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Starr Elementary School

10621666088934

Principal's Name: Charles Reynolds

Principal's Signature: Charles Reynolds

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

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Section	Торіс	Details			
А.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII			
		Needs Assessment			
B.	Action Plan	Action designed to meet the needs and accomplish the goals			
B.1.	Academic Domain	Academic and Course Performance			
B.2. Social/Emotional Domain		Attendance/Suspensions/Expulsions			
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services			
Budget an	d Governance Sections				
C.1.	Budget	Allocations and planned expenditures			
D.1.	Centralized Services	N/A			
E.1.	Assurances	Consolidated Program Assurances			
E.2.	School Site Council	Members list			
E.3.	Required Signatures	Principal and SSC Chairperson			
E.4 .	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws			

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : Starr 🔻 Select

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	14- 15
	Elementary	Reading by Third Grade	2- Disproportionality	<u>6033</u>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	12/66	25.9 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<u>5990</u>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	67/68	20 %
	Elementary	EL Redesignation	1- English Proficiency Growth	<u>6017</u>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	66/68	30 %
	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<u>5968</u>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	63/67	33.33 %
	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<u>6338</u>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	36/68	25 %

3 Academic Completion

Growth Opportunity Indicators

4/6/2016						SPSA Data Entry Tool			
Selected	Segment	Element	Subelement	ID		Description	Rank	EOY 14-15	
	Elementary	Middle School Readiness	1- EllS Green Zone Rate	<u>6381</u>	beha	ber and percentage of 2nd-6th grade students meeting EIIS attendance, vior and academic criteria (green zone) *2nd grade excluded from Q1 and alculations	7/68	52.46 %	
4 Social Emo	tional								
Growth Oppor	rtunity Indicato	rs							
Selected	Segment	Element	Subeleme	nt	ID	Description	Rank	EOY 14- 15	
	Elementary	Chronic	2- Appropriate Attendance	5	<u>6331</u>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance	66/68	3.23	

Elementary	Absenteeism	Attendance Intervention	<u>6331</u>	absent and have documented evidence of an appropriate attendance intervention	66/68	%
Elementary	Suspension	3- Appropriate Behavior Intervention	<u>6302</u>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Elementary	Student Engagement	2- Overall Student Participation	<u>2080</u>	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	13/67	83.84 %

Instructional Superintendent Approval :
No Ves | Approval Date : 03/10/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain 🗵	1. Academic – Perform Completion/Retention		Absente	l/Emotional eism/Suspel on Rates		Engo	Ilture/Climate - Student/Parent agement/SPED Identification/ Re-designation Rates
Action # 1	minimum of one g Guided Reading, E implementation of of Reading Founda Funds will be set	rade level per year in Essential Questioning Common Formative ttional Skills, such a	d grade, every cl n ELA, staff wil g, Classroom Di e Assessments. I as concept of prin professional bo	nild learnin l receive pr scussions a n grades K nt, phonem	rofessio and Disc -2 there ic aware	de level and l nal learning i course, Makin will be a stro eness, phonic	beyond and all children moving a n the areas of, Balanced Literacy, ng Thinking Visible and the ong emphasis on the integration s instruction and writing.
<i>SQII Element: *SBAC-ELA *SQII-3898</i>		SQII Sub-element *Standard Not Me *Standard Met/Ex *Achievement Lev *Standard Met/Ex *Level Retention *Achievement Ga	et/Nearly Met ceeded vel Growth ceeded Achieve			0	<i>Vendor (contracted services)</i> *Amazon
New Action H Write a SMART Goal to	On-going address each data n	Reasoning: 📕	Data 📕	Research	-based	📕 Local K	nowledge/Context
	ne percentage of stude		t or above grade	level will	increase	e by 10% to 5	8.94%.
 Grade Level AC ILT Meetings Grade Level Con DRP Assessment 	nitoring evidence poi with teachers three tin Meetings mmon Formative ELA ts (2 nd -6 th) ELA Assessments (1 ^s	nts showing impact, hes per year A Assessments		nodel:	Owner(• •	s) Principal TSA Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

•	BAS/Fluency (1 st)	Ì	Ĭ					
•	SQII							
•	Spring SBAC Assessment							
•	Classroom Walkthroughs and Feedback Conversations							
•	Sharing/Calibration of Student Work							
Explai	n the Targeted Actions for Parent Involvement (required							
•	Teachers will review each student's reading levels/score	s at Parent-Teacher Conference	es in October.					
•	Parents will have access to the ATLAS Parent Portal and	Edutext. Information will be	given at Back to So	chool Night and during Parent				
	Teacher Conferences.							
•	Parents will receive quarterly Progress Reports.							
•								
•	Parents will receive Assessment Reports after each assessment administration.							
Descri	be related professional learning:							
•	District ELA Materials Adoption Trainings							
•	Balanced Literacy, Implementing Common Core by Mar	garet Mary Policastro and Bec	cky McTague					
•	Guided Reading, Good First Teaching for all Children by							
•	Implementation of Standards-Based Literacy Centers	, none et l'ountais and etay su						
•	Rigorous Reading, 5 Access Points for Comprehending (Complex Texts by Fisher and I	Frev					
•	Increasing complex talk and tasks through reading, writing							
•	Implementation of Reading Foundational Skills	ing, instanting and speaking in e	ompiex text					
•	Promoting Engagement, Understanding and Independend	e for All Learners-Making Th	unking Visible by F	Pon Ritchart				
•	Student Inquiry-Essential Questions by Jay McTighe and		<u>iniking visiole</u> by f	ton Ritenart				
•	Student Inquiry- <u>Essential Questions</u> by Jay We Fighe and Student Inquiry- <u>The Art of Inquiry</u> by Nancy Lee Cecil							
			norreford					
•	Building Classroom Discussions- <u>Academic Conversation</u>	-	rawioru					
•	Development, Implementation and Analysis of Common	Formative Assessments						
Descri	be direct instructional services to students, including ma	terials and supplies required (curriculum and in	struction):				
•	Instruction will begin with the utilization of FUSD adopt	ed curriculum.						
•	Teachers will utilize the FUSD Scope and Sequence to a	lign instruction with the Comm	non Core State Star	idards.				
•	Increase the use of technology in support of digital litera	cy for students in alignment w	ith the State Standa	rds for Technology.				
•	Kindergarten students will receive differentiated small-g	•						
	Assistants.	•	×	-				
•	SPED identified students will receive direct services from	n the RSP and AI staff.						
	Starr Elementary School Title	I SWP - 0422		Page 5 of 54				
	-			-				

- SSTs to plan interventions.
- Professional Books/Professional Reading

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	Budgeted Expenditures									
Action	n Domain Fund Activity Expense Personnel FTE Vendor		Vendor	Purpose of Expenditure	Budget					
								SPSA Action #1-Provide		
	materials to support									
								Professional Learning in the		
		Sup &		Materials &				area of ELA and Reading by		
1	1	Conc	Instruction	Supplies				Third Grade.	\$500	
	Total \$500								\$500	

Domain 🗵	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 # 2	minimum of one grade level per year n intervention program that will address students are reading by third grade. Fu providing intervention for students who Supplemental Contracts will be availab and/or after-school intervention and en	ELA, the school will develop and reading foundational skills, fluency ads will be set aside for a technolo be Have Not Met or Nearly Met the alle to teachers and classified staff i richment programs for identified s	de level and beyond and all children moving a provide a before, during and/or after school y and comprehension in order to ensure gy-based, in-house RTI and/or a service State Standards Reading Proficiency Level., n order to plan for and provide the before tudents.
SQII Element:	SQII Sub-element	(s): Site Gro	owth Target: Vendor (contracted services)

SBAC-ELA	Standard Not Met/Nearly Met	• 68.94%	
• SQII-3898	Standard Net/Exceeded	- 00.9170	
	Achievement Level Growth		
	Standard Met/Exceeded		
	Achievement Level Retention		
	 Achievement Gap 		
🔲 New Action 📕 On-going	1	rch-based 📕 Local	Knowledge/Context
Write a SMART Goal to address each d	ata point:		
• By June 2017, the percentage of	students who score are at or above grade level w	vill increase by 10% to	58.94%.
Explain the Progress Monitoring using	the Cycle of Continuous Improvement model:	Owner (s)	Timeline
(Include all interim monitoring evidence		Principal	Professional
	ng Meetings with teachers three times per year	• TSA	Development begins
Grade Level AC Meetings		• Teachers	August 10, 2016 and is
Grade Level Common Formativ	e ELA Assessments		ongoing.
• DRP Assessments (2 nd -6 th)			Progress Monitoring is
District Interim ELA Assessmer	tts $(1^{st}-6^{th})$		ongoing throughout the
• KAIG/BAS (Kindergarten)			year.
• BAS/Fluency (1 st)			
• SQII			
Spring SBAC Assessment			
Classroom Walkthroughs and Fe	edback Conversations		
 Sharing/Calibration of Student V 			
Explain the Targeted Actions for Paren			
	nt's reading levels/scores at Parent-Teacher Conf		
	ATLAS Parent Portal and Edutext. Information w	vill be given at Back to	School Night and during Parent
Teacher Conferences.			
• Parents will receive quarterly Pr	o		
• Parents will receive quarterly Re			
Parents will receive Assessment	Reports after each assessment administration.		
Describe related professional learning:			
District ELA Materials Adoption	n Trainings		
1	g Common Core by Margaret Mary Policastro an		

