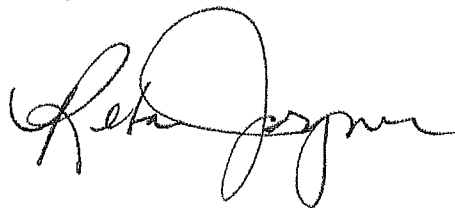


Thomas Elementary School

10621666006514

Principal's Name: Reba Joyner

Principal's Signature:

A handwritten signature in black ink, appearing to read "Reba Joyner". The signature is written in a cursive style with a large, prominent loop at the beginning.

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

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B.	Action Plan	Action designed to meet the needs and accomplish the goals
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B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

District Goals	
The 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	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	45/66	10.83 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	45/67	12.94 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	45/67	87.06 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	36/65	50.33 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	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	30/67	50 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	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	47/68	37.13 %
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4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	56/68	93.28 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	55/68	5.93 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	52/68	17.54 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	46/64	50 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	42/68	15.82 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	39/68	20.55 %

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	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	43/67	40.54 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain <input checked="" type="checkbox"/> Rates	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<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
Action # 1	<p><i>Detail the action: Thomas will have a school wide focus on building a teaching foundation that aligns the Common Core State Standards and content in English Language Arts. The first focus area will be building strong foundational skills in service of reading comprehension. Another focus area will be using high quality complex text and supporting student learning with tasks and questions that provide challenging content related to integrating reading, writing, speaking and listening. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data with AC teams. Write Tools professional learning will be an additional support for strategies in writing. Student data will be collected to determine impact of professional development and student progress during 1 pre-assessment and 3 additional writing assessments based on learning during the school year.</i></p>		
<p><i>SQII Element: Reading by Third Grade (6034, 6035)</i></p>	<p><i>SQII Sub-element(s): 4-borderline to grade level within academic year, 5-grade level readiness retention (6034, 6035)</i></p>	<p><i>Site Growth Target: 10% (6034), 25% (6035)</i></p>	<p><i>Vendor (contracted services) Write Tools CA Teaching Fellows Scholastic Agendas/Planners Star Fall</i></p>
<p><i>New Action X -On-going</i></p>	<p><i>Reasoning: X-Data Research-based X-Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point: (6034) As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage of 1st –3rd grade students who were not reading on grade level at the end of last year will be reading on grade level by an increase of 10% as evidenced by an increase in our SQII percentage rate from 10.83% to 20.83% by the end of the 16-17 school year.</i></p> <p><i>(6035)As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage of 1st –3rd grade students who were reading on grade level at the end of last year will be reading on grade level by an increase of 25% as evidenced by an increase in our SQII percentage rate from 50.33% to 75.33% by the end of the 16-17 school year.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>• 15-16 SBAC Data</i> <i>• DRP Data</i> <i>• Interim Assessment Data</i> 	<p><i>Owner(s)</i></p> <p><i>Teachers/ACs Teachers/ACs Teachers/ACs</i></p>	<p><i>Timeline: Ongoing August 2016-June 2017</i></p>	

