

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14- 15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	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
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	67/68	20 %
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	66/68	30 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	63/67	33.33 %
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	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

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	7/68	52.46 %

#### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	66/68	3.23 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	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
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	13/67	83.84 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

# B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><b>Detail the action:</b>                      To support all students reading by third grade, every child learning at grade level and beyond and all children moving a minimum of one grade level per year in ELA, staff will receive professional learning in the areas of, Balanced Literacy, Guided Reading, Essential Questioning, Classroom Discussions and Discourse, Making Thinking Visible and the implementation of Common Formative Assessments. In grades K-2 there will be a strong emphasis on the integration of Reading Foundational Skills, such as concept of print, phonemic awareness, phonics instruction and writing.</p> <p>Funds will be set aside to purchase professional books and ELA resources to support the professional learning and classroom instruction.</p>		
	<p><b>SQII Element:</b>                      *SBAC-ELA                      *SQII-3898</p>	<p><b>SQII Sub-element(s):</b>                      *Standard Not Met/Nearly Met                      *Standard Met/Exceeded                      *Achievement Level Growth                      *Standard Met/Exceeded Achievement                      *Level Retention                      *Achievement Gap</p>	<p><b>Site Growth Target:</b>                      • 68.94%</p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p><b>Reasoning:</b>    <input checked="" type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>By June 2017, the percentage of students who score are at or above grade level will increase by 10% to 58.94%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b>                      (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>SAC Meetings with teachers three times per year</li> <li>Grade Level AC Meetings</li> <li>ILT Meetings</li> <li>Grade Level Common Formative ELA Assessments</li> <li>DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>District Interim ELA Assessments (1<sup>st</sup>-6<sup>th</sup>)</li> <li>KAIG/BAS (Kindergarten)</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>TSA</li> <li>Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Professional Development begins August 10, 2016 and is ongoing.</li> <li>Progress Monitoring is ongoing throughout the year.</li> </ul>

<ul style="list-style-type: none"> <li>• BAS/Fluency (1<sup>st</sup> )</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>		
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• 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.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• District ELA Materials Adoption Trainings</li> <li>• <u>Balanced Literacy, Implementing Common Core</u> by Margaret Mary Policastro and Becky McTague</li> <li>• <u>Guided Reading, Good First Teaching for all Children</u> by Irene C. Fountas and Gay Su Pinnell</li> <li>• Implementation of Standards-Based Literacy Centers</li> <li>• <u>Rigorous Reading, 5 Access Points for Comprehending Complex Texts</u> by Fisher and Frey</li> <li>• Increasing complex talk and tasks through reading, writing, listening and speaking in complex text</li> <li>• Implementation of Reading Foundational Skills</li> <li>• Promoting Engagement, Understanding and Independence for All Learners-<u>Making Thinking Visible</u> by Ron Ritchart</li> <li>• Student Inquiry-<u>Essential Questions</u> by Jay McTighe and Grant Wiggins</li> <li>• Student Inquiry- <u>The Art of Inquiry</u> by Nancy Lee Cecil and Jeanne Pfeifer</li> <li>• Building Classroom Discussions-<u>Academic Conversations</u> by Jeff Zwiers and Marie Crawford</li> <li>• Development, Implementation and Analysis of Common Formative Assessments</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Increase the use of technology in support of digital literacy for students in alignment with the State Standards for Technology.</li> <li>• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.</li> <li>• SPED identified students will receive direct services from the RSP and AI staff.</li> </ul>		

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

**Budgeted Expenditures**

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

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><b>Detail the action:</b>                      To support all students reading by third grade, every child learning at grade level and beyond and all children moving a minimum of one grade level per year in ELA, the school will develop and provide a before, during and/or after school intervention program that will address reading foundational skills, fluency and comprehension in order to ensure students are reading by third grade. Funds will be set aside for a technology-based, in-house RTI and/or a service providing intervention for students who Have Not Met or Nearly Met the State Standards Reading Proficiency Level.,                      Supplemental Contracts will be available to teachers and classified staff in order to plan for and provide the before and/or after-school intervention and enrichment programs for identified students.                      Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement.</p>		
<b>SQII Element:</b>	<b>SQII Sub-element(s):</b>		<b>Site Growth Target: Vendor (contracted services)</b>

<ul style="list-style-type: none"> <li>• SBAC-ELA</li> <li>• SQII-3898</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>	<ul style="list-style-type: none"> <li>• 68.94%</li> </ul>	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students who score are at or above grade level will increase by 10% to 58.94%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• Student Achievement/Goal Setting Meetings with teachers three times per year</li> <li>• Grade Level AC Meetings</li> <li>• Grade Level Common Formative ELA Assessments</li> <li>• DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>• District Interim ELA Assessments (1<sup>st</sup>-6<sup>th</sup>)</li> <li>• KAIG/BAS (Kindergarten)</li> <li>• BAS/Fluency (1<sup>st</sup>)</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• 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.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>			
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• District ELA Materials Adoption Trainings</li> <li>• <u>Balanced Literacy, Implementing Common Core</u> by Margaret Mary Policastro and Becky McTague</li> </ul>			



- Guided Reading, Good First Teaching for all Children by Irene C. Fountas and Gay Su Pinnell
- Implementation of Standards-Based Literacy Centers
- Rigorous Reading, 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-Making Thinking Visible by Ron Ritchart
- 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.
- 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:***

- 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.