- <u>Guided Reading, Good First Teaching for all Children</u> by Irene C. Fountas and Gay Su Pinnell
- Implementation of Standards-Based Literacy Centers
- <u>Rigorous Reading</u>, 5 Access Points for Comprehending Complex Texts by Fisher and Frey
- Increasing complex talk and tasks through reading, writing, listening and speaking in complex text
- Implementation of Reading Foundational Skills
- Promoting Engagement, Understanding and Independence for All Learners-<u>Making Thinking Visible</u> by Ron Ritchart
- Student Inquiry-<u>Essential Questions</u> by Jay McTighe and Grant Wiggins
- Student Inquiry- <u>The Art of Inquiry</u> by Nancy Lee Cecil and Jeanne Pfeifer
- Building Classroom Discussions-Academic Conversations by Jeff Zwiers and Marie Crawford
- Development, Implementation and Analysis of Common Formative Assessments

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Increase the digital literacy of students in alignment with the State Standards for Technology.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services from the RSP and AI staff.
- SSTs to plan interventions.

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
								SPSA Action #2- Provide			
								Supplemental Contracts for			
		Title		Teacher-				teachers to in order to plan			
		1		Supplemental				and provide a before, during			
2	1	Basic	Instruction	Salaries				and/or after-school	\$872		

2 1 Basic Instruction Supplemental SPSA Action#2-Provide 2 1 Basic Instruction Instruction Supplemental Classified Staff to plan for and provide a before, during and/or after school 2 1 Basic Instruction Supplemental SPSA Action#2-Provide 2 1 Basic Instruction Supplemental SPSA Action#2-Provide 3 1 Instruction Supplemental SPSA Action#2-Provide SPSA 4 1 Instruction Supplemental SPSA SPSA 5 Supplemental Materials & Supplement and Student and Student achievement in the area of English Language 2 1 Conc Instruction Supplies Arts Student					intervention in support of students that are not working at grade level in ELA.	
SPSA Action #2Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement in the area of English Language	2	1	1		Supplemental Contracts to Classified Staff to plan for and provide a before, during and/or after school intervention in ELA for identified students not	¢001
	2	1		Instruction	SPSA Action #2Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement in the	\$5,000

Domain		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	school will develop and provide a before grades 1-6 with an emphasis on reading aside for a technology-based, in-house	ore, during and/or after school enring ng comprehension in order to accel e RTI and/or a service providing ir able to teachers and classified staff	in order to plan for and provide the before

	Funds will be set asic achievement.	le for supplemental materials to supp	ort classroom instruction, s	student engagement and student
<i>SQII Element:</i> • SBAC-ELA • SQII-5926		t Site Growth Target: • 51%	Vendor (contracted services)	
🔲 New Action 🛛 📕 C	n-going 1	Reasoning: 📕 Data 📕 Re	search-based 📕 Local	Knowledge/Context
51%) Explain the Progress Mo (Include all interim mon • Student Achiever • District Interim A • Quarterly Common	nitoring using the Cyo itoring evidence points nent/Data Chats			Timeline• Professional Development begins August 10, 2016 and is ongoing.
SQIISpring SBAC AsClassroom Walkt	Assessments (Kinderga sessment hroughs and Feedback on of Student Work		• Progress Monitoring is ongoing throughout the year.	
 Teachers will rev Parents will have Conferences. Parents will recei Parents will recei 	iew each student's read access to the ATLAS ve quarterly Progress I ve quarterly Report Ca		ven at Back to School Nigl	ht and during Parent Teacher

Describe related professional learning:

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- District ELA Materials Adoption Trainings
- <u>Balanced Literacy, Implementing Common Core</u> by Margaret Mary Policastro and Becky McTague
- <u>Guided Reading, Good First Teaching for all Children</u> by Irene C. Fountas and Gay Su Pinnell
- Implementation of Standards-Based Literacy Centers
- <u>Rigorous Reading</u>, 5 Access Points for Comprehending Complex Texts by Fisher and Frey
- Increasing complex talk and tasks through reading, writing, listening and speaking in complex text
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- Student Inquiry-Essential Questions by Jay McTighe and Grant Wiggins
- Student Inquiry- The Art of Inquiry by Nancy Lee Cecil and Jeanne Pfeifer
- Building Classroom Discussions-<u>Academic Conversations</u> by Jeff Zwiers and Marie Crawford Development, Implementation and Analysis of Common Formative Assessments

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

- Increase the digital literacy of students in alignment with the State Standards for Technology.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services from the RSP and AI staff.
- SSTs to plan interventions.

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

	ed Expendi	itures	T	I	I				
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								SPSA Action #3-Provide	
								teachers Supplemental	
								Contracts to plan for and	
								provide a before, during	
								and/or after-school	
								enrichment program in the	
		Title		Teacher-				area of ELA for identified	
		1		Supplemental				students working at or above	
3	1	Basic	Instruction	Salaries				grade level.	\$872
								SPSA Action #3-Provide	
								Classified Staff Supplemental	
								Contracts to plan for and	
								provide a before, during	
								and/or after-school	
								enrichment program in ELA	
		Title						for identified students	
		1		Instr Aide-				working at or above grade	
3	1	Basic	Instruction	Supplemental				level.	\$587
								SPSA Action #3-Funds will be	
								set aside for supplemental	
								materials to support	
								classroom instruction,	
								student engagement and	
		Sup &		Materials &				student achievement in the	
3	1	Conc	Instruction	Supplies				area of ELA enrichment.	\$5,000
								Total	\$6,459

Domain 🗵	1. Academic – Perforn Completion/Retention/		ension/ Eng	ulture/Climate - Student/Parent agement/SPED Identification/ CRe-designation Rates
Action # 4	level per in math Instructional Shifts continued implement	child learning at grade level and beyond a ematics, staff will receive professional learn s and Eight Instructional Practices, the integr entation of Go Math.	ing by addressing ins ation of authentic wri	truction around the Three tring, Number Talks, and the
<i>SQII Element:</i> • SBAC-Math • SQII-6169		 SQII Sub-element(s): Standard Not Met/Nearly Met Standard Met/Exceeded Achievement Level Growth Standard Met/Exceeded Achievement Level Retention Achievement Gap 	Site Growth Target: • 42%	Vendor (contracted services)
Write a SMART Goal	the percentage of st			Knowledge/Context
Explain the Progress M (Include all interim mode Student Achieved District Interim End of Chapter Quarterly Comm Grade Level Co Quarterly KAIC BBF/Fluency D SQII Spring SBAC A Classroom Wall	<i>Conitoring using the Conitoring evidence pole</i> ement/Data Chats Math Assessments Math Assessments non Math Assignmen mmon Formative Ass Math Assessments (ata	ts sessments Kindergarten) cck Conversations	<i>Owner(s)</i> • Principal • TSA • Teacher	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Teachers will review each student's math levels/scores at Parent-Teacher Conferences in October.
- Parents will have access to the ATLAS Parent Portal. Information will be given at Back to School Night and during Parent Teacher Conferences.
- Parents will receive quarterly Progress Reports.
- Parents will receive quarterly Report Cards.
- Parents will receive Assessment Reports after each assessment administration.

Describe related professional learning:

- Number Talks, Helping Children Build Mental Math and Computation Strategies by Sherry Parrish •
- Strengthening Instruction around the Eight Mathematical Practices and the Mathematical Instructional Shifts
- Increasing complex talk and tasks through reading, writing, listening and speaking in complex text ٠
- On-going district mathematics curricular trainings
- Student Inquiry-Essential Questions by Jay McTighe and Grant Wiggins
- Student Inquiry- The Art of Inquiry by Nancy Lee Cecil and Jeanne Pfeifer
- Building Classroom Discussions-Academic Conversations by Jeff Zwiers and Marie Crawford
- Development, Implementation and Analysis of Common Formative Assessments •

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services from the RSP and AI staff.