<ul style="list-style-type: none"> • <i>Grade Level Common Assessment Data</i> • <i>BAS/Fluency Data</i> • <i>KAIG Assessment Data</i> • <i>Professional Learning Agendas</i> • <i>Classroom/Grade Level Formative Assessments</i> • <i>Classroom walkthrough feedback and observations</i> • <i>Data Chats</i> • <i>SQII Data</i> • <i>Write Tools Evidence of implementation</i> • <i>Instructional Practice Guide Data</i> • <i>AC Protocol documentation and feedback on AC work</i> • <i>Illuminate formative assessments</i> 	<p><i>Teachers/ACs</i> <i>Teachers/ACs</i> <i>Kinder Teachers</i> <i>Administration</i> <i>Teachers/ACs</i> <i>Administration</i> <i>Administration</i> <i>Administration</i> <i>Teachers</i> <i>Administration</i> <i>Lead</i> <i>Teachers/Administration</i> <i>Teachers</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Communication to parents/students</i> • <i>Edu-text</i> • <i>Atlas parent portal</i> • <i>Parent/teacher conferences</i> • <i>Monthly school newsletter</i> • <i>Back-to-school-night</i> • <i>School Site Council/ELAC</i> • <i>Parent Coffee Hour</i> • <i>PTA Events</i> • <i>Book Fair</i> • <i>Read Across America Day Activities</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Professional development on Write Tools Opinion and Research and Report Writing Module</i> • <i>Professional development on alignment of complex text and tasks</i> • <i>Professional development on questioning and comprehension strategies</i> • <i>Professional development on <u>Note and Notice</u>, <u>Making Thinking Visible</u>, and <u>Writing for Understanding</u></i> • <i>Continued work utilizing <u>Learning by Doing</u></i> • <i>Site training on differentiated instruction.</i> • <i>AC collaboration.</i> • <i>Training on technology/Digital Literacy</i> 		

- Utilize .4375 Computer Paraprofessional for teacher professional development
- District provided professional learning on new ELA adoption/CCSS
- Continued professional development on Regional Focus Work

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

- Professional books for teachers
- Computers and other related hardware/software
- Instructional materials and supplies
- Write Tools Binders
- Scholastic Readers
- Substitute Teachers for Planning Days
- Extra Pay Contracts for Write Tools Professional Learning
- Substitutes for teacher observation time and data chats
- Materials and Supplies related to providing student instruction in ELA
- .4375 Computer Tech. To support students and teachers in technology

Specify additional targeted actions for EL students:

- Goalsetting
- EL component integrated into Professional Learning
- Additional action outlined in Action #4

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Other Instructional Resources	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.4375			\$11,038
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for Write Tools PD 2 days Primary 2 days Intermediate	\$18,937
1	1	Sup & Conc	Other Instructional Resources	Classified Support-Extra Time				Computer Tech Extra Time	\$2,609

1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for planning day split funded with 7091	\$4,734
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute Teachers for Teacher Observations, Student support activities, Teacher instructional support (25 days)	\$3,284
1	1	Sup & Conc	Instruction	Books & Other Reference				Scholastic or Time Readers	\$4,750
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$9,181
1	1	Sup & Conc	Instruction	Materials & Supplies				Write Tools Binders (35)	\$3,010
1	1	Sup & Conc	Instruction	Materials & Supplies				StarFall Early Learning Program	\$270
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$3,062
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh Lease	\$2,500
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repairs/Maintenance on technology	\$1,000
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Write Tools	Write Tools Professional Development	\$9,900

1	1	EL	Instruction	Prof/Consulting Svc & Operating		Write Tools	Write Tools Professional Development Fees	\$3,300
							Total	\$77,575

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action: Thomas will have a school wide focus in math instructional strategies that reflect the shifts required by the Common Core State Standards for Mathematics. The primary focus being making sure that lessons align with the shifts of focus, coherence and rigor. These shifts will be addressed in the content of math lessons. Professional learning will also focus on ensuring that lessons utilize the 8 mathematical instructional practices that require students be responsible for the thinking through the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented. Professional development will build teacher understanding of these practices to ensure that teachers are using these practices to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math.</i></p>		
<i>SQII Element: MATH (SBAC) 6169 and 6160</i>	<i>SQII Subelement: 2-Standard Met/Exceeded (6169 and 6160)</i>	<i>Site Growth Target:15%</i>	<i>Vendor (contracted services) CA Teaching Fellows</i>
<i>X New Action On-going</i>	<i>Reasoning: X Data X Research-based Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: (6169) As a result of a focus on using math instruction aligned with CCSS the percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC will increase of 15% as evidenced by an increase in our SQII percentage rate from 12.94% to 27.94% by the end of the 16-17 school year.</i></p> <p><i>(6160)As a result of a focus on using math instruction aligned with CCSS the percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC will decrease 15% as evidenced by a decrease in our SQII percentage rate from 87.06% to 72.06% by the end of the 16-17 School year</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>15-16 SBAC Data</i> • <i>Interim Assessment Data</i> • <i>Grade Level Common Assessment Data</i> • <i>KAIG Assessment Data</i> • <i>Professional Learning Agendas</i> 		<p><i>Owner(s)</i></p> <p><i>Teachers/ACs</i> <i>Teachers/ACs</i> <i>Teachers/ACs</i> <i>Kinder Teachers</i> <i>Administration</i> <i>Teachers/ACs</i></p>	<p><i>Timeline</i></p> <p><i>Ongoing</i> <i>August 2016-June 2017</i></p>

