Slater Elementary School

10621666085138

Principal's Name: Kelli Wilkins

Principal's Signature:

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

Slater Elementary   Title 1 SWP— Dept. 0420

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District Goals
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : [Slater ▼] [Select]

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	59/67	10.25 %
☐	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	59/67	89.75 %
☐	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	56/67	85.79 %
☑	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	55/67	14.21 %
☐	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	52/66	41.34 %
☐	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	41/66	15.45 %
☐	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	35/67	42.44 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	65/68	24.05 %
☐	Elementary	EL	3- Borderline to Redesignation	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at	49/67	44.44

| | | Redesignation | Within 365 Days | | the end of spring semester and are redesignated within 365 days | | % |
| ☐ | Elementary | EL Redesignation | 1- English Proficiency Growth | 6017 | Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments | 46/68 | 50.63 % |

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Middle School Readiness	1- EIIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	67/68	28.19 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	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	65/68	91.13 %
☑	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	63/68	8.26 %
☑	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	61/68	22.53 %
☐	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	45/68	19.08 %
☐	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	40/64	60 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Student Engagement	2- Overall Student Participation	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	62/67	24.03 %
☐	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	57/67	0.52 %

Instructional Superintendent Approval : ◉ No ◯ Yes | Approval Date : 03/10/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	x	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*		*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*		*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 1	*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.

SQII Element: Number and percentage of students scoring Standards Met or Standards Exceeded on the ELA SBAC **(5926)**	*SQII Sub-element(s):* **(4013)** DRP **(3985)** BAS **(4015)** BAS **(4017)** KAIG **(6277)** Benchmark Assessments	*Site Growth Target:* 10% increase in the number of students meeting/exceeding standards on ELA SBAC	*Vendor (contracted services)* • Copy Machine Lease • FCOE

☐ New Action ■ On-going	*Reasoning:* ■ Data ■ Research-based ■ Local Knowledge/Context

Write a SMART Goal to address each data point:

By June 2017, administration of ELA SBAC will show an increase from 14.21% to 25% of students scoring at or above grade level.
- By Winter DRP assessment, students scoring at/above state reading level will increase by 10%.
- By Spring DRP assessment, students scoring at/above state reading level will increase by an additional 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
1. DRP	1. 2nd-6th Teachers	1. 2X per year
2. Fluency	2. 1st-6th Teachers, TSA, CT	2. Every 6 weeks
3. Illuminate	3. 1st-6th Teachers, TSA, CT	3. 2X per year
4. Common Assignments	4. All teachers, Principal, VP	4. ongoing

5. Classroom Grades: Achievement/Effort	5. All teachers	5. quarterly
6. Evidence & Monitoring From PDSA cycles	6. CoP Teachers	6. ongoing
7. Student Achievement Chats	7. Teacher, Administration	7. Quarterly
8. Intervention Data Chats	8. Teachers, CT, TSA, Administration	8. Every 6 weeks
9. Instructional Rounds	9. Lead Teacher/ILT Team	9. As determined by team
10. Administrative Walkthroughs/ Feedback	10. Principals/VP	10. 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 2015-16 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

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.

Describe related professional learning:

Professional Learning Plan will allocate time for topics supporting complex text, task, talk:
- Deconstruction of Standards
- DOK Levels
- Text Complexity
- Text Deconstruction/Reconstruction
- Assignments Matter
- Notice & Note
- Core 6
- Making Thinking Visible

- Increased PL will be devoted to utilizing new ELA adoption materials and aligning with FUSD Scope & Sequence and Slater instructional maps.
- AC time will be allocated for quarterly instructional Planning using FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data. Teachers will develop backwards map of Unit plan, develop common interim and culminating assessments.
- AC teams will meet weekly to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments and deconstruct standards.
- Vertical A/C Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards.
- 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:
  o be guardians of the Slater mission and vision
  o develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
  o analyze data, determine needs, and plan for action
  o engage in planning in order to support the leading of their Accountable Community

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

- COP (Communities of Practice) cycles will continue to drive the work of participating teams in order to strengthen literacy outcomes.
- 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 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

- Opportunities to build content knowledge and experiences through the use of assemblies, hands-on science, 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.