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area. •
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
								SPSA Action #4-Provide			
								materials to support			
		Sup &		Materials &				Professional Learning in the			
4	1	Conc	Instruction	Supplies				area of Mathematics.	\$500		
								Total	\$500		

Domain	X 1. Academic – Perfor Completion/Retention		2. Social/Emotio Absenteeism/Su Expulsion Rates	spension/		tte - Student/Parent ED Identification/ tion Rates
Action # 5	year in mathemati order to accelerate will be set aside fo Supplemental Cor and/or after-schoo	child learning at grade cs, the school will de e student progress and or a technology-based ntracts will be availab of intervention program	e level and beyond and velop and provide a bel l close the achievement l, in-house RTI and/or a le to teachers and class ms for identified studen support classroom instr	fore, during and gap in math fo a service provid ified staff in ord tts in grades K-	d/or after school inte or identified students ling intervention. der to plan for and p 6.	ervention program in s in grades K-6. Funds provide the before
SQII Element: SBAC-Mat SQII-6169		Standard MAchievemeStandard M	Jot Met/Nearly Met Met/Exceeded ent Level Growth Met/Exceeded ent Level Retention	Site Growth • 42%	n Target: Vendor (co	ontracted services)
	On-going oal to address each data p	Reasoning:	Data 📕 Researd		al Knowledge/Conte	
Explain the Progre	117, the percentage of stud	Cycle of Continuous	Improvement model:	Owner (s)	Timeline	ase by 10% to 42%.
(Include all interin	n monitoring evidence po	ints showing impact)		Prin	ncipal	

Student Achievement/Data Chats	• TSA	Professional						
District Interim Math Assessments	Teachers	Development begins						
Quarterly Common Math Assignments		August 10, 2016 and is						
Grade Level Common Formative Math Assessments		ongoing.						
Quarterly KAIG Assessments (Kindergarten)		• Progress Monitoring is						
• SQII		ongoing throughout the						
BBF/Fluency Data		year.						
Spring SBAC Assessment		y cur:						
Classroom Walkthroughs and Feedback Conversations								
Sharing/Calibration of Student Work								
Explain the Targeted Actions for Parent Involvement (required by Title I):								
• Teachers will review each student's reading levels/scores at Parent-Teacher Confe	rences in October.							
• Parents will have access to the ATLAS Parent Portal. Information will be given at		and during Parent Teacher						
Conferences.	e	C						
 Parents will receive quarterly Progress Reports. 								
• Parents will receive quarterly Report Cards.								
• Parents will receive Assessment Reports after each assessment administration.								
Describe related professional learning:								
• Number Talks, Helping Children Build Mental Math and Computation Strategies	ov Sherry Parrish							
 Strengthening Instruction around the Eight Mathematical Practices and the Mathematical 	• •	nifts						
 Increasing complex talk and tasks through reading, writing, listening and speaking 								
 On-going district mathematics curricular trainings 	in complex text							
 Student Inquiry-Essential Questions by Jay McTighe and Grant Wiggins 								
 Student Inquiry-<u>The Art of Inquiry</u> by Nancy Lee Cecil and Jeanne Pfeifer 								
 Building Classroom Discussions-<u>Academic Conversations</u> by Jeff Zwiers and Mar 	ie Crawford							
 Development, Implementation and Analysis of Common Formative Assessments 	ic clawfold							
• Development, implementation and Anarysis of Common Formative Assessments								
Describe direct instructional services to students, including materials and supplies requi	red (curriculum and ir	istruction):						
• Instruction will begin with the utilization of FUSD adopted curriculum.								
• Teachers will utilize the FUSD Scope and Sequence to align instruction with the C								
• Kindergarten students will receive differentiated small-group instruction based on Assistants.	• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.							

- SPED identified students will receive direct services from the RSP and AI staff.
- SSTs to plan interventions.

Budgeted Expenditures

Specify additional targeted actions for EL students:

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Duuget	ea Expena	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								SPSA Action #5-Provide	
								Supplemental Contracts to	
								teachers to plan for and	
								provide a before, during	
								and/or after-school	
								intervention in the area of	
		Title		Teacher-				mathematics to support	
		1		Supplemental				students that are not	
5	1	Basic	Instruction	Salaries				working at grade level.	\$872
								SPSA Action #5-Provide	
								Classified Personnel	
								Supplemental Contracts to	
								plan for and provide a	
								before, during and/or after-	
								school intervention in the	
		Title						area of mathematics for	
		1		Instr Aide-				identified students working	
5	1	Basic	Instruction	Supplemental				below grade level.	\$587
								SPSA Action #5-Funds will be	
								set aside for materials to	
								support classroom	
		Sup &		Materials &				instruction, student	
5	1	Conc	Instruction	Supplies				engagement and student	\$5,000

Starr Elementary School

										ment in the area of tervention.	
I	I		I	I		1		1	Total		\$6,459
Dom	ain	х			ance/Growth/ Graduation Rates	Absen		tional - Suspension/ tes	Engo	ılture/Climate - Student/I agement/SPED Identifica Re-designation Rates	
Actio	on # (5	Level, the accelerate house RT Suppleme and/or aft	rt identifie e school wi e student pi T and/or a ental Contr ter-school o	Il develop and pro rogress and close the service providing in acts will be available enrichment program	vide a before, o he achievemen intervention. ble to teachers m for identified	luring a t gap ir and cla studer	and/or after so n math. Fund ssified staff i nts.	chool enrichr s will be set a n order to pla	ndards Mathematics Pro nent program in order t aside for a technology-t an for and provide the b nent and student achieve	o based, in- efore
	<i>ment:</i> SBAC-Ma SQII-6169				Standard IAchievemStandard I	Not Met/Nearly Met/Exceeded nent Level Gro Met/Exceeded nent Level Rete	wth		owth Target: 42%	Vendor (contracted set	rvices)
	, Action		On-going		Reasoning: 📕	Data 📕	Rese	earch-based	📕 Local K	nowledge/Context	
			<i>address ea</i> ne percentag	-		d Met or Stand	ard Ex	ceeded on the	e math SBAC	c will increase by 10% t	o17 42%.
(Include • S	<i>all interi</i> Student A	<i>m mon</i> chieve		<i>dence poin</i> Chats	ccle of Continuous ts showing impact	-	model	•	s) Principal TSA Teachers	<i>Timeline</i> Professional Development b 	oegins

Grade Level Common Formative Math Assessments	August 10, 2016 and is
• Quarterly KAIG Assessments (Kindergarten)	ongoing.
• SQII	Progress Monitoring is
BBF/Fluency Data	ongoing throughout the
• Spring SBAC Assessment	year.
Classroom Walkthroughs and Feedback Conversations	
• Sharing/Calibration of Student Work	
Explain the Targeted Actions for Parent Involvement (required by Title I):	!
• Teachers will review each student's reading levels/scores at Parent-Teacher Conferences	s in October.
• Parents will have access to the ATLAS Parent Portal. Information will be given at Back	to School Night and during Parent Teacher
Conferences.	
Parents will receive quarterly Progress Reports.	
Parents will receive quarterly Report Cards.	
• Parents will receive Assessment Reports after each assessment administration.	
Describe related professional learning:	
<u>Number Talks, Helping Children Build Mental Math and Computation Strategies</u> by She	erry Parrish
• Strengthening Instruction around the Eight Mathematical Practices and the Mathematical	l Instructional Shifts
• Increasing complex talk and tasks through reading, writing, listening and speaking in cor	mplex text
On-going district mathematics curricular trainings	•
• Student Inquiry- <u>Essential Questions</u> by Jay McTighe and Grant Wiggins	
• Student Inquiry- The Art of Inquiry by Nancy Lee Cecil and Jeanne Pfeifer	
Building Classroom Discussions- <u>Academic Conversations</u> by Jeff Zwiers and Marie Cra	wford
Development, Implementation and Analysis of Common Formative Assessments	
Describe direct instructional services to students, including materials and supplies required (ci	urriculum and instruction):
 Instruction will begin with the utilization of FUSD adopted curriculum. 	
• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Commo	on Core State Standards.
• Kindergarten students will receive differentiated small-group instruction based on identif Assistants.	fied needs provided by Teacher and Instructional
• SPED identified students will receive direct services from the RSP and AI staff.	
• SSTs to plan interventions.	
Specify additional targeted actions for EL students:	
• Conduct Student Achievement Data Chats with targeted students.	

udaat				upport ELD instructi					
-	ed Expendi		• •• ••						- I
ction	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budge
								SPSA Action #6-Provide	
								teachers Supplemental	
								Contracts to plan for and	
								provide a before, during	
								and/or after-school	
								enrichment program in	
		Title		Teacher-				mathematics for identified	
_		1		Supplemental				students working at or above	
6	1	Basic	Instruction	Salaries				grade level.	\$87
								SPSA Action #6-Provide	
								Classified Staff Supplemental	
								Contracts to plan for and	
								provide a before, during	
								and/or after-school	
								enrichment program in math	
		Title						for identified students	
		1		Instr Aide-				working at or above grade	
6	1	Basic	Instruction	Supplemental				level.	\$58
								SPSA Action #6-Funds will be	
								set aside for materials to	
								support classroom	
								instruction, student	
								engagement and student	
		Sup &		Materials &				achievement in the area of	
6	1	Conc	Instruction	Supplies				math enrichment.	\$5,00
								Total	\$6,45

Domain 🗵	1. Academic – Perfo Completion/Retentio	ormance/Growth/ on/Graduation Rates 2. Social/Emotion Absenteeism/Susp Expulsion Rates	pension/ Eng	ulture/Climate - Student/Parent agement/SPED Identification/ Re-designation Rates
Action # 7	need to develop i		ents in acquiring the 2 ls will be set aside for	1st century skills that students technology, interactive
Write a SMART Goal to	Dn-going address each data	point:	h-based 📕 Local K	Vendor (contracted services) (nowledge/Context
Explain the Progress Me (Include all interim mon Student Achieve Principal/Grade I Grade Level Cor DRP Assessmen District Interim A KAIG/BAS (Kin BAS/Fluency (1 ^s SQII Spring SBAC As Classroom Walk	<i>ponitoring using the</i> <i>pitoring evidence po</i> ment/Goal Setting I Level AC Meetings nmon Formative A ts (2 nd -6 th) Assessments dergarten) ^t)	Meetings with teachers three times per year ssessments back Conversations	<i>Owner(s)</i> • Principal • TSA • Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

- Teachers will review each student's reading levels/scores at Parent-Teacher Conferences in October.
- Parents will have access to the ATLAS Parent Portal and Edutext. Information will be given at Back to School Night and during Parent Teacher Conferences.
- Parents will receive quarterly Progress Reports.
- Parents will receive quarterly Report Cards.
- Parents will receive Assessment Reports after each assessment administration.