<ul style="list-style-type: none"> • <i>Classroom/Grade Level Formative Assessments</i> • <i>Classroom walkthrough feedback and observations</i> • <i>Data Chats</i> • <i>SQII Data</i> • <i>Instructional Practice Guide Data</i> • <i>AC's Protocol documentation and feedback on AC work</i> • <i>Illuminate formative assessments</i> 	<p><i>Administration</i> <i>Administration</i> <i>Administration</i> <i>Teachers</i> <i>Administration</i> <i>Lead</i> <i>Teachers/Administration</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Communication to parents/students</i> • <i>Edu-text</i> • <i>Atlas parent portal</i> • <i>Parent/teacher conferences</i> • <i>Monthly school newsletter</i> • <i>Back-to-school-night</i> • <i>School Site Council/ELAC</i> • <i>Parent Coffee Hour</i> • <i>PTA Events</i> • <i>Family Math Night</i> • <i>Teaching Fellows to support intermediate math classes</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Training on new math curriculum GO Math Components</i> • <i>Professional development on the Mathematical Practices</i> • <i>Collaboration during ACM</i> • <i>Training on technology related to math content</i> • <i>Professional Development on Coherence and Progression Maps</i> • <i>Professional learning utilizing <u>Principles to Actions</u></i> • <i>Ongoing support from district Math coaches and district provided professional development</i> • <i>Continued professional development on Regional Focus Work</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Professional books for teachers</i> • <i>Computers and other related hardware/software</i> 		

- *Instructional materials and supplies related to math*
- *Substitutes for instructional planning time*
- *Materials and supplies needed for professional development*
- *.4375 Computer Tech. to support teacher professional development and student technology use*

Specify additional targeted actions for EL students:

- *EL component integrated into Professional Learning*
- *Additional action outlined in Action #4*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics Materials and Supplies	\$2,000
								Total	\$2,000

Domain	<input checked="" type="checkbox"/> Rates	1. Academic – Performance/Growth/Completion/Retention/Graduation	<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
Action # 3		<p><i>Detail the action: Thomas will develop and implement a comprehensive RtI program in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. A .375 certificated tutor and 6 teaching fellows, and instructional assistants will assist in supporting teacher instruction during a focused ELA intervention time. Small group support and deployment will be utilized based on student assessment data using DRP, BAS and fluency as well as SBAC data for students in grades 4-6. Instructional supports for students will include building foundational skills in reading and utilizing Write Tools strategies to promote student academic growth in ELA. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.</i></p>				
<p><i>SQII Elements: Reading by 3rd grade (6034, 6035)</i></p>		<p><i>SQII Sub-element(s): 4-borderline to grade level within academic year, 5-grade level readiness retention</i></p>		<p><i>Site Growth Target: 10% (6034), 25% (6035)</i></p>		<p><i>Vendor (contracted services) California Teaching Fellows (Technology Vendor) TBD Star Fall Write Tools</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i></p>				

Write a SMART Goal to address each data point: Write a SMART Goal to address each data point: (6034) As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage of 1st –3rd grade students who were not reading on grade level at the end of last year will be reading on grade level by an increase of 10% as evidenced by an increase in our SQII percentage rate from 10.83% to 20.83% by the end of the 16-17 school year.

