night regarding the Math adoption and how it will

Describe Related Professional Learning:

- Provide on-going training for implementation of the district adopted material, Go Math, as a tool to

support the state standards.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Chats and fall Parent Conferences.
- Slater 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 SSC/ELAC meeting of the 2015-16 school year.
- Each teacher will specifically review each student's BBF/Math Fluency, and other math assessment results, as available (Illuminate, SBAC) at the fall parent conference.
- Title One Parent Meeting and Back to School Chats will be scheduled in August with notifications going home prior to the end of the 2016-17 school year, during the summer break, and School Messenger reminders.
- Back to School Chats will be scheduled prior to the start of school as well as traditional parents conferences will be scheduled at the end of the first quarter.
- 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 also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Slater to offer on-going parent education provided by the district office.
- Spring Open House
- Specific information related to the mathematical shifts, mathematical practices, number talks and areas of focus for each grade level will be shared with parents through parent coffee hours, SSC/ELAC, parent-teacher conferences.

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings.
- Individualized Educational 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.

supplement and support mathematical grade level standards.
- Provide professional learning opportunities in the area of Number Talks to increase mental math strategies and mathematical discourse.
- Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.
- Provide training and opportunities to determine and align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content.

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

- All students in grades TK-6 will participate in classroom based instruction in alignment with grade level standards.
- Small group instruction will be provided for identified and non-identified students within the classroom.
- Support staff will provide supplemental intervention for identified students on a pull-out basis, as needed.
- Data Matrix will be used by each teacher and administrators to monitor student progress.
- Opportunities for extended learning outside of the school day will be provided for students.

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

- Teachers will utilize embedded support from adopted materials.

Slater Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher-led after school tutoring	$ 2,368.00
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contract for PLI training	$ 1,800.00
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	$ 1,000.00
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				materials and supplies for: Parent meetings / Math Night / How to support academics at home	$ 935.00
								Total	$ 6,103.00

Action # 4

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	14	18	

○ New-Action	○ On-going	**Reasoning:** ☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

This school will implement designated and integrated EL instruction supporting English Learner students who are not advancing at least one proficiency level per year.

SMART Goals

By June 2018, the number of English Learner students not advancing at least one proficiency level on the current ELPAC from previous year ELPAC will decrease from 43% to 35%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. ELPAC	1. CT / TSA / Teachers	1. yearly
2. Disaggregated data BAS/DRP by EL subgroup	2. CT / TSA / Teachers	2. 2X per year
3. Intervention Student Achievement Chats	3. CT / TSA / Teachers / P / VP	3. quarterly
4. Grades	4. Teachers	4. quarterly
5. Common Assignments	5. Teachers	5. ongoing
6. EL Goal Setting Report	6. CT / TSA / Teachers, P / VP	6. quarterly
7. Administrative Walkthoughs/Feedback - IPG	7. P / VP	7. ongoing

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

- Teachers will review EL Goal Setting Report, and CELDT scores with parents and students and provide guidance on how to help students reach English language proficiency.
- School Social Worker will seek out and/or provide parents of EL students with training on how to help their children with school success, improved communication with school, and resources that are available in the community.
- Site will host English classes for parents provided through District Resources.

Describe Related Professional Learning:

- Professional learning will include:
  - CELDT assessment
  - English development through integrated and designated ELD.
  - Deconstructing ELD Standards and alignment with ELA Standards.
  - use of the EL Goal Setting Report to identify target students and their instructional needs
  - EL Master Plan

- SSC/ELAC committee will focus on current reality and next steps through regular SSC/ELAC Meetings. Translations and babysitting will be provided as needed.
- Continue District partnership with EL Services
  - Text deconstruction/ reconstruction
  - Differentiation

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

- Conduct CELDT Camp with students prior to taking the CELDT
- Conduct CELDT Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report and CELDT scores with students, set goals, and monitor progress.
- Through intervention model, EL levels 1-3 will receive 35 minutes of designated ELD focused on supporting ELs with the vocabulary, comprehension, and oral language necessary to enable students to engage in the complex text utilized in classrooms.
- Provide integrated ELD throughout the day in every lesson/content area.
- Access to technology will be provided in order to enhance language acquisition, vocabulary, comprehension and written language.
- Materials and supplies will be purchased that support access to CORE curriculum.