Describe related professional learning:

- STEM Training
- Digital Literacy
- Integration of Technology into daily classroom instruction.

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Increase the digital literacy of students in alignment with the State Standards for Technology.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services from the RSP and AI staff.
- SSTs to plan interventions.

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budget	ed Expendi	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget

					SPSA Action #7-In order to	
					support the advancement	
					and acquisition for all	
					students in acquiring the 21st	
					century skills that students	
					need to develop in order to	
					succeed in the information	
					age, funds will be set aside	
		Sup &		Non Capitalized	for technology, interactive	
7	1	Conc	Instruction	Equipment	technolo	\$3,216
					SPSA Action #7-Purchase	
					interactive technology,	
					desktop and mobile devices,	
					web-based applications,	
					software and other resources	
					to support interventions,	
		Sup &		Non Capitalized	enrichment and digital	
7	1	Conc	Instruction	Equipment	literacy	\$10,000
					SPSA Action #7-In order to	
					support the advancement	
					and acquisition for all	
					students in acquiring the 21st	
					century skills that students	
					need to develop in order to	
					succeed in the information	
		Title			age, funds will be set aside	
		1		Non Capitalized	for technology, interactive	
7	1	Basic	Instruction	Equipment	technolo	\$5,696
					Total	\$18,912

	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	Engag	ture/Climate - Student/Parent gement/SPED Identification/ Re-designation Rates
Action # 8	<i>Detail the action:</i> To further support all students, with an or and provide a before, during and/or after Supplemental Contracts will be available and/or after-school intervention for GAT Funds will be set aside for materials to s	emphasis on those students who r school intervention program fo e to teachers and classified staff FE identified students.	o are GATE iden or identified GA f in order to plan	tified, the school will develop TE students in grades 1-6. In for and provide the before
SQII Element: • SBAC-ELA • SQII-3898 New Action	Standard M.AchievemeStandard M.	• Met/Nearly Met let/Exceeded nt Level Growth let/Exceeded nt Level Retention	68.94%	Vendor (contracted services)
Write a SMART Goal to	<i>address each data point:</i> e percentage of students who score are at			
 (Include all interim mon Student Achiever Grade Level Con DRP Assessment KAIG/BAS (Kin BAS/Fluency (1st SQII Spring SBAC As GATE Identificat Classroom Walkt 	dergarten) (¹) sessment	•	r(s) 7 Principal TSA Teachers	 <i>Professional</i> Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

- Teachers will review each student's reading levels/scores at Parent-Teacher Conferences in October.
- Parents will have access to the ATLAS Parent Portal. Information will be given at Back to School Night and during Parent Teacher Conferences.
- Parents will receive quarterly Progress Reports.
- Parents will receive quarterly Report Cards.
- Parents will receive Assessment Reports after each assessment administration.

Describe related professional learning:

- District ELA Materials Adoption Trainings
- STEM Training
- <u>Rigorous Reading, 5 Access Points for Comprehending Complex</u> Texts by Fisher and Frey

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- We will provide a before and/or after school enrichment class for identified GATE students. Supplemental Contracts will be available to teacher(s) in order to provide before or after-school instructional activities for GATE identified students.
- Materials will be provided to support a before or after school GATE class for identified GATE students.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	ed Expend	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budge
								SPSA Action #8-Provide	
								Supplemental Contracts for	
								teachers to plan for and	
								provide a before, during	
				Teacher-				and/or after-school GATE	
		Sup &		Supplemental				Enrichment program for	
8	1	Conc	Instruction	Salaries				identified GATE students.	\$87
								SPSA Action #8-Provide	
								Supplemental Contracts for	
								Classified Staff to plan for	
								and provide a before, during	
								and/or after-school GATE	
		Sup &		Instr Aide-				Enrichment program for	
8	1	Conc	Instruction	Supplemental				identified GATE students.	\$88
								SPSA Action#8-Funds will be	
								set aside for materials to	
								support classroom	
								instruction, student	
								engagement and student	
		Sup &		Materials &				achievement in the area of	
8	1	Conc	Instruction	Supplies				GATE enrichment.	\$1,07
								Total	\$2,83

Domain 🗵	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates Expulsion Rates	spension/ Engo	ulture/Climate - Student/Parent agement/SPED Identification/ Re-designation Rates
Action # 9	<i>Detail the action:</i> To further support those students in moving a grade level per y having equal access to instruction at grade level and beyond, te Accountable Community Strategic Planning.		
S <i>QII Element:</i> • SBAC-ELA • SQII-3898	 SQII Sub-element(s): Standard Not Met/Nearly Met Standard Met/Exceeded Achievement Level Growth Standard Met/Exceeded Achievement Level Retention Achievement Gap 	Site Growth Target: • 68.94%	Vendor (contracted services)
Write a SMART Goal to	<i>On-going Reasoning: Data Resear</i> <i>address each data point:</i> e percentage of students who score are at or above grade level or to 58.94%.		<i>Inowledge/Context</i> , Interim and/or SBAC will
 (Include all interim mon Agendas Data Analysis Pr Student Achieve Principal/Grade I Grade Level Cor DRP Assessment District Interim A KAIG/BAS (Kin BAS/Fluency (1^s SQII Spring SBAC As Classroom Walk 	ment/Goal Setting Meetings with teachers three times per year Level AC Meetings mmon Formative ELA and Math Assessments ts $(2^{nd}-6^{th})$ Assessments dergarten) t	<i>Owner(s)</i> • Principal • TSA • Teachers • AC Teams	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

- Teachers will review each student's reading levels/scores at Parent-Teacher Conferences in October.
- Parents will have access to the ATLAS Parent Portal and Edutext. Information will be given at Back to School Night and during Parent Teacher Conferences.
- Parents will receive quarterly Progress Reports.
- Parents will receive quarterly Report Cards.
- Parents will receive Assessment Reports after each assessment administration.

Describe related professional learning:

- District ELA Materials Adoption Trainings
- On-going <u>Assignments Matter</u> by Eleanor Donahue to support Quarterly Instructional Planning
- Staff Collaboration during AC Meetings
- Development, Implementation and Analysis of Common Formative Assessments

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Increase the digital literacy of students in alignment with the State Standards for Technology.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.
- SPED identified students will receive direct services from the RSP and AI staff.
- SSTs to plan interventions.

- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	ed Expendi	tures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget

					SPSA Action #9-Provide	
					teachers substitute time in	
				Teacher-	order to participate in an	
		Sup &		Substitute	Accountable Community	
9	1	Conc	Instruction	Salaries	Strategic Planning Day.	\$2,284
					SPSA Action #9-Provide	
					teachers Supplemental	
					Contracts in order to	
				Teacher-	participate in an Accountable	
		Sup &		Supplemental	Community Strategic	
9	1	Conc	Instruction	Salaries	Planning Day.	\$872
					Total	\$3,156

Action # 10 <i>Detail the action:</i> To support students that Have Not or Nearly Met State Standards Reading and Mathematics Proficiency Levels a well as not working at grade level or beyond, teachers will be provided release time for Student Success Team Meetings.					
SQII Element: • SBAC-ELA • SQII-3898		 SQII Sub-element(s): Standard Not Met/Nearly Met Standard Met/Exceeded Achievement Level Growth Standard Met/Exceeded Achievement Level Retention Achievement Gap 	Site Growth Target: • 68.94%	Vendor (contracted services)	
New Action Write a SMART Goal t By June 2017, the perce 10% to 58.94%.		0 -		Knowledge/Context	

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:	Owner(s)	Timeline
(Include all interim monitoring evidence points showing impact)	 Principal 	