**Budgeted Expenditures**

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

								intervention in support of students that are not working at grade level in ELA.		
2	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				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	
2	1	Sup & Conc	Instruction	Materials & Supplies				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	
									Total	\$6,753

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<p><b>Action # 3</b></p> <p><i>Detail the action:</i>                  To further support those students who have Met or Exceeded the State Standards Reading Proficiency Level, the school will develop and provide a before, during and/or after school enrichment program for identified students in grades 1-6 with an emphasis on reading comprehension in order to accelerate student progress. Funds will be set aside for a technology-based, in-house RTI and/or a service providing intervention.</p> <p>Supplemental Contracts will be available to teachers and classified staff in order to plan for and provide the before and/or after-school intervention and enrichment programs for identified students.</p>					

Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement.			
<b>SQII Element:</b> <ul style="list-style-type: none"> <li>• SBAC-ELA</li> <li>• SQII-5926</li> </ul>	<b>SQII Sub-element(s):</b> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>	<b>Site Growth Target:</b> <ul style="list-style-type: none"> <li>• 51%</li> </ul>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<b>Write a SMART Goal to address each data point:</b> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students scoring Standard Met or Standard Exceeded on the reading SBAC will increase by 10% to 51%)</li> </ul>			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b> <ul style="list-style-type: none"> <li>• Student Achievement/Data Chats</li> <li>• District Interim Assessments</li> <li>• Quarterly Common Math Assignments</li> <li>• Grade Level Common Formative Math Assessments</li> <li>• Quarterly KAIG Assessments (Kindergarten)</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>		<b>Owner(s)</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• Parents will have access to the ATLAS Parent Portal. Information will be given at Back to School Night and during Parent Teacher Conferences.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>			

***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
- Balanced Literacy, Implementing Common Core by Margaret Mary PolICASTRO and Becky McTague
- Guided Reading, Good First Teaching for all Children by Irene C. Fountas and Gay Su Pinnell
- Implementation of Standards-Based Literacy Centers
- Rigorous Reading, 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-Making Thinking Visible by Ron Ritchart
- 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):***

- 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:***

- 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				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
3	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				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
3	1	Sup & Conc	Instruction	Materials & Supplies				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
Total									\$6,459

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<p><b>Detail the action:</b>                  To support every child learning at grade level and beyond and all children moving a minimum of one grade level per in mathematics, staff will receive professional learning by addressing instruction around the Three Instructional Shifts and Eight Instructional Practices, the integration of authentic writing, Number Talks, and the continued implementation of Go Math.</p> <p>Funds will be set aside to purchase professional books and resources to support professional learning and classroom instruction.</p>					
	<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• SBAC-Math</li> <li>• SQII-6169</li> </ul>		<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>		<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• 42%</li> </ul>	<p><b>Vendor (contracted services)</b></p>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<p><b>Reasoning:</b>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>				
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by 10% to 42%.</li> </ul>						
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• Student Achievement/Data Chats</li> <li>• District Interim Math Assessments</li> <li>• End of Chapter Math Assessments</li> <li>• Quarterly Common Math Assignments</li> <li>• Grade Level Common Formative Assessments</li> <li>• Quarterly KAIG Math Assessments (Kindergarten)</li> <li>• BBF/Fluency Data</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>				<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teacher</li> </ul>		<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>

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

- 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
- 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.

***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.

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

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><b>Detail the action:</b>                      To support every child learning at grade level and beyond and all children moving a minimum of one grade level per year in mathematics, the school will develop and provide a before, during and/or after school intervention program in order to accelerate student progress and close the achievement gap in math for identified students in grades K-6. Funds will be set aside for a technology-based, in-house RTI and/or a service providing intervention.</p> <p>Supplemental Contracts will be available to teachers and classified staff in order to plan for and provide the before and/or after-school intervention programs for identified students in grades K-6.</p> <p>Funds will be set aside for materials to support classroom instruction, student engagement and student achievement.</p>		
	<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• SBAC-Math</li> <li>• SQII-6169</li> </ul>	<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• 42%</li> </ul> <p><b>Vendor (contracted services)</b></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based    Local Knowledge/Context	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by 10% to 42%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b>                      (Include all interim monitoring evidence points showing impact)</p>			<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> </ul>
			<p><b>Timeline</b></p>



<ul style="list-style-type: none"> <li>• Student Achievement/Data Chats</li> <li>• District Interim Math Assessments</li> <li>• Quarterly Common Math Assignments</li> <li>• Grade Level Common Formative Math Assessments</li> <li>• Quarterly KAIG Assessments (Kindergarten)</li> <li>• SQII</li> <li>• BBF/Fluency Data</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• TSA</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• Parents will have access to the ATLAS Parent Portal. Information will be given at Back to School Night and during Parent Teacher Conferences.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Number Talks, Helping Children Build Mental Math and Computation Strategies</u> by Sherry Parrish</li> <li>• Strengthening Instruction around the Eight Mathematical Practices and the Mathematical Instructional Shifts</li> <li>• Increasing complex talk and tasks through reading, writing, listening and speaking in complex text</li> <li>• On-going district mathematics curricular trainings</li> <li>• Student Inquiry-<u>Essential Questions</u> by Jay McTighe and Grant Wiggins</li> <li>• Student Inquiry- <u>The Art of Inquiry</u> by Nancy Lee Cecil and Jeanne Pfeifer</li> <li>• Building Classroom Discussions-<u>Academic Conversations</u> by Jeff Zwiers and Marie Crawford</li> <li>• Development, Implementation and Analysis of Common Formative Assessments</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.</li> </ul>		

- 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.
- 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.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				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
5	1	Title 1 Basic	Instruction	Instr Aide- Supplemental				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
5	1	Sup & Conc	Instruction	Materials & Supplies				SPSA Action #5-Funds will be set aside for materials to support classroom instruction, student engagement and student	\$5,000

								achievement in the area of math intervention.	
								Total	\$6,459

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 6</b>	<p><b>Detail the action:</b>                      To support identified students in grades K-6 who Have Met or Exceeded the State Standards Mathematics Proficiency Level, the school will develop and provide a before, during and/or after school enrichment program in order to accelerate student progress and close the achievement gap in math. Funds will be set aside for a technology-based, in-house RTI and/or a service providing intervention.</p> <p>Supplemental Contracts will be available to teachers and classified staff in order to plan for and provide the before and/or after-school enrichment program for identified students.</p> <p>Funds will be set aside for materials to support classroom instruction, student engagement and student achievement.</p>		
	<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• SBAC-Math</li> <li>• SQII-6169</li> </ul>	<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• 42%</li> </ul>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by 10% to 17 42%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• Student Achievement/Data Chats</li> <li>• Quarterly Common Math Assignments</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins</li> </ul>