(6035)As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage of 1st –3rd grade students who were reading on grade level at the end of last year will be reading on grade level by an increase of 25% as evidenced by an increase in our SQII percentage rate from 50.33% to 75.33% by the end of the 16-17 school year.

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

- 15-16 SBAC Data
- DRP Data
- Interim Assessment Data
- Grade Level Common Assessment Data
- BAS/Fluency Data
- KAIG Assessment Data
- Professional Learning Agendas
- Classroom/Grade Level Formative Assessments
- Classroom walkthrough feedback and observations
- Data Chats
- SQII Data
- Write Tools Evidence of implementation
- Instructional Practice Guide Data
- Deployment Schedules/Data/Documentation
- Illuminate formative assessments

Owner(s)

- Teachers/ACs
- Teachers/ACs
- Teachers/ACs
- Teachers/ACs
- Teachers/ACs
- Kinder Teachers
- Administration
- Teachers/ACs
- Administration
- Administration
- Administration
- Teachers
- Administration
- Lead
- Teachers/Administration
- Administration

Timeline

*Ongoing
August 2016-June 2017*

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

- Communication to parents/students
- Edu-Text
- Atlas parent portal
- Parent/teacher conferences
- Monthly school newsletter
- Back-to-school-night
- School Site Council/ELAC

- *Parent Coffee Hour*
- *PTA Events*

Describe related professional learning:

- *Professional development on scaffolding and differentiation*
- *Training on SST process and level 2 and 3 intervention strategies*
- *Professional learning on analyzing data, student work and the assessment process*
- *Training on utilizing support staff*
- *AC collaboration.*
- *Training on technology/Digital Literacy*
- *Professional development on Write Tools Opinion and Research and Report Writing Module*
- *Professional development on alignment of complex text and tasks*
- *Professional development on questioning and comprehension strategies*
- *Professional development on Note and Notice, Making Thinking Visible, and Writing for Understanding*
- *Continued work utilizing Learning by Doing*
- *Continued professional development on Regional Focus Work*
- *The book Visible Learning will be utilized to analyze the effectiveness of the actions implemented for supporting student achievement*

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

- *Professional books for teachers*
- *Computers and other related hardware/software*
- *Instructional materials and supplies*
- *Write Tools Binders*
- *Scholastic/Time supplementary readers*
- *Substitute Teachers for Planning Days to develop RtI program utilizing student data*
- *Extra Pay Contracts for Write Tools Professional Learning*
- *Substitutes for Write Tools Professional Learning*
- *Substitutes for teacher observation time and data chats*
- *Substitutes for IEP and SST Meetings*
- *.375 Certificated Tutor*
- *2 Instructional Aides*
- *6 Teaching Fellows*
- *.4375 Computer Tech.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,918
3	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$9,709
3	1	Title 1 Basic	Instruction	Teacher- Regular Salaries	Tutor	0.3750			\$36,811
3	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				Subs for IEP/SST Meetings 20 Days	\$5,255
3	1	Title 1 Basic	Instruction	Materials & Supplies				Academic Planners and Home communication folders	\$2,400
3	1	Sup & Conc	Instruction	Materials & Supplies				Technology	\$10,389
3	1	Sup & Conc	Instruction	Materials & Supplies				RTI Materials and Supplies	\$4,824
3	1	Sup & Conc	Instruction	Sub- agreements for Services			Teaching Fellows	6 Teaching Fellows at .375 (3 hours) per day	\$44,445
Total									\$122,751

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
	Action # 4	<i>Detail the action: Thomas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student</i>				