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.
- 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
  - EL Master Plan

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Professional Learning	$3,199
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Teacher Observation Days	$1,371
1	1	Title 1 Basic	Instruction	Other Classified-Supplemental				After School Tutoring	$1,762
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Supplemental				Library Tech support	$3,758
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintance	$1,000
1	1	Sup & Conc	Instruction	Office Equipment Lease				Richo Copy Machine	$4,200
1	1	Title 1 Basic	Instruction	Travel				Professional Learning Conference	$12,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies: SpEd Workbooks ($4,500), Class Book Sets ($5,000), Starfall ($270), etc.	$11,225

1	1	Sup & Conc	Instruction	Materials & Supplies				Materials / Supplies	$8,761
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Other*	FCOE- Hands on Science	$6,300
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	$300
1	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic Magazine	$5,000
1	1	Sup & Conc	In-House Instructional Staff Development	Prof/Consulting Svc & Operating			Other*	FCOE- Staff Community Building	$2,500
								Total	$61,376

Domain	x	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*		☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

	Detail the action:
Action #2	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.

SQII Element: Number and percentage of K-3rd grade students who are not on grade level. **(6032)**	*SQII Sub-element(s):* **(4013)** DRP **(3985)** BAS **(4015)** BAS **(5890)** BAS **(4017)** KAIG	*Site Growth Target:* 25%	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	■ *Data*	■ *Research-based*	■ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the 4th quarter KAIG and BAS during 16-17 school year, and 2nd DRP administration, the number of K-3 students who are not on grade level will decrease from 41% (EOY 14-15) to 25%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
1. KAIG	1. K Teachers	1. Quarterly
2. BPST	2. K-6th Grade Teachers, TSA, CT	2. As needed
3. BAS	3. 2nd-6th Grade Teachers	3. 6 week intervention cycles and as needed
4. DRP	4. 1st-6th Grade Teachers	4. 2X per year
5. Fluency	5. All teachers, Principal, VP	5. 6 week intervention cycles and as needed
6. Common Assignments	6. All teachers	6. Ongoing
7. Classroom Grades: Achievement/Effort	7. Teacher, Administration	7. Quarterly
8. Student Achievement Chats	8. Teachers, CT, TSA, Administration	8. Quarterly
9. Intervention Data Chats	9. ILT	9. Every 6 weeks
10. Instructional Rounds	10. Principals/VP	10. As determined by team
11. Administrative Walkthroughs/ Feedback	11. Administrators, Social Worker, TSA, RSP, Psychologist, Admin Team	11. Ongoing
12. COST Team Meetings	12. Administrators, Social Worker, TSA,	12. Bimonthly

13. SST Meetings	RSP, Psychologist 13. VP, Teachers, Parents	13. 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:
- Ongoing PL with CoP cohort as outlined in CORE waiver.
- 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 additional targeted actions for EL students:
- RFEP monitoring
- Goal Setting Chats for CELDT, DRP, BAS
- Differentiated instruction

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500			$24,446
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875			$18,335
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	$5,000
								Total	$47,781

Domain	x	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*		*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*		*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 3		*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.				

SQII Element: Math (SBAC)	SQII Sub-element(s):	Site Growth	Vendor (contracted services)
Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC. **(6169)**	(6259) Illuminate (6258) Illuminate (3789) D's/F's 1st qtr. (4762) D's/F's 2nd qtr.	Target: **9%**	

■ *New Action* ☐ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ■ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June 2017 the number of students meeting or exceeding Standards according to SBAC in math will increase from 10.25% to 20%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
1. BBF Administration and/or other Math Fluency measure	1. Teachers	1. Quarterly

2. Classroom Assessments
     o Pre
     o Post
	2. Teachers	2. Ongoing

3. A/C Template Data Analysis Protocols	3. Teachers	3. Weekly
4. Data Chats	4. P/VP/Teachers	4. Quarterly
5. Mathematics Grades	5. P/VP/Teachers	5. Quarterly Monitoring

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 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 2015-16 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.