 SST Referral Forms and Follow-Up Next Data Analysis Protocols Student Achievement/Goal Setting Meeti Grade Level Common Formative ELA an Fall/Winter/Spring DRP Assessments (2ⁿ District Interim Assessments KAIG/BAS (Kindergarten) BAS/Fluency (1st) SQII Spring SBAC Assessment Classroom Walkthroughs and Feedback O Sharing/Calibration of Student Work 	ngs with teachers three times per year d Math Assessments ^d -6 th)	 TSA Teachers 	 Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year. 			
 Explain the Targeted Actions for Parent Involvement (required by Title I): Teachers will review each student's reading levels/scores at Parent-Teacher Conferences in October. Parents will have access to the ATLAS Parent Portal and Edutext. Information will be given at Back to School Night and during Parent Teacher Conferences. Parents will receive quarterly Progress Reports. Parents will receive quarterly Report Cards. Parents will receive Assessment Reports after each assessment administration. Parents will be active participants in the Student Success Meetings. 						
 Describe related professional learning: Yearly Procedural SST Expectations, Pro 	cedures and Routines					
 Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Instruction will begin with the utilization of FUSD adopted curriculum. Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards. Increase the digital literacy of students in alignment with the State Standards for Technology. Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants. SPED identified students will receive direct services from the RSP and AI staff. SSTs to plan interventions. Specify additional targeted actions for EL students: 						
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- Conduct Student Achievement Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide integrated ELD throughout the day in every lesson/content area.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								SPSA Action #10-Provide	
								Substitute Release Time for	
				Teacher-				teachers to participate in	
		Sup &		Substitute				Student Success Team	
10	1	Conc	Instruction	Salaries				Meetings.	\$1,144
			·	·				Total	\$1,144

	l. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspens Expulsion Rates	sion/ Enga	lture/Climate - Student/Parent gement/SPED Identification/ Re-designation Rates
Action # 11	Detail the action: In an effort to decrease the percentage parents accountable and strengthen co Messenger, and notes home. The Prin in communication with parents. In or provided.	ommunication and parent invo ncipal will hold monthly A2A	olvement through Baconferences and ut	ack to School Nights, School ilize the Office Assistant to aid
 SQII Element: Chronic Absentee SQII-5942 	 Appropri Intervent Attendam 	eism Rate ate Attendance	ite Growth Target: • -3%	Vendor (contracted services)
New Action O Write a SMART Goal to a	n-going Reasoning: 📕	vel Readiness Data 🔲 Research-b	oased 📕 Local K	nowledge/Context

Explain the Progress Monitoring using the Cycle of Continuous Improvement mod (Include all interim monitoring evidence points showing impact)							er(s)	Timeline	
 (Include all interim monitoring evidence points showing impact) ATLAS Attendance/Tardy Reports A2A Reports Early Release Informal Data Collection SQII Weekly TSA/Student Attendance Chats with Tier 2 and Tier 3 students. 							 Principal TSA Teachers Office Manager Office Assistant 	DevelopmentAugust 10, 20ongoing.Progress Monitorial	ogress Monitoring is going throughout the
• H • H	Parents will Parents will	l learn ab l attend A	out A2A and Att A2A meetings.	_	beginning at Bac		_	uing throughout the schoor of encourage improved at	
• I • I	Implementa Implementa	ation of S ation of A							
• I	Incentives	will be p	ovided to studen	tents, including mat ts with positive attention wen to students and f	ndance/tardy rates	as determined	l by the Behav	ioral Leadership Team.	
• I									
Specify a • N	Monitor att	endance	•	udents: students with attenda r school for EL stud					
pecify a • N • H	Monitor att Provide tute ed Expend	endance oring/hor itures	and identify EL s nework help afte	students with attendar r school for EL stud	ents who are not a	dvancing.			
Specify a • N • H	Monitor att Provide tute	endance oring/hor	and identify EL	students with attenda	ents who are not a			rpose of Expenditure	Budge
Specify a • N • H	Monitor att Provide tute ed Expend	endance oring/hor itures	and identify EL s nework help afte	tudents with attenda r school for EL stud Expense	ents who are not a	dvancing.	SPSA to dec of stu	Action #11-In an effort crease the percentage dents identified with	Budge
Specify a • N • H	Monitor att Provide tute ed Expend	endance oring/hor itures	and identify EL s nework help afte	students with attendar r school for EL stud	ents who are not a	dvancing.	SPSA of to dec of stur chron	Action #11-In an effort crease the percentage	Budge \$50

						accountability, incentives for good attendance will be provided.	
11	2	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)		SPSA Action # 11-In order to support parent involvement, funds will be set aside for materials and supplies.	\$306
			·	·		Total	\$806

	. Academic – Perform Completion/Retention/		ension/ Enge	ulture/Climate - Student/Parent agement/SPED Identification/ Re-designation Rates
Action # 12	attendance issues,	students who Have Not Met or Nearly Met to the school will offer the opportunity for inter materials and supplies to support parent involvement.	vention, monitor their	r attendance and reading
<i>SQII Element:</i>Chronic AbsenteSQII-2724	eism	 SQII Sub-element(s): Chronic Absenteeism Rate Appropriate Attendance Intervention Attendance Growth Attendance Retention Grade Level Readiness 	Site Growth Target: • -2.8%	Vendor (contracted services)
Write a SMART Goal to	-	Reasoning: 📕 Data 🔲 Researc		<i>Knowledge/Context</i> dance criteria will decrease from
Evaluin the Progress Me	nitaring using the l	Cycle of Continuous Improvement model.	Owner(s)	Timeline

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:	Owner(s)	Timeline
(Include all interim monitoring evidence points showing impact)	 Principal 	

		—~ · [~ ~
ATLAS Attendance/Tardy Reports		• TSA	Professional
A2A Reports		• Teachers	Development begins
Early Release Informal Data Collection		• Office	August 10, 2016 and
SQII Data		Assistant	is ongoing.
KAIG Data		• Office	• Progress Monitoring is
• DRP Assessment Data		Manager	ongoing throughout
BAS/Fluency Assessment Data			the year.
Grade Level Common Formative ELA Assessments			
Quarterly Common Assignment Data			
Quarterly Progress Reports and Report Cards			
SBAC Assessment Data			
TSA Academic/Social-Emotional Counseling			
Explain the Targeted Actions for Parent Involvement (required	by Title I):	· · · · ·	
• Parents will learn about A2A and Attendance procedures		l Night and continu	ing throughout the school year.
• Parents will attend A2A meetings.	0 0	C	
• Office Assistant will contact/make home visits to families	s of students who have attend	dance issues in an e	effort to encourage improved
attendance.			
• Monthly Principal Coffee Meetings with an emphasis on the second secon	the importance of attendance	e and supporting rea	ading at home.
Parent Classroom and School Volunteering	L		6
PTA/School Governance			
Describe related professional learning:			
Implementation of School Messenger			
• Implementation of A2A			
Reading and Interpreting DRP Reports			
Describe direct instructional services to students, including mate		l (curriculum and i	nstruction):
• Instruction will begin with the utilization of FUSD adopted			
• Teachers will utilize the FUSD Scope and Sequence to ali	ign instruction with the Com	nmon Core State Sta	andards.
• Reading Intervention for identified students.			
• SPED identified students will receive direct services from	the RSP and AI staff.		
Specify additional targeted actions for EL students:			
 Conduct Student Achievement Data Chats with targeted s 	tudents.		
 Provide integrated ELD throughout the day in every lesso 			

Provide Supplemental Materials to support ELD instruction.										
Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
12	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				SPSA Action 12-In order to support students who are Have Not Met or Nearly Met the State Standards Reading Level who have attendance issues, the school will purchase materials and supplies to support parent involvement.	\$500	

	. Academic – Perform Completion/Retention/		X Absente	l/Emotional - eism/Suspension/ on Rates	Eng	ulture/Climate - Student/Parent agement/SPED Identification/ . Re-designation Rates
Action # 13	positive behavior a Contracts in order	nd academic achie to lead the Behavio	vement, certification of the second s	ated and classified Feam and impleme	staff will be ent the variou	n students' connection to school, provided Supplemental as Social-Emotional programs. student engagement and student
SQII Element: Suspension SQII-6109		 Appropri Intervent Behavior 	on Rate ortionality ate Behavior ion	Site G Targe		Vendor (contracted services)
🔲 New Action 📒 (On-going	Reasoning: 📕	Data 📕	Research-based	Local	Knowledge/Context

Starr Elementary School

Title I SWP - 0422

Write a SMART Goal to address each data point:

• By June of 2017, Starr will maintain a suspension rate of less than 2%. Current data shows the suspension rate as 0.72%.

 Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Use of ATLAS Behavior Reporting ATLAS Behavior Reports Office Referral Data SQII Student Success Team Meetings Supervision/Documentation of Class Meetings 	Owner(s) Principal TSA BLT Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.
 Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be informed of the implementation of Olweus Bullying Prevention an Night SST Meetings for students with identified behavioral concerns Parent Classroom and School Volunteering PTA/School Governance 	d weekly Class Meeti	ngs during Back to School
 Describe related professional learning: Positive Discipline in the Classroom by Jane Nelsen, Lynn Mott and H. Stephen C Monthly professional learning on SEL. CHAMPS Second Step Olweus Bullying Prevention Student Jobs/Meaningful Work ATLAS Data implementation and monitoring 	ilenn	
 Describe direct instructional services to students, including materials and supplies requi Instruction will begin with the utilization of FUSD adopted curriculum. Teachers will utilize the FUSD Scope and Sequence to align instruction with the C Social Skills Instruction for Autism Inclusion Students Weekly Class Meetings Second Step Implementation of Olweus Bullying Prevention Program 		

• SEL instruction

- Identify and monitor any EL Students with behavioral issues that need to be addressed.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	ed Expendi	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budge
								SPSA Action #13-Provide	
								teachers Supplemental	
								Contracts to lead the	
								Behavioral Leadership Team	
				Teacher-				in the implementation of the	
		Sup &		Supplemental				various social-emotional	
13	2	Conc	Instruction	Salaries				programs and initiatives.	\$87
								SPSA Action #13-Provide	
								Classified Staff Supplemental	
								Contracts to lead the	
								Behavioral Leadership Team	
								in the implementation of the	
		Sup &		Instr Aide-				various social-emotional	
13	2	Conc	Instruction	Supplemental				programs and initiatives.	\$58
	-		·	·		· · ·		Total	\$1,45

	. 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 #14	-	vement, we will continue to provide	nhance each students' connection to school, e opportunities for Professional Learning n Program, class meetings and data

	Funds will be	set aside for supplemental materials to support cl	assroom instruction.		
SQII Element: • Suspension • SQII-6109		 SQII Sub-element(s): Suspension Rate Disproportionality Appropriate Behavior Intervention Behavior Growth Grade Level Readiness 	Site Growth Target: • >2%		
	On-going		ch-based 🔲 Local	Knowledge/Context	
Write a SMART Goal toBy June of 2017		<i>ta point:</i> ain a suspension rate of less than 2%. Current da	ata shows the suspens	sion rate as 0.72%.	
	<i>iitoring evidence</i> Behavior Reporti or Reports Data Team Meetings		Owner(s) Principal TSA BLT Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year. 	
• Parents will be in Night	nformed of the ir or students with i n and School Vo	<i>Involvement (required by Title I):</i> nplementation of Olweus Bullying Prevention an dentified behavioral concerns lunteering	nd weekly Class Meet	ings during Back to School	
Describe related profess Positive Discipli Monthly profess CHAMPS Olweus Bullying Student Jobs/Met 	ne in the Classro ional learning on g Prevention	om by Jane Nelsen, Lynn Mott and H. Stephen C SEL.	Glenn		

• ATLAS Data implementation and monitoring

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

- Weekly Class Meetings
- Implementation of Olweus Bullying Prevention Program
- SEL instruction
- Social Skills Instruction for Autism Inclusion Students

- Identify and monitor any EL Students with behavioral issues that need to be addressed.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	ed Expendi	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								SPSA Action #15-Provide	
								materials to support	
								Professional Learning in the	
		Sup &		Materials &				Four SEL Competencies for	
14	2	Conc	Instruction	Supplies				students.	\$500
								SPSA Action #13-Funds will	
								be set aside for supplemental	
								materials to support	
								classroom instruction,	
								student engagement and	
								student achievement in the	
		Sup &		Materials &				area of social-emotional	
14	2	Conc	Instruction	Supplies				learning.	\$500
								Total	\$1,000

	. Academic – Perform Jompletion/Retention/		oension/ Eng	ulture/Climate - Student/Parent agement/SPED Identification/ Re-designation Rates
Action # 15	positive behavior a instruction focusin awareness. Funds will be set a	n a suspension rate of less than 2% and pror nd academic achievement, we will provide g on the four SEL Competencies of self-man side to provide Supplemental Contracts and nonitor Social Emotional Learning initiative	note and enhance each opportunities for Profe nagement, self-efficac /or substitute release t	e students' connection to school, essional Learning and classroom y, growth mindset and social me for designated staff to plan,
SQII Element: • Suspension • SQII-6109		 SQII Sub-element(s): Suspension Rate Disproportionality Appropriate Behavior Intervention Behavior Growth Grade Level Readiness 	Site Growth Target: • >2%	Vendor (contracted services)
Write a SMART Goal to				Knowledge/Context
 (Include all interim monit Use of ATLAS B ATLAS Behavior Office Referral D SQII Student Success T 	<i>itoring evidence poi</i> behavior Reporting r Reports Data		<i>Owner(s)</i> • Principal • TSA • BLT • Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.

- Parents will be informed of the implementation of Olweus Bullying Prevention and weekly Class Meetings during Back to School Night
- SST Meetings for students with identified behavioral concerns
- Parent Classroom and School Volunteering
- PTA/School Governance

Describe related professional learning:

- <u>Positive Discipline in the Classroom</u> by Jane Nelsen, Lynn Mott and H. Stephen Glenn
- Monthly professional learning on SEL.

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

- Weekly Class Meetings
- SEL instruction
- Social Skills Instruction for Autism Inclusion Students

- Identify and monitor any EL Students with behavioral issues that need to be addressed.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
								SPSA Action #14-Funds will		
								be set aside for supplemental		
								materials to support		
								classroom instruction in the		
		Sup &		Materials &				area of CHAMPS, Olweus,		
15	2	Conc	Instruction	Supplies				Second Step and SEL.	\$500	
								Total	\$500	

Fresno Unified School District - Single Plan for Student Achievement (SPSA)

	- Performance/Growth/ Retention/Graduation Rates 2. Social/Emotion Absenteeism/Susp Expulsion Rates	pension/ Eng	Culture/Climate - Student/Parent gagement/SPED Identification/ L Re-designation Rates
	e action: o maintain a suspension rate of less than 2% and to p behavior and academic achievement, we will impleme		
SQII Element:SuspensionSQII-6109	 SQII Sub-element(s): Suspension Rate Disproportionality Appropriate Behavior Intervention Behavior Growth Grade Level Readiness 	Site Growth Target: • >2%	Vendor (contracted services)
 New Action On-going Write a SMART Goal to address ea By June of 2017, Starr will provide the second s			sion rate as 0.72%.
 Explain the Progress Monitoring u. (Include all interim monitoring evid Use of ATLAS Behavior Reformed ATLAS Behavior Reports Office Referral Data SQII Student Success Team Meet Supervision/Documentation 	porting	Owner(s) Principal TSA BLT Teachers 	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.
• Parents will be informed of	<i>arent Involvement (required by Title I):</i> the implementation of the incentive programs during with identified behavioral concerns of Volunteering	Back to School Night	
Describe related professional learn • Positive Discipline in the Cl	ng: assroom by Jane Nelsen, Lynn Mott and H. Stephen	Glenn	

- Monthly professional learning on SEL.
- CHAMPS
- Second Step
- Olweus Bullying Prevention
- Levels of Misbehavior
- ATLAS Data implementation and monitoring

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

- Weekly Class Meetings
- Second Step
- Social Skills Instruction for Autism Inclusion Students

- Identify and monitor any EL Students with behavioral issues that need to be addressed.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	ed Expend	itures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
16	2	Sup & Conc	Instruction	Materials & Supplies				SPSA-Action #16-In order to maintain a suspension rate of less than 2% and to promote and enhance students' connection to school, positive behavior and academic achievement, we will implement a school-wide reward/incentive for positive behavior.	\$750
								Total	\$750

	. Academic – Perfor Completion/Retentio	rmance/Growth/ n/Graduation Rates	spension/ X Eng	B. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates	
Action # 17	increase by 25%	a: will show that the percentage of English Lear as measured by CELDT and BAS or DRP. t aside for materials to support classroom ins	Ū.		
SQII Element: • English Learner I • SQII-4071	·	 SQII Sub-element(s): English Proficiency Growth Borderline Eligibility Pool Borderline Redesignation Within 365 Days Continuously Enrolled Redesignation Rate Grade Level Readiness 	Site Growth Target: • 25%	Vendor (contracted services)	
Write a SMART Goal to				Knowledge/Context	
 (Include all interim mon • ELDA Reports • CELDT Reports • District Interim E • Disaggregated B. • Grades 	<i>itoring evidence p</i> ELA and Math Ass AS/DRP by EL su nmon Formative E on Assignments	essments	<i>Owner(s)</i> • Principal • TSA • Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year. 	
Teachers will rev	U	nvolvement (required by Title I): ng Report, ELDA, and CELDT scores with p ge proficiency.	parents and students and	l provide guidance on how to	

- Office Assistant will provide parents of EL students with training on how to help their children with school success, improved communication with school, and resources that are available in the community.
- Parents will receive Assessment Reports after each assessment administration.

Describe related professional learning:

- Teachers will be provided Professional Learning on how to provide integrated instruction with ELD standards.
- Professional Learning will be provided on effective ELD strategies to increase students CELDT scores.
- Provide professional learning on the use of the EL Goal Setting Report to identify target students and their instructional needs.
- ٠

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

- Instruction will begin with the utilization of FUSD adopted curriculum.
- Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Provide integrated ELD throughout the day in every lesson/content area.

- Conduct CELDT Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.
- Provide tutoring/homework help after school for EL students who are not advancing.
- Provide Supplemental Materials to support ELD instruction.