<i>achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. A focus will be on improving language acquisition and literacy through designated and integrated ELD. Professional learning will be provided in understanding and utilizing ELD Frameworks.</i>			
<i>SQII Element: EL Redesignation 5968</i>	<i>SQII Sub-element(s) (5968) 3-Borderline to Redesignation within 365 days</i>	<i>Site Growth Target:50%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: (5968) As a result of a focus on supporting English Learner students redesignation rates of 1st-6th grade students identified as meeting borderline criteria for redesignation at the end of the spring semester, redesignation rates will increase by 50% as evidenced by an increase in our SQII percentage rate from 50% to 100% by the end of the 16-17 school year.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <i>Professional Development</i> <i>CELDT Results</i> <i>DRP/BAS monitoring</i> <i>CELDT and DRP Goal setting</i> <i>Monitoring Redesignation Reports and students data</i> <i>AC agendas</i> <i>English Learner Site Action Plan</i>		<i>Owner(s)</i> <i>Administration</i> <i>Teachers</i> <i>Teachers</i> <i>Teachers/Students</i> <i>Administration</i> <i>Lead Teachers</i> <i>Administration/Lead Teachers</i>	<i>Timeline</i> <i>Ongoing</i> <i>August 2016-June 2017</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • <i>Communication to parents/students</i> • <i>Edu-text</i> • <i>Atlas parent portal</i> • <i>Parent/teacher conferences</i> • <i>Monthly school newsletter</i> • <i>Back-to-school-night</i> • <i>School Site Council/ELAC</i> • <i>Parent Coffee Hour</i> • <i>PTA Events</i> • <i>Parent University Classes</i> 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> • <i>Training on RFEP progress monitoring</i> 			

- *Training on ELD/ELA Frameworks*
- *Collaboration on RtI reading strategies*
- *Training on strategies related to CELDT*
- *Training on understanding student ELD levels and progress*

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

- *Home School Liaison*
- *CELDT Assessors*
- *Materials and Supplies related to EL professional learning and for implementation of strategies and support for EL students*
- *Technology*
- *English Language learners will receive designated and integrated instruction to meet their individual needs*

Specify additional targeted actions for EL students: See Action #4

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Instruction	Teacher-Substitute Salaries				Teacher Planning days 50% split funded with 7090 37 Teachers -2 days each	\$4,734
4	3	EL	Parent Participation	Classified Support-Supplemental				SSC/ELAC Supplemental Support: Translators, Babysitting	\$939
4	3	EL	Parent Participation	Materials & Supplies				Parent materials and supplies	\$663
4	3	EL	Instruction	Materials & Supplies				Save Mart PO	\$2,000
4	3	EL	Instruction	Materials & Supplies				Materials and Supplies	\$7,181
4	3	EL	Instruction	Materials & Supplies				RTI materials and supplies	\$5,010
4	3	EL	Instruction	Materials & Supplies				Technology	\$3,804

4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors 2 substitutes for 4 days of testing	\$1,317
								Total	\$25,648

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
Action # 5	<p><i>Detail the action: Thomas will focus on addressing TK-6th grade students who are chronically absent. Appropriate interventions will be in place for addressing chronic absences. Counseling services will be provided for students needing intervention. Home School Liaison will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. Office staff will be trained on supporting parent communication regarding absenteeism. Office staff will report data regarding chronic absences, and student tardies.</i></p>		
<i>SQII Element: Chronic Absenteeism (6331)</i>	<i>SQII Sub-element(s): Appropriate Attendance Intervention (6331)</i>	<i>Site Growth Target:15%</i>	<i>Vendor (contracted services) Family Foundations Counseling Services</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: (6331) As a result of a focus on appropriate attendance interventions the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of appropriate attendance interventions, will increase by 15% as evidenced by an increase in our SQII percentage rate from 16.28% to 31.28% by the end of the 16-17 school year.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Atlas attendance reports</i> <i>Participation in parent attendance meetings</i> <i>Actions based on SST meetings</i> <i>Documentation of interventions utilizing ATLAS portfolio</i> 		<p><i>Owner(s)</i></p> <p><i>Attendance Clerk</i> <i>HSL/Administration</i> <i>Teachers/Administration</i> <i>All Staff Members</i></p>	<p><i>Timeline:</i></p> <p><i>Ongoing</i> <i>August 2016-June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Communication to parents/students</i> <i>Edu-text</i> <i>Atlas parent portal</i> 			