<ul style="list-style-type: none"> <li>• Grade Level Common Formative Math Assessments</li> <li>• Quarterly KAIG Assessments (Kindergarten)</li> <li>• SQII</li> <li>• BBF/Fluency Data</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>		<p>August 10, 2016 and is ongoing.</p> <ul style="list-style-type: none"> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• Parents will have access to the ATLAS Parent Portal. Information will be given at Back to School Night and during Parent Teacher Conferences.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• <u>Number Talks, Helping Children Build Mental Math and Computation Strategies</u> by Sherry Parrish</li> <li>• Strengthening Instruction around the Eight Mathematical Practices and the Mathematical Instructional Shifts</li> <li>• Increasing complex talk and tasks through reading, writing, listening and speaking in complex text</li> <li>• On-going district mathematics curricular trainings</li> <li>• Student Inquiry-<u>Essential Questions</u> by Jay McTighe and Grant Wiggins</li> <li>• Student Inquiry- <u>The Art of Inquiry</u> by Nancy Lee Cecil and Jeanne Pfeifer</li> <li>• Building Classroom Discussions-<u>Academic Conversations</u> by Jeff Zwiers and Marie Crawford</li> <li>• Development, Implementation and Analysis of Common Formative Assessments</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.</li> <li>• SPED identified students will receive direct services from the RSP and AI staff.</li> <li>• SSTs to plan interventions.</li> </ul> <p><b><i>Specify additional targeted actions for EL students:</i></b></p> <ul style="list-style-type: none"> <li>• Conduct Student Achievement Data Chats with targeted students.</li> </ul>		

- 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				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
6	1	Title 1 Basic	Instruction	Instr Aide- Supplemental				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
6	1	Sup & Conc	Instruction	Materials & Supplies				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
Total									\$6,459

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 7</b>	<b>Detail the action:</b> 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 literacy.					
	<b>SQII Element:</b> <ul style="list-style-type: none"> <li>• SBAC-ELA</li> <li>• SBAC-Mathematics</li> </ul>		<b>SQII Sub-element(s):</b> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>		<b>Site Growth Target:</b>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<b>Write a SMART Goal to address each data point:</b> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students who score are at or above grade level will increase by 10% to 58.94%.</li> </ul>						
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b> <ul style="list-style-type: none"> <li>• Student Achievement/Goal Setting Meetings with teachers three times per year</li> <li>• Principal/Grade Level AC Meetings</li> <li>• Grade Level Common Formative Assessments</li> <li>• DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>• District Interim Assessments</li> <li>• KAIG/BAS (Kindergarten)</li> <li>• BAS/Fluency (1<sup>st</sup>)</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>				<b>Owner(s)</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>		<b>Timeline</b> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>

<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• 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.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> </ul>									
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• STEM Training</li> <li>• Digital Literacy</li> <li>• Integration of Technology into daily classroom instruction.</li> </ul>									
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Increase the digital literacy of students in alignment with the State Standards for Technology.</li> <li>• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.</li> <li>• SPED identified students will receive direct services from the RSP and AI staff.</li> <li>• SSTs to plan interventions.</li> </ul>									
<p><b><i>Specify additional targeted actions for EL students:</i></b></p> <ul style="list-style-type: none"> <li>• Conduct Student Achievement Data Chats with targeted students.</li> <li>• Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.</li> <li>• Provide integrated ELD throughout the day in every lesson/content area.</li> <li>• Provide tutoring/homework help after school for EL students who are not advancing.</li> <li>• Provide Supplemental Materials to support ELD instruction.</li> </ul>									

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget

7	1	Sup & Conc	Instruction	Non Capitalized 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 technolo	\$3,216
7	1	Sup & Conc	Instruction	Non Capitalized 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	\$10,000
7	1	Title 1 Basic	Instruction	Non Capitalized 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 technolo	\$5,696
Total									\$18,912



Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	<p><b>Detail the action:</b>                      To further support all students, with an emphasis on those students who are GATE identified, the school will develop and provide a before, during and/or after school intervention program for identified GATE students in grades 1-6.                      Supplemental Contracts will be available to teachers and classified staff in order to plan for and provide the before and/or after-school intervention for GATE identified students.                      Funds will be set aside for materials to support classroom instruction, student engagement and student achievement.</p>					
	<b>SQII Element:</b> <ul style="list-style-type: none"> <li>• SBAC-ELA</li> <li>• SQII-3898</li> </ul>	<b>SQII Sub-element(s):</b> <ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>	<b>Site Growth Target:</b> <ul style="list-style-type: none"> <li>• 68.94%</li> </ul>	<b>Vendor (contracted services)</b>		
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students who score are at or above grade level on the KAIG, BAS, DRP, Interim and/or SBAC will increase by 10% to 58.94%.</li> </ul>						
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b>                      (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• Student Achievement Goal Setting Meetings</li> <li>• Grade Level Common Formative ELA and Math Assessments</li> <li>• DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>• KAIG/BAS (Kindergarten)</li> <li>• BAS/Fluency (1<sup>st</sup>)</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• GATE Identification Report</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>			<b>Owner(s)</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>		

***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. 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
- Rigorous Reading, 5 Access Points for Comprehending Complex 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

***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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				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.	\$872
8	1	Sup & Conc	Instruction	Instr Aide-Supplemental				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.	\$881
8	1	Sup & Conc	Instruction	Materials & Supplies				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.	\$1,079
Total									\$2,832