Budgete	Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
								SPSA Action #17-Provide to teachers Supplemental Contracts to provide before, during or after-school intervention and enrichment for EL Learners in the areas			
47		E 1		Teacher- Supplemental				of ELA and Mathematics in support of advancing at least one proficiency level per	6072		
17	3	EL	Instruction	Salaries				year.	\$872		

						SPSA Action #17-EIA/LEP	
						Funds will be set aside for	
						materials to support	
						classroom instruction,	
				Materials &		student engagement and	
17	3	EL	Instruction	Supplies		student achievement.	\$3,319
						Total	\$4,191

	. Academic – Perform Completion/Retention/		Absente	l/Emotional - eism/Suspension/ on Rates	X Eng	ulture/Climate - Student/Parent agement/SPED Identification/ 2 Re-designation Rates
Action # 18	school will provide opportunities that s Supplemental Cont programs to suppor	e students with vari support GOAL 2. tracts and/or substit rt school culture an side for materials to	ous before, duri tute release time d student conne	ng and/or after sch for staff to plan, j ctedness.	nool extracum prepare, lead	ad academic achievement, the ricular sports, clubs and learning and monitor and implement er school extracurricular sports,
 SQII Element: Student Engagen SQII-2080 	nent	 Opportur Overall S Dispropo Long-Ter 	b-element(s): hity Index Student Participa ortionality rm Engagement evel Readiness			Vendor (contracted services)
	On-going	Reasoning:	Data 🗖	Research-based	Local	Knowledge/Context
Write a SMART Goal toBy June 2017, th	aaaress each aata po e percentage of uniqu		e engaged in a C	OAL 2 activity w	ill increase fr	com 52.39% to 75%.
Explain the Progress Ma (Include all interim mon • SQII Goal 2 Data	itoring evidence point		-	model: Owne	r(s) Principal TSA	Timeline • Professional Development begins

Fresno Unified School District - Single Plan for Student Achievement (SPSA)

			e Reports				• 1	Teachers	August 10, 20	016 and
•	ATLAS B		•						is ongoing.	
•			d Climate Surve	eys					 Progress Mor 	U
•	ATLAS E	ngageme	ent Reports						ongoing throu the year.	ughout
Explair	n the Targe	eted Actio	ons for Parent I	nvolvement (require	d by Title I):					
•				different Goal 2 activ		ts.				
٠	Parent Cla	assroom a	and School Volu	inteering						
٠	PTA/Scho	ol Gover	rnance							
Describ	e related p	rofessio	nal learning:							
٠	Student Jo	obs/Mean	ingful Work							
	Kind Kids									
•	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate <i>targetea</i> L studen upplemen	<i>l actions for EL</i> It behavior, atter	wided to support inst	eports	elective	and Extended	Learning/A	fter School/Extra-Cur	ricular
• Specify • Budget	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate Largetea L studen upplemen	ports/Clubs erials will be pro <i>l actions for EL</i> It behavior, atter ntal Materials to	wided to support inst students: adance and Goal 2 Re support ELD instruc	eports etion.					
• Specify • Budget	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate <i>targetea</i> L studen upplemen	ports/Clubs erials will be pro <i>l actions for EL</i> It behavior, atter	wided to support inst students: adance and Goal 2 Re	eports	elective	and Extended	Purpo	se of Expenditure	
Specify • • Budget	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate Largetea L studen upplemen	ports/Clubs erials will be pro <i>l actions for EL</i> at behavior, atter ntal Materials to	wided to support inst students: adance and Goal 2 Re support ELD instruc	eports etion.			Purpo SPSA Act	ose of Expenditure ion #18-Provide	
• Specify • Budget	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate Largetea L studen upplemen	ports/Clubs erials will be pro <i>l actions for EL</i> at behavior, atter ntal Materials to	wided to support inst students: adance and Goal 2 Re support ELD instruc Expense	eports etion.			Purpo SPSA Act Supplem	ose of Expenditure ion #18-Provide ental Contracts for	
• Specify •	Extra-Cur Suppleme Program <i>additional</i> Monitor E Provide S	ricular S ntal mate Largetea L studen upplemen	ports/Clubs erials will be pro <i>l actions for EL</i> at behavior, atter ntal Materials to	wided to support inst students: adance and Goal 2 Re support ELD instruc	eports etion.			Purpo SPSA Act Supplem teachers	ose of Expenditure ion #18-Provide	ricular Budget

					extracurricular activities and clubs.
18	3	Sup & Conc	Instruction	Instr Aide- Supplemental	SPSA Action #18-Provide Supplemental Contracts for Classified Staff to plan, prepare and lead various before, during and/or after school extracurricular activities and clubs.
18	3	Sup & Conc	Instruction	Materials & Supplies	SPSA Action #18-Funds will be set aside for materials to support the various before, during and/or after school extracurricular sports, clubs and learning opportunities. \$1,

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 #	19	 Detail the action: In order to promote and enhance all st with an emphasis on SPED students, s changes and to sustain aspects of schood GOAL 2 Activities. Supplemental Contracts and/or sub implement programs to support Incomplement programs to support Incomplexity of the set aside to promote inclusion. 	studen ol clir ostitute clusio	ts at Starr will participate in nate that best support inclus e release time for staff to p n, school culture and stude	activit on and olan, p ent co	ies that are designed to promote d offer opportunities to participate in prepare, lead and monitor and nnectedness.

 SQII Element: Culture and Climate SQII-3031 	 SQII Sub-element(s): Classroom Climate Interpersonal Conflicts Satisfactory Attendance Rate Disconnected Students Disproportionality 	Site Growth Target: • -20%	Vendor (contracted services)
New Action 🔲 On-going		ch-based 🔲 Local	Knowledge/Context
 Write a SMART Goal to address each data p By June 2017, the percentage of SPE 	<i>oint:</i> D students who are not engaged in a GOAL	2 Activity will decrea	se by 20 percent to 42.69%.
 Explain the Progress Monitoring using the C (Include all interim monitoring evidence poil SQII Goal 2 Data ATLAS Attendance Reports ATLAS Behavior Reports Student Culture and Climate Surveys ATLAS Engagement Reports 	ints showing impact)	<i>Owner(s)</i> • Principal • TSA • Teachers	 <i>Timeline</i> Professional Development begins August 10, 2016 and is ongoing. Progress Monitoring is ongoing throughout the year.
 Explain the Targeted Actions for Parent Inv Parents will be made aware of the dif Parent Classroom and School Volunt PTA/School Governance 	ferent Goal 2 activities for students.		
 Describe related professional learning: Inclusion Strategies Peer Mediation Instruction for Augm 	entative Alternative Communication		
 Describe direct instructional services to stud The school will provide students in g Kind Kids Club Extended Learning/After School Prog Extra-Curricular Sports/Clubs 	rades 4-6 with extended learning opportuniti		

• Implementation of Student Jobs

- Monitor EL student behavior, attendance and Goal 2 Reports
- Provide Supplemental Materials to support ELD instruction.

ction	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								SPSA Action #19-	
								Supplemental Contracts will	
								be provided to teachers in	
								order to plan for and	
								implement the various	
								programs and initiatives that	
				Teacher-				support Inclusion, school	
		Sup &		Supplemental				culture and student	
19	3	Conc	Instruction	Salaries				connectedness.	\$872
								SPSA Action #19-	
								Supplemental Contracts will	
								be provided to Classified	
								Staff in order to plan for and	
								implement the various	
								programs and initiatives that	
								support Inclusion, school	
		Sup &		Instr Aide-				culture and student	
19	3	Conc	Instruction	Supplemental				connectedness.	\$587
								SPSA Action #19-Funds will	
								be set aside to promote	
								changes and to sustain	
		Sup &		Materials &				aspects of the school climate	
19	3	Conc	Instruction	Supplies				that support inclusion.	\$1,000
								Total	\$2,459

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs Preliminary Site Categorical Allocations

FY 2016/17

Starr - 0422

ON-SITE ALLOCATION

TOTAL	2016/17 ON-SITE ALLOCATION	\$67,592
7091	LCFF for English Learners	\$4,191
7090	LCFF Supplemental & Concentration	\$51,269
3010	Title I	\$12,132

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	\$306
	Remaining Title I funds are at the discretion of the School Site Council	\$11,826
	Total Title I Allocation	\$12,132

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 0422 Starr Elementary (Locked)