Describe related professional learning:
- Provide on-going training for implementation of the district adopted material, Go Math, as a tool to 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.

Specify additional targeted actions for EL students:
- Teachers will utilize embedded support from adopted materials.

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	X	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 4	*Detail the action:* This school will implement a comprehensive academic English Language acquisition support structure focusing on English Learner students who are not advancing at least one proficiency level per year.

SQII Element: Number and percentage of English Learners 1st-12th grade students who meet borderline eligibility criteria **(5990)**	*SQII Sub-element(s):* **(4013)** DRP **(3985)** BAS	*Site Growth Target:* **9%** *decrease*	*Vendor (contracted services)*

☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ■ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

By June 2017, the number of students who meet borderline eligibility criteria will decrease from 24% to 15%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
1. CELDT	1. CT, TSA, Teachers	1. Fall 2016
2. Disaggregated data BAS/DRP by EL subgroup	2. CT, TSA, Teachers	2. Quarterly
3. Intervention Student Achievement Chats	3. CT, TSA, Teachers, Administration	3. 6 week cycles
4. Grades	4. Teachers	4. Quarterly
5. Common Assignments	5. Teachers	5. Quarterly
6. EL Goal Setting Report	6. CT, TSA, Teachers, Administration	6. Quarterly
7. Administrative Walkthoughs/Feedback	7. Principals/VP	7. Ongoing 8.

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.
- 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

Describe related professional learning:
- Professional learning will include:
    o CELDT assessment
    o English development through integrated and designated ELD.
    o Deconstructing ELD Standards and alignment with ELA Standards.
    o use of the EL Goal Setting Report to identify target students and their instructional needs
    o EL Master Plan
    o Text deconstruction/ reconstruction
    o 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 additional targeted actions for EL 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*).

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors Charges by REA	$1,400
4	3	EL	Parent Participation	Materials & Supplies				Parent Involvment	$500
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation	$1,136
4	3	EL	Instruction	Non Capitalized Equipment				Technology/equipment	$10,000
4	3	EL	Instruction	Materials & Supplies				Materials and Supplies	$10,913
								Total	$23,949

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	X	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 5	*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.

SQII Element: Suspension Number and percentage of students who have been suspended and/or expelled. **(6109)**	*SQII Sub-element(s):* **(5976)** suspension/disproportionality	*Site Growth Target:* 4% *decrease*	*Vendor (contracted services)*

☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ■ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

By June 2017, the number and percentage of students who have been suspended and/or expelled will decrease from 8.26% (EOY 14-15) to 4%.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		
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	4. Weekly
5. SEL Survey	5. Principal	5. Yearly
6. Student Survey	6. Teachers, SSW, administrators	6. Yearly
7. Staff Survey	7. Principal	7. Yearly
8. Parent Survey	8. Principal	8. Yearly
9. Second Step Lesson scope & Sequence	9. Teachers	9. Monthly
10. Class Meeting Quarterly Documentation	10. Teachers	10. Quarterly
11. Data Review-CCI	11. Teachers, SSW, administrators	11. Quarterly
12. Implementation of School-wide expectations: School rules, Guidelines for Success, STOIC, CHAMPs	12. Safe & Civil Team	12. Quarterly
13. OLWEUS Anti-Bullying Campaign		
14. Meaningful Work	13. Safe & Civil Team	13. Monthly
	14. SSW, staff	14. Monthly

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

- 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.