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>	
<b>Action # 9</b>	<p><i>Detail the action:</i> To further support those students in moving a grade level per year and working on or above grade level as well as having equal access to instruction at grade level and beyond, teacher release time will be provided to participate in Accountable Community Strategic Planning.</p>						
<b>SQII Element:</b>	<ul style="list-style-type: none"> <li>• SBAC-ELA</li> <li>• SQII-3898</li> </ul>		<b>SQII Sub-element(s):</b>	<ul style="list-style-type: none"> <li>• Standard Not Met/Nearly Met</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Growth</li> <li>• Standard Met/Exceeded</li> <li>• Achievement Level Retention</li> <li>• Achievement Gap</li> </ul>		<b>Site Growth Target:</b>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>					
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of students who score are at or above grade level on the KAIG, BAS, DRP, Interim and/or SBAC will increase by 10% to 58.94%.</li> </ul>							
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• Agendas</li> <li>• Data Analysis Protocols</li> <li>• Student Achievement/Goal Setting Meetings with teachers three times per year</li> <li>• Principal/Grade Level AC Meetings</li> <li>• Grade Level Common Formative ELA and Math Assessments</li> <li>• DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>• District Interim Assessments</li> <li>• KAIG/BAS (Kindergarten)</li> <li>• BAS/Fluency (1<sup>st</sup>)</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>				<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> <li>• AC Teams</li> </ul>		<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>	

***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.

***Describe related professional learning:***

- District ELA Materials Adoption Trainings
- On-going Assignments Matter 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.

***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.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
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9	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day.	\$2,284
9	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SPSA Action #9-Provide teachers Supplemental Contracts in order to participate in an Accountable Community Strategic Planning Day.	\$872
<b>Total</b>									<b>\$3,156</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>	
<b>Action # 10</b>	<p><b>Detail the action:</b> To support students that Have Not or Nearly Met State Standards Reading and Mathematics Proficiency Levels as well as not working at grade level or beyond, teachers will be provided release time for Student Success Team Meetings.</p>						
<b>SQII Element:</b>	<ul style="list-style-type: none"> <li>SBAC-ELA</li> <li>SQII-3898</li> </ul>		<b>SQII Sub-element(s):</b>	<ul style="list-style-type: none"> <li>Standard Not Met/Nearly Met</li> <li>Standard Met/Exceeded</li> <li>Achievement Level Growth</li> <li>Standard Met/Exceeded</li> <li>Achievement Level Retention</li> <li>Achievement Gap</li> </ul>		<b>Site Growth Target:</b>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>					
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, the percentage of students who score are at or above grade level on the KAIG, BAS, DRP, Interim and/or SBAC will increase by 10% to 58.94%.</p>							
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p>					<b>Owner(s)</b>	<b>Timeline</b>	
					<ul style="list-style-type: none"> <li>Principal</li> </ul>		

<ul style="list-style-type: none"> <li>• SST Referral Forms and Follow-Up Next Steps</li> <li>• Data Analysis Protocols</li> <li>• Student Achievement/Goal Setting Meetings with teachers three times per year</li> <li>• Grade Level Common Formative ELA and Math Assessments</li> <li>• Fall/Winter/Spring DRP Assessments (2<sup>nd</sup>-6<sup>th</sup>)</li> <li>• District Interim Assessments</li> <li>• KAIG/BAS (Kindergarten)</li> <li>• BAS/Fluency (1<sup>st</sup> )</li> <li>• SQII</li> <li>• Spring SBAC Assessment</li> <li>• Classroom Walkthroughs and Feedback Conversations</li> <li>• Sharing/Calibration of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• TSA</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will review each student’s reading levels/scores at Parent-Teacher Conferences in October.</li> <li>• 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.</li> <li>• Parents will receive quarterly Progress Reports.</li> <li>• Parents will receive quarterly Report Cards.</li> <li>• Parents will receive Assessment Reports after each assessment administration.</li> <li>• Parents will be active participants in the Student Success Meetings.</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• Yearly Procedural SST Expectations, Procedures and Routines</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Increase the digital literacy of students in alignment with the State Standards for Technology.</li> <li>• Kindergarten students will receive differentiated small-group instruction based on identified needs provided by Teacher and Instructional Assistants.</li> <li>• SPED identified students will receive direct services from the RSP and AI staff.</li> <li>• SSTs to plan interventions.</li> </ul>		
<p><b><i>Specify additional targeted actions for EL students:</i></b></p>		

- 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.

**Budgeted Expenditures**

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

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 11</b>	<p><b>Detail the action:</b>                      In an effort to decrease the percentage of students identified with chronic attendance, the Principal will work to hold parents accountable and strengthen communication and parent involvement through Back to School Nights, School Messenger, and notes home. The Principal will hold monthly A2A conferences and utilize the Office Assistant to aid in communication with parents. In order to increase student accountability, incentives for good attendance will be provided.</p>		
<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• SQII-5942</li> </ul>	<p><b>SQII Sub-element(s):</b></p> <p>Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>• Appropriate Attendance Intervention</li> <li>• Attendance Growth</li> <li>• Attendance Retention</li> <li>• Grade Level Readiness</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• -3%</li> </ul>	<p><b>Vendor (contracted services)</b></p>
<p><input type="checkbox"/> New Action   <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning:   <input checked="" type="checkbox"/> Data   <input type="checkbox"/> Research-based   <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point:</b></p>			



- By June 2017, the percentage of students who are chronically absent (EOY 2014/15 9%) will decrease by 3%.

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model:  
(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.

**Owner(s)**

- Principal
- TSA
- Teachers
- Office Manager
- Office Assistant

**Timeline**

- 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 learn about A2A and Attendance procedures beginning at Back to School Night and continuing throughout the school year.
- Parents will attend A2A meetings.
- The Office Assistant will contact/make home visits to families of students who are chronically absent to encourage improved attendance.