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

- CELDT assessors will be funded in order to administer the state mandated assessment
- EL students will receive Designated ELD instruction through RtI (*Eagle Time*).

Slater Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500		intervention support, also action 1	$ 25,559.00
4	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		intervention support, also action 1	$ 19,169.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	$ 7,669.00
4	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	$ 10,000.00
4	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent Involvement	$ 500.00
4	1	Sup & Conc	Instruction	Direct-Other (Dr)				ELPAC Assessors	$ 1,500.00
								Total	$ 64,397.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	21	15	Fresno County Office of Education

○ New-Action	◉ On-going	**Reasoning:** ☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

The school will implement a tiered level of response to behavior incidents and a strategic Socio-Emotional support program to reduce suspension rates, lessen distractions for all learners, enhance campus safety for all students, and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

SMART Goals

By June 2018, the number of students that receive and out-school suspension and/or expulsion will decrease from 21% per 100 to 15% per 100 incidents.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. COST Team Meetings	1. SSW	1. Bimonthly
2. SST Meetings	2. VP	2. As needed
3. Monthly Suspension Data	3. VP	3. Monthly
4. Teacher Classroom Referral Data	4. Teachers, SSW, RCA	4. Monthly
5. SEL Survey	5. Principal, SSW, RCA	5. Yearly
6. Student Survey	6. Teachers, SSW, P/VP	6. Yearly
7. Staff Survey	7. Principal	7. Yearly
8. Parent Survey	8. Principal	8. Yearly
9. Second Step Lesson scope & Sequence	9. Teachers, SSW	9. Monthly
10. Class Meeting Quarterly Documentation	10. Teachers, SSW	10. Quarterly
11. Data Review-CCI	11. Teachers, SSW, P/VP	11. Quarterly
12. School Social Worker Caseload logs	12. SSW, P/VP	12. Quarterly
13. Behavior Intervention Group data	13. SSW, P/VP	13. Monthly
14. SOAR Participation	14. SSW, P/VP	14. Monthly

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

Describe Related Professional Learning:

- Slater families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students. The Student/Parent Handbook outlines student and parent expectations for support, student behavior expectations and consequences.
- Proactive, solution oriented Parent Contact for Level 2 behaviors and required with Level 3 behaviors.
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students.
- Parents will be notified prior to each SOAR (Positive Behavior/Attendance Activity) whether or not their student is able to participate in the activity.

- Safe & Civil School Training
- Development of Classroom Management Plan
- Second Step Coaching/Training
- Class Meetings Coaching/Training
- Morning Meetings/Training
- Meaningful Work Training
- Levels of Misbehavior review -Referral Process
- Continued focus on Relationships
- In class Tier 2 Positive Behavior Plans
- SEL lessons
- Guest Speakers and/or assemblies
- Quarterly Awards (Eagle Award)
- Staff community building opportunities and professional learning will be provided through FCOE in order to further develop a positive culture and climate.

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

- Provide School Social Work services to support students in need of behavioral intervention or counseling.
- Provide wider array of options during recess: including art, intramurals, legos, and additional play equipment.
- Resource Counseling Assistant will be provided in order to support alternative recess location for students in grades 1-6 during morning/lunch recess and/or de-escalation room for short "time-aways" from class. RCA will work under SSW in order to align supports for Tier 2 & 3 students.
- All classrooms will implement weekly Classroom Meetings and Second Step lessons.
- Identified students will be selected to participate in Meaningful Work through Student Jobs supervised by staff.
- OLWEUS Anti-Bully Campaign
- Implementation of school-wide expectations: School Rules, Guidelines for Success, STOIC, CHAMPS
- Safe & Civil Team will continue to implement CCI process in order to support school-wide efforts for a positive climate.