- *Parent/teacher conferences*
- *Monthly school newsletter*
- *Back-to-school-night*
- *School Site Council/ELAC*
- *Parent Coffee Hour*
- *PTA Events*
- *Parent University Classes*
- *Attendance meetings*

Describe related professional learning:

- *Professional development on appropriate attendance interventions*
- *HSL and Office Staff training on interventions and data analysis*
- *ATLAS Report analysis/Attendance reports analysis*
- *Reverse Tardy Procedures*
- *Documentation and handling of students that are tardy to school.*

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

- *Attendance incentives*
- *Classroom attendance incentives*
- *Attendance awards*
- *HSL, Counseling services*
- *SST Process*
- *Office Staff*
- *Materials and supplies related to supporting student attendance interventions*
- *Substitutes for SST Meetings*
- *Materials and supplies related to parent meetings regarding attendance*
- *Counseling support updates with administrative staff*

Specify additional targeted actions for EL students:

- *HSL contacts*
- *Counseling services*
- *SST process*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.3750		.375 HSL to support focus on attendance interventions for students	\$11,730
5	3	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for HSL	\$300
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation – No Food	\$1,344
Total									\$13,374

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
Action # 6	<p><i>Detail the action: Thomas will focus on reducing the number of students that have multiple suspensions throughout the school year utilizing interventions to prevent repeated suspension incidents. Site counselor will provide support services to students that have multiple suspensions and have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior and the ICET process will be utilized as needed for intervention. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3</i></p>		
SQII Element: Suspension 6109		SQII Sub-element(s):4-behavior growth 6109	Site Growth Target:25% Vendor (contracted services) Family Foundations Counseling Services
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point: (3684) As a result of a focus on students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester increase by 25% as evidenced by an increase in our SQII percentage rate from 50% to 75% by the end of the 16-17 school year.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Class meeting documentation</i> 		Owner(s) Teachers	Timeline Ongoing August 2016-June 2017

<ul style="list-style-type: none"> • <i>Suspension data</i> • <i>SEL Survey data</i> • <i>Reported behaviors in Atlas</i> • <i>Attendance sheets from Counseling</i> • <i>Student referral data from Counselor quarterly updates</i> • <i>IEP/SST Meeting Notes</i> • <i>Staff/Student/Parent survey data</i> 	<p><i>Administration</i> <i>All Stakeholders</i> <i>Teachers/Admin.</i> <i>Counselor</i> <i>Counselor</i> <i>Admin./SPED</i> <i>Team</i> <i>All Stakeholders</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Communication to parents/students</i> • <i>Edu-text</i> • <i>Atlas parent portal</i> • <i>Parent/teacher conferences</i> • <i>Monthly school newsletter</i> • <i>Back-to-school-night</i> • <i>School Site Council/ELAC</i> • <i>Parent Coffee Hour</i> • <i>PTA Events</i> • <i>Parent University Classes</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Professional development will be provided to teachers in the areas of Social Awareness, Self-Management and Growth Mindset</i> • <i>Continued professional development on The Olweus Anti-Bullying Program, (<u>Class Meetings that Matter</u>), and Second Step Curriculum</i> • <i>Professional development on behavior strategies using Foundations</i> • <i>Professional development utilizing counselors skills</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Planners and Agendas to support student organizational skills</i> • <i>Quarterly awards assemblies recognizing citizenship</i> • <i>Anti-Bullying assemblies</i> • <i>Fill my bucket campaign</i> • <i>School wide behavior assemblies</i> 		