**Describe related professional learning:**

- Implementation of School Messenger
- Implementation of A2A

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

- Incentives will be provided to students with positive attendance/tardy rates as determined by the Behavioral Leadership Team.
- Incentives and recognition will be given to students and families with improved attendance and tardy rates.

**Specify additional targeted actions for EL students:**

- Monitor attendance and identify EL students with attendance and academic issues.
- Provide tutoring/homework help after school for EL students who are not advancing.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	2	Sup & Conc	Instruction	Materials & Supplies				SPSA Action #11-In an effort to decrease the percentage of students identified with chronic attendance and to increase student	\$500

								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

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>	
<b>Action # 12</b>	<p><b>Detail the action:</b>                  In order to support students who Have Not Met or Nearly Met the State Standards Reading Level and who have attendance issues, the school will offer the opportunity for intervention, monitor their attendance and reading progress, purchase materials and supplies to support parent involvement and offer incentives for improved attendance and reading achievement.</p>						
<b>SQII Element:</b>	<ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>SQII-2724</li> </ul>		<b>SQII Sub-element(s):</b>	<ul style="list-style-type: none"> <li>Chronic Absenteeism Rate</li> <li>Appropriate Attendance Intervention</li> <li>Attendance Growth</li> <li>Attendance Retention</li> <li>Grade Level Readiness</li> </ul>		<b>Site Growth Target:</b>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<b>Reasoning:</b> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context					
<p><b>Write a SMART Goal to address each data point:</b>                  By June of 2017, the percentage of students in kindergarten through sixth grade who meet the EIS at-risk attendance criteria will decrease from 5.80% to 3%.</p>							
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b>				<b>Owner(s)</b> <ul style="list-style-type: none"> <li>Principal</li> </ul>		<b>Timeline</b>	

<ul style="list-style-type: none"> <li>• ATLAS Attendance/Tardy Reports</li> <li>• A2A Reports</li> <li>• Early Release Informal Data Collection</li> <li>• SQII Data</li> <li>• KAIG Data</li> <li>• DRP Assessment Data</li> <li>• BAS/Fluency Assessment Data</li> <li>• Grade Level Common Formative ELA Assessments</li> <li>• Quarterly Common Assignment Data</li> <li>• Quarterly Progress Reports and Report Cards</li> <li>• SBAC Assessment Data</li> <li>• TSA Academic/Social-Emotional Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• TSA</li> <li>• Teachers</li> <li>• Office Assistant</li> <li>• Office Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Parents will learn about A2A and Attendance procedures beginning at Back to School Night and continuing throughout the school year.</li> <li>• Parents will attend A2A meetings.</li> <li>• Office Assistant will contact/make home visits to families of students who have attendance issues in an effort to encourage improved attendance.</li> <li>• Monthly Principal Coffee Meetings with an emphasis on the importance of attendance and supporting reading at home.</li> <li>• Parent Classroom and School Volunteering</li> <li>• PTA/School Governance</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• Implementation of School Messenger</li> <li>• Implementation of A2A</li> <li>• Reading and Interpreting DRP Reports</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>• Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>• Reading Intervention for identified students.</li> <li>• SPED identified students will receive direct services from the RSP and AI staff.</li> </ul>		
<p><b><i>Specify additional targeted actions for EL students:</i></b></p> <ul style="list-style-type: none"> <li>• Conduct Student Achievement Data Chats with targeted students.</li> <li>• Provide integrated ELD throughout the day in every lesson/content area.</li> </ul>		

<ul style="list-style-type: none"> <li>• Provide tutoring/homework help after school for EL students who are not advancing.</li> <li>• Provide Supplemental Materials to support ELD instruction.</li> </ul>									
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
Total									\$500

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates		
<b>Action # 13</b>	<p><b>Detail the action:</b>                  In order to maintain a suspension rate of less than 2% and promote and enhance each students' connection to school, positive behavior and academic achievement, certificated and classified staff will be provided Supplemental Contracts in order to lead the Behavioral Leadership Team and implement the various Social-Emotional programs.                  Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement.</p>							
<b>SQII Element:</b>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• SQII-6109</li> </ul>		<b>SQII Sub-element(s):</b>	<ul style="list-style-type: none"> <li>• Suspension Rate</li> <li>• Disproportionality</li> <li>• Appropriate Behavior Intervention</li> <li>• Behavior Growth</li> <li>• Grade Level Readiness</li> </ul>		<b>Site Growth Target:</b>	<ul style="list-style-type: none"> <li>• &gt;2%</li> </ul>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going			Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context					

<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>By June of 2017, Starr will maintain a suspension rate of less than 2%. Current data shows the suspension rate as 0.72%.</li> </ul>		
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>Use of ATLAS Behavior Reporting</li> <li>ATLAS Behavior Reports</li> <li>Office Referral Data</li> <li>SQII</li> <li>Student Success Team Meetings</li> <li>Supervision/Documentation of Class Meetings</li> </ul>	<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>TSA</li> <li>BLT</li> <li>Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Professional Development begins August 10, 2016 and is ongoing.</li> <li>Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>Parents will be informed of the implementation of Olweus Bullying Prevention and weekly Class Meetings during Back to School Night</li> <li>SST Meetings for students with identified behavioral concerns</li> <li>Parent Classroom and School Volunteering</li> <li>PTA/School Governance</li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li><u>Positive Discipline in the Classroom</u> by Jane Nelsen, Lynn Mott and H. Stephen Glenn</li> <li>Monthly professional learning on SEL.</li> <li>CHAMPS</li> <li>Second Step</li> <li>Olweus Bullying Prevention</li> <li>Student Jobs/Meaningful Work</li> <li>ATLAS Data implementation and monitoring</li> </ul>		
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"> <li>Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>Social Skills Instruction for Autism Inclusion Students</li> <li>Weekly Class Meetings</li> <li>Second Step</li> <li>Implementation of Olweus Bullying Prevention Program</li> </ul>		