				•		• •	,	
Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #1-Provide materials to support Professional Learning in the area of ELA and Reading by Third Grade.	500.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			SPSA Action #2- Provide Supplemental Contracts for teachers to in order to plan and provide a before, during and/or after-school intervention in support of students that are not working at grade level in ELA.	872.00
2	1	Title 1 Basic	Instruction	Ins Aide-Sup			SPSA Action#2-Provide Supplemental Contracts to Classified Staff to plan for and provide a before, during and/or after school intervention in ELA for identified students not working at grade level.	881.00
2	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #2Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement in the area of English Language Arts.	5,000.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			SPSA Action #3-Provide teachers Supplemental Contracts to plan for and provide a before, during and/or after-school enrichment program in the area of ELA for identified students working at or above grade level.	872.00
3	1	Title 1 Basic	Instruction	Ins Aide-Sup			SPSA Action #3-Provide Classified Staff Supplemental Contracts to plan for and provide a before, during and/or after-school enrichment program in ELA for identified students working at or above grade level.	587.00
3	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #3-Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement in the area of ELA enrichment.	5,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #4-Provide materials to support Professional Learning in the area of Mathematics.	500.00
5	1	Title 1 Basic	Instruction	Teacher-Supp			SPSA Action #5-Provide Supplemental Contracts to teachers to plan for and provide a before, during and/or after-school intervention in the area of mathematics to support students that are not working at grade level.	872.00
5	1	Title 1 Basic	Instruction	Ins Aide-Sup			SPSA Action #5-Provide Classified Personnel Supplemental Contracts to plan for and provide a before, during and/or after-school intervention in the area of mathematics for identified students working below grade level.	587.00
5	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #5-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of math intervention.	5,000.00
6	1	Title 1 Basic	Instruction	Teacher-Supp			SPSA Action #6-Provide teachers Supplemental Contracts to plan for and provide a before, during and/or after-school enrichment program in mathematics for identified students working at or above grade level.	872.00
6	1	Title 1 Basic	Instruction	Ins Aide-Sup			SPSA Action #6-Provide Classified Staff Supplemental Contracts to plan for and provide a before, during and/or after-school enrichment program in math for identified students working at or above grade level.	587.00
6	1	Sup & Conc	Instruction	Mat & Supp			: SPSA Action #6-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of math enrichment.	5,000.00

1 1 1 1 1 2 2	Sup & Conc Sup & Conc Sup & Conc Sup & Conc Sup & Conc Title 1 Basic Sup & Conc	Instruction Instruction Instruction Instruction Instruction Parent Participation Instruction	Teacher-Supp Ins Aide-Sup Mat & Supp Teacher-Subs Teacher-Supp Teacher-Subs Direct-Graph Mat & Supp	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action#8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment. SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day. SPSA Action #10-Provide Substitute Release Time for teachers to participate in Student Success Team Meetings. : SPSA Action #11-In order to support parent involvement, funds will be set aside for materials and supplies.	10,000.00 872.00 881.00 1,079.00 2,284.00 872.00 872.00 1,144.00 306.00 500.00
1 1 1 1	Sup & Conc Sup & Conc Sup & Conc Sup & Conc	Instruction Instruction Instruction Instruction Instruction	Ins Aide-Sup Mat & Supp Teacher-Subs Teacher-Supp Teacher-Subs	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action#8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment. SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day. SPSA Action #10-Provide Substitute Release Time for teachers to participate in Student Success Team Meetings. : SPSA Action #11-In order to support parent involvement,	872.00 881.00 1,079.00 2,284.00 872.00 1,144.00
1 1 1	Sup & Conc Sup & Conc Sup & Conc	Instruction Instruction Instruction Instruction	Ins Aide-Sup Mat & Supp Teacher-Subs Teacher-Supp	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action #8-Frovide supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action #8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment. SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day. SPSA Action #9-Provide teachers Supplemental Contracts in order to participate in an Accountable Community Strategic Planning Day. SPSA Action #10-Provide Substitute Release Time for teachers	872.00 881.00 1,079.00 2,284.00 872.00
1	Sup & Conc Sup & Conc	Instruction Instruction Instruction	Ins Aide-Sup Mat & Supp Teacher-Subs	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action #8-Frovide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action#8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment. SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day. SPSA Action #9-Provide teachers Supplemental Contracts in order to participate in an Accountable Community Strategic	872.00 881.00 1,079.00 2,284.00
1	Sup & Conc	Instruction	Ins Aide-Sup Mat & Supp	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action#8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment. SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning	872.00 881.00 1,079.00
	Sup & Conc	Instruction	Ins Aide-Sup Mat & Supp	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. : SPSA Action#8-Funds will be set aside for materials to support classroom instruction, student engagement and student achievement in the area of GATE enrichment.	872.00 881.00 1,079.00
		Instruction	Ins Aide-Sup	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students.	872.00 881.00
1	Sup & Conc			SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE Enrichment program for identified GATE students. SPSA Action #8-Provide Supplemental Contracts for Classified Staff to plan for and provide a before, during and/or	872.00
			Teacher-Supp	SPSA Action #8-Provide Supplemental Contracts for teachers to plan for and provide a before, during and/or after-school GATE	
1	Sup & Conc	Instruction		uigital ittelacy	10,000.00
1	Sup & Conc	Instruction	Nc-Equipment	 SPSA Action #7-Purchase interactive technology, desktop and mobile devices, web-based applications, software and other resources to support interventions, enrichment and digital literacy 	
				acquisition for all students in acquiring the 21st century skills that students need to develop in order to succeed in the information age, funds will be set aside for technology, interactive technology, desktop and mobile devices, web-based applications, software and other resources to support digital literacy.	3,210.00
1	Sup & Cope	Instruction	No Equipment	that students need to develop in order to succeed in the information age, funds will be set aside for technology, interactive technology, desktop and mobile devices, web-based applications, software and other resources to support digital literacy.	3,216.00
		1 Sup & Conc 1 Sup & Conc	1 Sup & Conc Instruction		1 Sup & Conc Instruction Nc-Equipment : SPSA Action #7-In order to support the advancement and acquisition for all students in acquiring the 21st century skills that students need to develop in order to succeed in the information age, funds will be set aside for technology, interactive technology, desktop and mobile devices, web-based applications, software and other resources to support digital

Funding Sour	rce Totals	Unit #	Budget Totals	Domain Totals Budget	t Totals
					\$67,592
19 3	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #19-Funds will be set aside to promote changes and to sustain aspects of the school climate that support inclusion.	1,000
19 3	Sup & Conc	Instruction	Ins Aide-Sup	SPSA Action #19-Supplemental Contracts will be provided to Classified Staff in order to plan for and implement the various programs and initiatives that support Inclusion, school culture and student connectedness.	587
19 3	Sup & Conc	Instruction	Teacher-Supp	SPSA Action #19-Supplemental Contracts will be provided to teachers in order to plan for and implement the various programs and initiatives that support Inclusion, school culture and student connectedness.	872
18 3	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #18-Funds will be set aside for materials to support the various before, during and/or after school extracurricular sports, clubs and learning opportunities.	1,000
18 3	Sup & Conc	Instruction	Ins Aide-Sup	SPSA Action #18-Provide Supplemental Contracts for Classified Staff to plan, prepare and lead various before, during and/or after school extracurricular activities and clubs.	881
18 3	Sup & Conc	Instruction	Teacher-Supp	SPSA Action #18-Provide Supplemental Contracts for teachers to plan, prepare and lead various before, during and/or after school extracurricular activities and clubs.	872
17 3	EL	Instruction	Mat & Supp	: SPSA Action #17-EIA/LEP Funds will be set aside for materials to support classroom instruction, student engagement and student achievement.	3,319
17 3	EL	Instruction	Teacher-Supp	SPSA Action #17-Provide to teachers Supplemental Contracts to provide before, during or after-school intervention and enrichment for EL Learners in the areas of ELA and Mathematics in support of advancing at least one proficiency level per year.	872
16 2	Sup & Conc	Instruction	Mat & Supp	: SPSA-Action #16-In order to maintain a suspension rate of less than 2% and to promote and enhance students' connection to school, positive behavior and academic achievement, we will implement a school-wide reward/incentive for positive behavior.	750
15 2	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #14-Funds will be set aside for supplemental materials to support classroom instruction in the area of CHAMPS, Olweus, Second Step and SEL.	500
2		Instruction	Mat & Supp	materials to support classroom instruction, student engagement and student achievement in the area of social-emotional learning.	500

	Grand Total	\$67,592.00
EL	7091	\$4,191.00
Sup & Conc	7090	\$51,269.00
Title 1 Basic	3010	\$12,132.00
Funding Source Totals	Unit #	Budget Totals

	Grand Total	\$67,592.00
Social/Emotional		\$5,015.00
Culture & Climate		\$9,403.00
Academic		\$53,174.00
Domain Totals		Budget Totals

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 reevaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Charles Reynolds	X				
2. Chairperson – Erin Pullen				X	
3. Brian Moore			X		
4. Ann Lewis		X			
5. Lucinda Baucher		Χ			
6. Jennifer Johnstone				X	
7. Rob Volanti				X	
8. Silvia Saldivar				X	
9. Wendy Scott				X	
10. Julie Rodriguez		X			
11.					
12.					
13.					
14.					
15.					
□ ELAC operated as a school advisory committee. □ ELAC voted to fold into the SSC - Date					

Title I School Site:

X This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Starr Elementary

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	Charles Reynolds	Charles Repolds	4-4-16
SSC Chairperson	Erin Pullen	En fulla	4/5/16

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