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

Slater Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Certificated Pupil Support-Regular	Social Worker, School	1.0000		and action 6	$ 116,917.00
5	2	Sup & Conc	In-House Instructional Staff Development	Prof/Consulting Svc & Operating			Fresno County Office of Education	FCOE Contract- Staff Community Building Opportunities	$ 2,500.00
								Total	$ 119,417.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	25	15	

○ New-Action   ○ On-going   **Reasoning:** ☑ Strong Evidence   ☐ Moderate Evidence   ☐ Promising Evidence

Detail the Action

In order to support and monitor school-wide attendance, staff will meet with chronically absent students and parents, in order to discuss the importance of attendance and setting goals for improved attendance. School Social Worker will work closely with school office clerk and classroom teachers in order to support parent involvement, improved attendance, school connectedness, and provide community resources

SMART Goals

By June 2018, decrease the number and percentage of TK-6th grade students who are chronically absent from 25% (15-16) to 15%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. ATLAS	1. SSW, Office Assistant	1. weekly
2. SQII	2. SSW, Principal	2. ongoing
3. A2A Attendance Data	3. SSW, Principal	3. ongoing
4. School Climate Surveys	4. Principal	4. yearly
5. COST	5. Teachers, VP, SSW, RSP, Psychologist	5. bimonthly
6. Classroom Attendance Log	6. Teachers	6. monthly

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 School Social Worker will contact/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 to access ATLAS

Describe Related Professional Learning:

- The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance, and an attendance mentor program for students with chronic or severely chronic attendance.
- School Social Worker will provide quarterly reports to staff in order to develop school-wide actions, structures around school attendance.
- Professional Learning will be provided around Teaching with Poverty in Mind and Engaging Students with Poverty in Mind, both by Eric Jensen, and A Framework for Understanding Poverty by Ruby Payne to support all staff members in engaging students and their parents in the educational process.

- Translation and babysitting services will be provided at parent meetings in order to support parent involvement
- Parent Newsletters which may include graphics
- SchoolMessenger & Edutext

- Slater Principal, VP, School Social Worker will be assigned "Focus Students" who are identified as chronically/severe absent students, identified as having failing grades, or identified as unengaged in school.
- School Social Worker will hold regular parent conferences following 3rd attendance letter. This may include home visits and/or parent conferences.
- Classroom Teachers will make parent contact following 2nd consecutive day of a student absence in order to develop positive and frequent parent teacher connections.
- Positive incentives for attendance will be provided at student awards assemblies.

Monthly School-wide positive behavior/attendance activity will be developed in order celebrate and reward positive behavior and school attendance.

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

- Awards and incentives to encourage attendance.
- Adult Attendance Mentors make weekly contact with mentees.
- Social Worker Attendance Contracts

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

- School Social Worker will support EL students and their families through outreach, home visits, and other related services.

Slater Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375			$ 11,086.00
6	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				Parent meetings/Coffee Hours/Newsletters	$ 1,127.00
6	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				GRAPHICS	$ 500.00
								Total	$ 12,713.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0420 Slater Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			PL opportunities to support AC development and work	3,486.00
1	1	Title 1 Basic	Instruction	Teacher-Subs			Peer observations / Planning Days	4,648.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Story Works / Scholastic Magazine	5,000.00
1	1	Title 1 Basic	Instruction	Travel			Conference / Travel	16,000.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Fresno County Office of Education : FCOE Contract- Hands on Science/ Family Science Night	6,300.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,877.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	15,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Ricoh copy machine	4,200.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Materials / Supplies	8,241.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher-led after school tutoring	2,368.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for PLI training	1,800.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	1,000.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			materials and supplies for: Parent meetings / Math Night / How to support academics at home	935.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250	intervention support, also action 1	25,559.00
4	1	Sup & Conc	Instruction	Direct-Other			ELPAC Assessors	1,500.00
4	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.188	intervention support, also action 1	19,169.00
4	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	7,669.00
4	1	LCFF: EL	Instruction	Nc-Equipment			Technology	10,000.00
4	1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement	500.00
5	2	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Fresno County Office of Education : FCOE Contract- Staff Community Building Opportunities	2,500.00
5	2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.000	and action 6	116,917.00
6	2	Sup & Conc	Instruction	Direct-Graph			GRAPHICS	500.00
6	2	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent meetings/Coffee Hours/Newsletters	1,127.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		11,086.00

$271,382.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$49,778.00
Sup & Conc	7090	$184,266.00
LCFF: EL	7091	$37,338.00
Grand Total		$271,382.00

Domain Totals	Budget Totals
Academic	$139,252.00
SEL / Culture & Climate	$132,130.00
Grand Total	$271,382.00

04/10/2017