- SEL instruction

**Specify additional targeted actions for EL 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
13	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SPSA Action #13-Provide teachers Supplemental Contracts to lead the Behavioral Leadership Team in the implementation of the various social-emotional programs and initiatives.	\$872
13	2	Sup & Conc	Instruction	Instr Aide-Supplemental				SPSA Action #13-Provide Classified Staff Supplemental Contracts to lead the Behavioral Leadership Team in the implementation of the various social-emotional programs and initiatives.	\$587
<b>Total</b>									<b>\$1,459</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 14</b>	<p><b>Detail the action:</b>                  In order to maintain a suspension rate of less than 2% and promote and enhance each students' connection to school, positive behavior and academic achievement, we will continue to provide opportunities for Professional Learning and classroom instruction around CHAMPS, Olweus Bullying Prevention Program, class meetings and data monitoring.</p>					

Funds will be set aside for supplemental materials to support classroom instruction.			
<b>SQII Element:</b> <ul style="list-style-type: none"> <li>• Suspension</li> <li>• SQII-6109</li> </ul>	<b>SQII Sub-element(s):</b> <ul style="list-style-type: none"> <li>• Suspension Rate</li> <li>• Disproportionality</li> <li>• Appropriate Behavior Intervention</li> <li>• Behavior Growth</li> <li>• Grade Level Readiness</li> </ul>	<b>Site Growth Target:</b> <ul style="list-style-type: none"> <li>• &gt;2%</li> </ul>	<b>Vendor (contracted services)</b>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<b>Write a SMART Goal to address each data point:</b> <ul style="list-style-type: none"> <li>• By June of 2017, Starr will maintain a suspension rate of less than 2%. Current data shows the suspension rate as 0.72%.</li> </ul>			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b> <ul style="list-style-type: none"> <li>• Use of ATLAS Behavior Reporting</li> <li>• ATLAS Behavior Reports</li> <li>• Office Referral Data</li> <li>• SQII</li> <li>• Student Success Team Meetings</li> <li>• Supervision/Documentation of Class Meetings</li> </ul>		<b>Owner(s)</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• BLT</li> <li>• Teachers</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> <ul style="list-style-type: none"> <li>• Parents will be informed of the implementation of Olweus Bullying Prevention and weekly Class Meetings during Back to School Night</li> <li>• SST Meetings for students with identified behavioral concerns</li> <li>• Parent Classroom and School Volunteering</li> <li>• PTA/School Governance</li> </ul>			
<b>Describe related professional learning:</b> <ul style="list-style-type: none"> <li>• <u>Positive Discipline in the Classroom</u> by Jane Nelsen, Lynn Mott and H. Stephen Glenn</li> <li>• Monthly professional learning on SEL.</li> <li>• CHAMPS</li> <li>• Olweus Bullying Prevention</li> <li>• Student Jobs/Meaningful Work</li> </ul>			

- 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

***Specify additional targeted actions for EL 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
14	2	Sup & Conc	Instruction	Materials & Supplies				SPSA Action #15-Provide materials to support Professional Learning in the Four SEL Competencies for students.	\$500
14	2	Sup & Conc	Instruction	Materials & Supplies				SPSA Action #13-Funds will be set aside for supplemental materials to support classroom instruction, student engagement and student achievement in the area of social-emotional learning.	\$500
<b>Total</b>									<b>\$1,000</b>



<b>Domain</b>	<input type="checkbox"/> <i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 15</b>	<p><b>Detail the action:</b>                  In order to maintain a suspension rate of less than 2% and promote and enhance each students' connection to school, positive behavior and academic achievement, we will provide opportunities for Professional Learning and classroom instruction focusing on the four SEL Competencies of self-management, self-efficacy, growth mindset and social awareness.</p> <p>Funds will be set aside to provide Supplemental Contracts and/or substitute release time for designated staff to plan, prepare, lead and monitor Social Emotional Learning initiatives and implement programs to support school culture.</p>		
<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• Suspension</li> <li>• SQII-6109</li> </ul>	<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>• Suspension Rate</li> <li>• Disproportionality</li> <li>• Appropriate Behavior Intervention</li> <li>• Behavior Growth</li> <li>• Grade Level Readiness</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• &gt;2%</li> </ul>	<p><b>Vendor (contracted services)</b></p>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<p><b>Reasoning:</b>    <input checked="" type="checkbox"/> <i>Data</i>    <input checked="" type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June of 2017, Starr will maintain a suspension rate of less than 2%. Current data shows the suspension rate as 0.72%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• Use of ATLAS Behavior Reporting</li> <li>• ATLAS Behavior Reports</li> <li>• Office Referral Data</li> <li>• SQII</li> <li>• Student Success Team Meetings</li> <li>• Supervision/Documentation of Class Meetings</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• BLT</li> <li>• Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p>			

- 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:**

- Positive Discipline in the Classroom 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

**Specify additional targeted actions for EL 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
15	2	Sup & Conc	Instruction	Materials & Supplies				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
								Total	\$500

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>	
<b>Action # 16</b>	<p><i>Detail the action:</i>                  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.</p>						
<i>SQII Element:</i>	<ul style="list-style-type: none"> <li>Suspension</li> <li>SQII-6109</li> </ul>		<i>SQII Sub-element(s):</i>	<ul style="list-style-type: none"> <li>Suspension Rate</li> <li>Disproportionality</li> <li>Appropriate Behavior Intervention</li> <li>Behavior Growth</li> <li>Grade Level Readiness</li> </ul>		<i>Site Growth Target:</i> <ul style="list-style-type: none"> <li>&gt;2%</li> </ul>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>		<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By June of 2017, Starr will maintain a suspension rate of less than 2%. Current data shows the suspension rate as 0.72%.</li> </ul>							
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>Use of ATLAS Behavior Reporting</li> <li>ATLAS Behavior Reports</li> <li>Office Referral Data</li> <li>SQII</li> <li>Student Success Team Meetings</li> <li>Supervision/Documentation of Class Meetings</li> </ul>			<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> <li>Principal</li> <li>TSA</li> <li>BLT</li> <li>Teachers</li> </ul>		<p><i>Timeline</i></p> <ul style="list-style-type: none"> <li>Professional Development begins August 10, 2016 and is ongoing.</li> <li>Progress Monitoring is ongoing throughout the year.</li> </ul>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>Parents will be informed of the implementation of the incentive programs during Back to School Night.</li> <li>SST Meetings for students with identified behavioral concerns</li> <li>Parent Classroom and School Volunteering</li> <li>PTA/School Governance</li> </ul>							
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><u>Positive Discipline in the Classroom</u> by Jane Nelsen, Lynn Mott and H. Stephen Glenn</li> </ul>							