- *I Pledge assemblies*
- *Class Meetings*
- *Counseling services*
- *HSL services*
- *Materials and supplies for parent involvement*
- *Update meetings with counselor regarding student progress*

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	On Site Counselor 4 days per week	\$44,688
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee for Counseling Services	\$894
6	2	Sup & Conc	Instruction	Materials & Supplies				Save Mart PO	\$2,000
								Total	\$47,582

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
Action # 7	<p><i>Detail the action: Thomas will focus on increasing the number of unique students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). NTA Meetings will address and encourage Goal 2 leadership opportunities. Staff participation will be encouraged in Goal 2 clubs and activities. Staff Committee meetings will plan a variety Goal 2 events. Staff professional learning will focus on who our unique students are and strategies to promote involvement in Goal 2 activities. Students will be encouraged to participate in after-school sports, before and after –school activities including but not limited to student leadership, Science Olympiad, Peach Blossom, Safety Patrol and Valet, Noontime activities such as outdoor games, sports leagues, art projects, etc. and clubs.</i></p>		

<i>Teachers will develop, oversee and manage an incentivized reading program for students outside the instructional school day as a way to support motivational reading for students.</i>			
<i>SQII Element: Student Engagement 2080</i>	<i>SQII Sub-element(s):2-Overall Student Participation 2080</i>	<i>Site Growth Target:20%</i>	<i>Vendor (contracted services) Renaissance Learning</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: (2080) As a result of a focus on the number of unique students who are engaged in any Goal 2 Activities (Activities, Arts or Athletics) participation will increase by 20% as evidenced by an increase in our SQII percentage rate from 40.54% to 60.54% by the end of the 16-17 school year.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <i>Goal 2 participation will be monitored by data entry in ATLAS showing student participation</i> <i>Club and activity sign in sheets</i> <i>Incentivized Reading Program (outside instructional day)</i> 		<i>Administration</i> <i>Club Advisors/Coaches</i> <i>Teachers/Library</i> <i>Tech.</i>	<i>Ongoing</i> <i>August 2016-June 2017</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> <i>Communication to parents/students</i> <i>Edu-text</i> <i>Atlas parent portal</i> <i>Parent/teacher conferences</i> <i>Monthly school newsletter</i> <i>Back-to-school-night</i> <i>School Site Council/ELAC</i> <i>Parent Coffee Hour</i> <i>PTA Events</i> <i>Parent University Classes</i> 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> <i>NTA Meetings to encourage Goal 2 leadership</i> 			

- Staff participation in Goal 2 clubs and activities
- Staff Committee meetings to plan Goal 2 events
- Staff professional learning on who our unique students are and strategies to promote involvement in Goal 2 activities.

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

- After-school sports
- Before and after –school activities including but not limited to student leadership, Science Olympiad, Peach Blossom, Safety Patrol and Valet
- Noontime activities such as outdoor games, sports leagues, art projects, etc.
- Clubs
- Materials and supplies to support student Goal 2 activities
- Materials and supplies to support community and parent involvement in coaching or leading Goal 2 clubs and sports activities.
- Incentivized reading program

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	EL	Instruction	Materials & Supplies				Awards and Incentives	\$2,000
7	3	Sup & Conc	Instruction	Materials & Supplies				Awards and Incentives	\$3,000
7	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Incentivized reading program	\$3,187
7	3	EL	Instruction	Prof/Consulting Svc & Operating			Other*	Incentivized Reading Program	\$3,187
Total									\$11,374

C.1. Budget – Allocations and Planned Expenditures

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

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$61,344 *
7090	LCFF Supplemental & Concentration	\$195,907
7091	LCFF for English Learners	\$43,053
TOTAL 2016/17 ON-SITE ALLOCATION		\$300,304

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,334
Remaining Title I funds are at the discretion of the School Site Council	\$60,010
Total Title I Allocation	\$61,344