Describe related professional learning:
- 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)

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 additional targeted actions for EL students:

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			$112,865
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4374		3.5 Position	$14,290
								Total	$127,155

Domain	☐	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	**X**	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	☐	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates

Action # 6	*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

SQII Element: Number and percentage of students who are chronically absent (attendance rate of 90% or less) **(5942)**	*SQII Sub-element(s):* **(4012)** attendance/grades	*Site Growth Target:* 10%	*Vendor (contracted services)*

☐ New Action	■ On-going	*Reasoning:*	■ Data	■ Research-based	■ Local Knowledge/Context

Write a SMART Goal to address each data point:

By June 2017, decrease the number and percentage of TK-6th grade students who are chronically absent from 22.5% (EOY 14-15) to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: ***(Include all interim monitoring evidence points showing impact)***	*Owner(s)*	*Timeline*
1. ATLAS	1. SSW	1. Ongoing
2. SQII- EIIS	2. Office Assistant, Principal, SSW	2. Quarterly
3. A2A Attendance Data	3. Teachers, SSW, VP	3. Ongoing
4. School Climate Surveys	4. Principal, SSW, RSP, Psychologist	4. Yearly
5. COST	5. Teachers, VP	5. Bimonthly
6. FOCUS student list	6. Teachers	6. Quarterly
7. Classroom Attendance Log	7. Teachers	7. Ongoing

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 Home School Liaison 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
- Translation and babysitting services will be provided at parent meetings in order to support parent involvement
- Parent Newsletters
- SchoolMessenger & Edutext

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for Coffee Hours	$470
								Total	$470

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Slater - 0420

ON-SITE ALLOCATION

3010	Title I	$52,221 *
7090	LCFF Supplemental & Concentration	$167,362
7091	LCFF for English Learners	$41,148
TOTAL 2016/17 ON-SITE ALLOCATION		**$260,731**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,136
Remaining Title I funds are at the discretion of the School Site Council	$51,085
Total Title I Allocation	$52,221

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 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			Subs for Professional Learning	3,199.00
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teacher Observation Days	1,371.00
1	1	Title 1 Basic	Instruction	Oth Cls-Supp			After School Tutoring	1,762.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Scholastic Magazine	5,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies: SpEd Workbooks ($4,500), Class Book Sets ($5,000), Starfall ($270), etc.	11,225.00
1	1	Title 1 Basic	Instruction	Travel			Professional Learning Conference	12,000.00
1	1	Title 1 Basic	Instruction	Direct-Maint			: Maintance	1,000.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Other* : FCOE- Hands on Science	6,300.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Sup			Library Tech support	3,758.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials / Supplies	8,761.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: Richo Copy Machine	4,200.00
1	1	Sup & Conc	Instruction	Direct-Graph			: Graphics	300.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Other* : FCOE- Staff Community Building	2,500.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	5,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250		24,446.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.188		18,335.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation	1,136.00
4	3	EL	Instruction	Mat & Supp			: Materials and Supplies	10,913.00
4	3	EL	Instruction	Nc-Equipment			: Technology/equipment	10,000.00
4	3	EL	Instruction	Direct-Other			: CELDT Assessors Charges by REA	1,400.00
4	3	EL	Parent Participation	Mat & Supp			: Parent Involvment	500.00
5	2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.000		112,865.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.437	3.5 Position	14,290.00
6	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Coffee Hours	470.00

$260,731.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$52,221.00
Sup & Conc	7090	$167,362.00
EL	7091	$41,148.00
Grand Total		$260,731.00

Domain Totals	Budget Totals
Academic	$110,293.00
Culture & Climate	$22,813.00
Social/Emotional	$127,625.00
Grand Total	$260,731.00

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

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				X	
3. Lourdes Herrera			X		
4. Fred Brunzell		X			
5. Ann Meester		X			
6. Steve Jordan		X			
7. Marina Herrera				X	
8. Margarita Espinoza				X	
9. Natalie Wallis				X	
10. Yvonne Diaz				X	
11.					
12.					
13.					
14.					
15.					
ELAC operated as a school advisory committee.	**X ELAC voted to fold into the SSC - Date__3/29/16.**				

Title I School Site:
☐   This site operates as a non-Title I school.

E.3. 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 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	Kelli Wilkins	*(signature)*	3-30-16
SSC Chairperson	CARMEN MENDEZ	Carmen Mendez	3-29-16

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