- 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

**Specify additional targeted actions for EL 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
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

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>	<input checked="" type="checkbox"/>
<b>Action # 17</b>	<p><i>Detail the action:</i>                  2016-2017 data will show that the percentage of English Learners advancing at least one proficiency level will increase by 25% as measured by CELDT and BAS or DRP.</p> <p>Funds will be set aside for materials to support classroom instruction, student engagement and student achievement.</p>						
	<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>English Learner Elementary</li> <li>SQII-4071</li> </ul>		<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>English Proficiency Growth</li> <li>Borderline Eligibility Pool</li> <li>Borderline Redesignation Within 365 Days</li> <li>Continuously Enrolled Redesignation Rate</li> <li>Grade Level Readiness</li> </ul>		<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>25%</li> </ul>	<p><b>Vendor (contracted services)</b></p>	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input checked="" type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>					
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>By June, 2017, 25% of English Learners will have advanced at least one proficiency level as measured by CELDT, BAS or DRP.</li> </ul>							
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>ELDA Reports</li> <li>CELDT Reports</li> <li>District Interim ELA and Math Assessments</li> <li>Disaggregated BAS/DRP by EL subgroup</li> <li>Grades</li> <li>Grade Level Common Formative ELA and Math Assessments</li> <li>Quarterly Common Assignments</li> <li>EL Goal Setting Report</li> <li>SQII</li> </ul>				<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>TSA</li> <li>Teachers</li> </ul>		<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Professional Development begins August 10, 2016 and is ongoing.</li> <li>Progress Monitoring is ongoing throughout the year.</li> </ul>	
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>Teachers will review EL Goal Setting Report, ELDA, and CELDT scores with parents and students and provide guidance on how to help students reach English language proficiency.</li> </ul>							

<ul style="list-style-type: none"> <li>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.</li> <li>Parents will receive Assessment Reports after each assessment administration.</li> </ul>
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>Teachers will be provided Professional Learning on how to provide integrated instruction with ELD standards.</li> <li>Professional Learning will be provided on effective ELD strategies to increase students CELDT scores.</li> <li>Provide professional learning on the use of the EL Goal Setting Report to identify target students and their instructional needs.</li> <li></li> </ul>
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"> <li>Instruction will begin with the utilization of FUSD adopted curriculum.</li> <li>Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</li> <li>Provide integrated ELD throughout the day in every lesson/content area.</li> </ul> <p><b>Specify additional targeted actions for EL students:</b></p> <ul style="list-style-type: none"> <li>Conduct CELDT Data Chats with targeted students.</li> <li>Teachers will review the EL Goal Setting Report, ELDA, and CELDT scores with students, set goals, and monitor progress.</li> <li>Provide tutoring/homework help after school for EL students who are not advancing.</li> <li>Provide Supplemental Materials to support ELD instruction.</li> </ul>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
17	3	EL	Instruction	Teacher-Supplemental Salaries				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

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

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 18</b>	<p><b>Detail the action:</b>                  In order to promote and enhance students' connection to school, positive behavior and academic achievement, the school will provide students with various before, during and/or after school extracurricular sports, clubs and learning opportunities that support GOAL 2.</p> <p>Supplemental Contracts and/or substitute release time for staff to plan, prepare, lead and monitor and implement programs to support school culture and student connectedness.</p> <p>Funds will be set aside for materials to support the various before, during and/or after school extracurricular sports, clubs and learning opportunities.</p>					
	<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>Student Engagement</li> <li>SQII-2080</li> </ul>	<ul style="list-style-type: none"> <li><b>SQII Sub-element(s):</b></li> <li>Opportunity Index</li> <li>Overall Student Participation</li> <li>Disproportionality</li> <li>Long-Term Engagement</li> <li>Grade Level Readiness</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>+22.61%</li> </ul>	<p><b>Vendor (contracted services)</b></p>		
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<p><b>Reasoning:</b>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>				
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>By June 2017, the percentage of unique students who are engaged in a GOAL 2 activity will increase from 52.39% to 75%.</li> </ul>						
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>SQII Goal 2 Data</li> </ul>				<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>TSA</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Professional Development begins</li> </ul>	

<ul style="list-style-type: none"> <li>• ATLAS Attendance Reports</li> <li>• ATLAS Behavior Reports</li> <li>• Student Culture and Climate Surveys</li> <li>• ATLAS Engagement Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>August 10, 2016 and is ongoing.</p> <ul style="list-style-type: none"> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>
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***Explain the Targeted Actions for Parent Involvement (required by Title I):***

- Parents will be made aware of the different Goal 2 activities for students.
- Parent Classroom and School Volunteering
- PTA/School Governance

***Describe related professional learning:***

- Student Jobs/Meaningful Work

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

- The school will provide students in grades 4-6 with extended learning opportunities through an enrichment/elective wheel program.
- Kind Kids Club
- Extended Learning/After School Programs
- Extra-Curricular Sports/Clubs
- Supplemental materials will be provided to support instruction in each elective and Extended Learning/After School/Extra-Curricular Program

***Specify additional targeted actions for EL students:***

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
18	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SPSA Action #18-Provide Supplemental Contracts for teachers to plan, prepare and lead various before, during and/or after school	\$872



								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.	\$881
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.	\$1,000
<b>Total</b>									<b>\$2,753</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 19</b>	<p><i>Detail the action:</i>                      In order to promote and enhance all students' connection to school, positive behavior and academic achievement, with an emphasis on SPED students, students at Starr will participate in activities that are designed to promote changes and to sustain aspects of school climate that best support inclusion and offer opportunities to participate in GOAL 2 Activities.</p> <p>Supplemental Contracts and/or substitute release time for staff to plan, prepare, lead and monitor and implement programs to support Inclusion, school culture and student connectedness.</p> <p>Funds will be set aside to promote changes and to sustain aspects of the school climate that support inclusion.</p>		

<p><b>SQII Element:</b></p> <ul style="list-style-type: none"> <li>• Culture and Climate</li> <li>• SQII-3031</li> </ul>	<p><b>SQII Sub-element(s):</b></p> <ul style="list-style-type: none"> <li>• Classroom Climate</li> <li>• Interpersonal Conflicts</li> <li>• Satisfactory Attendance Rate</li> <li>• Disconnected Students</li> <li>• Disproportionality</li> </ul>	<p><b>Site Growth Target:</b></p> <ul style="list-style-type: none"> <li>• -20%</li> </ul>	<p><b>Vendor (contracted services)</b></p>
<p><input checked="" type="checkbox"/> <i>New Action</i>    <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input checked="" type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><b>Write a SMART Goal to address each data point:</b></p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage of SPED students who are not engaged in a GOAL 2 Activity will decrease by 20 percent to 42.69%.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>• SQII Goal 2 Data</li> <li>• ATLAS Attendance Reports</li> <li>• ATLAS Behavior Reports</li> <li>• Student Culture and Climate Surveys</li> <li>• ATLAS Engagement Reports</li> </ul>	<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• TSA</li> <li>• Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Professional Development begins August 10, 2016 and is ongoing.</li> <li>• Progress Monitoring is ongoing throughout the year.</li> </ul>	
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• Parents will be made aware of the different Goal 2 activities for students.</li> <li>• Parent Classroom and School Volunteering</li> <li>• PTA/School Governance</li> </ul>			
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• Inclusion Strategies</li> <li>• Peer Mediation Instruction for Augmentative Alternative Communication</li> </ul>			
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"> <li>• The school will provide students in grades 4-6 with extended learning opportunities through an enrichment/elective wheel program.</li> <li>• Kind Kids Club</li> <li>• Extended Learning/After School Programs</li> <li>• Extra-Curricular Sports/Clubs</li> </ul>			

- Supplemental materials will be provided to support instruction in each elective and Extended Learning/After School/Extra-Curricular Program
- Implementation of Student Jobs

**Specify additional targeted actions for EL students:**

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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
19	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				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
19	3	Sup & Conc	Instruction	Instr Aide-Supplemental				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	Materials & Supplies				SPSA Action #19-Funds will be set aside to promote changes and to sustain aspects of the school climate that support inclusion.	\$1,000
<b>Total</b>									<b>\$2,459</b>

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**

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

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

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 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

7	1	Title 1 Basic	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 literacy.	5,696.00
7	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 literacy.	3,216.00
7	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	10,000.00
8	1	Sup & Conc	Instruction	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.	872.00
8	1	Sup & Conc	Instruction	Ins Aide-Sup	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.	881.00
8	1	Sup & Conc	Instruction	Mat & Supp	: 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.	1,079.00
9	1	Sup & Conc	Instruction	Teacher-Subs	SPSA Action #9-Provide teachers substitute time in order to participate in an Accountable Community Strategic Planning Day.	2,284.00
9	1	Sup & Conc	Instruction	Teacher-Supp	SPSA Action #9-Provide teachers Supplemental Contracts in order to participate in an Accountable Community Strategic Planning Day.	872.00
10	1	Sup & Conc	Instruction	Teacher-Subs	SPSA Action #10-Provide Substitute Release Time for teachers to participate in Student Success Team Meetings.	1,144.00
11	2	Title 1 Basic	Parent Participation	Direct-Graph	: SPSA Action # 11-In order to support parent involvement, funds will be set aside for materials and supplies.	306.00
11	2	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #11-In an effort to decrease the percentage of students identified with chronic attendance and to increase student accountability, incentives for good attendance will be provided.	500.00
12	2	Sup & Conc	Instruction	Direct-Graph	: 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.	500.00
13	2	Sup & Conc	Instruction	Teacher-Supp	SPSA Action #13-Provide teachers Supplemental Contracts to lead the Behavioral Leadership Team in the implementation of the various social-emotional programs and initiatives.	872.00
13	2	Sup & Conc	Instruction	Ins Aide-Sup	SPSA Action #13-Provide Classified Staff Supplemental Contracts to lead the Behavioral Leadership Team in the implementation of the various social-emotional programs and initiatives.	587.00
14	2	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #15-Provide materials to support Professional Learning in the Four SEL Competencies for students.	500.00
14	2	Sup & Conc	Instruction	Mat & Supp	: SPSA Action #13-Funds will be set aside for supplemental	500.00

	2		Instruction	Mat & Supp	materials to support classroom instruction, student engagement and student achievement in the area of social-emotional learning.	500.00
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.	500.00
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.	750.00
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.	872.00
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.	3,319.00
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.	872.00
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.	881.00
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.	1,000.00
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.	872.00
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.	587.00
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.	1,000.00

\$67,592.00

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

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



E.1. Assurances

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

E.2. School Site Council

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

<b>Title I School Site:</b>
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	<i>Charles Reynolds</i>	4-4-16
SSC Chairperson	Erin Pullen	<i>Erin Pullen</i>	4/5/16

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