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 0450 Thomas Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning day split funded with 7091	4,734.00
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Teachers for Teacher Observations, Student support activities, Teacher instructional support (25 days)	3,284.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	3,062.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for Write Tools PD 2 days Primary 2 days Intermediate	18,937.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Scholastic or Time Readers	4,750.00
1	1	Sup & Conc	Instruction	Mat & Supp			: StarFall Early Learning Program	270.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Write Tools Binders (35)	3,010.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,181.00
1	1	Sup & Conc	Instruction	Direct-Maint			Repairs/Maintenance on technology	1,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools : Write Tools Professional Development	9,900.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh Lease	2,500.00
1	1	Sup & Conc	Other Instructional Resources	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.438		11,038.00
1	1	Sup & Conc	Other Instructional Resources	Cls Sup-Ext			Computer Tech Extra Time	2,609.00
1	1	EL	Instruction	Cons Svc/Oth			Write Tools : Write Tools Professional Development Fees	3,300.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics Materials and Supplies	2,000.00
3	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.375		36,811.00
3	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,709.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Academic Planners and Home communication folders	2,400.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST Meetings 20 Days	5,255.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Technology	10,389.00
3	1	Sup & Conc	Instruction	Mat & Supp			: RTI Materials and Supplies	4,824.00
3	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : 6 Teaching Fellows at .375 (3 hours) per day	44,445.00
3	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,918.00
4	3	EL	Instruction	Teacher-Subs			Teacher Planning days 50% split funded with 7090 37 Teachers -2 days each	4,734.00
4	3	EL	Instruction	Mat & Supp			Materials and Supplies	7,181.00
4	3	EL	Instruction	Mat & Supp			: RTI materials and supplies	5,010.00
4	3	EL	Instruction	Mat & Supp			: Technology	3,804.00
4	3	EL	Instruction	Mat & Supp			: Save Mart PO	2,000.00
4	3	EL	Instruction	Direct-Other			CELDT Assessors 2 substitutes for 4 days of testing	1,317.00
4	3	EL	Parent Participation	Cls Sup-Sup			SSC/ELAC Supplemental Support: Translators, Babysitting	939.00

4	3	EL	Parent Participation	Mat & Supp			: Parent materials and supplies	663.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation	1,344.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.375	.375 HSL to support focus on attendance interventions for students	11,730.00
5	3	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage for HSL	300.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Save Mart PO	2,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee for Counseling Services	894.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : On Site Counselor 4 days per week	44,688.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Awards and Incentives	3,000.00
7	3	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Incentivized reading program	3,187.00
7	3	EL	Instruction	Mat & Supp			: Awards and Incentives	2,000.00
7	3	EL	Instruction	Cons Svc/Oth			Other* : Incentivized Reading Program	3,187.00
								\$300,304.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,344.00
Sup & Conc	7090	\$195,907.00
EL	7091	\$43,053.00
Grand Total		\$300,304.00

Domain Totals	Budget Totals
Academic	\$202,326.00
Culture & Climate	\$37,322.00
Social/Emotional	\$60,656.00
Grand Total	\$300,304.00

E.1. Assurances

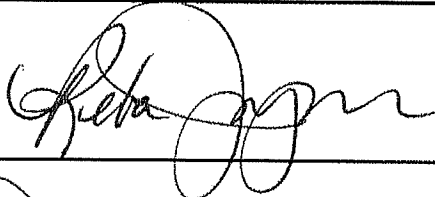
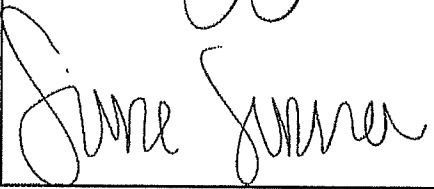
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Reba Joyner	X				
2. Chairperson – Sara Serna				X	
3. Lisa Martinez			X		
4. Gary Greene		X			
5. Tamika Tatum		X			
6. Cathy Ponessa		X			
7. Betty Castor				X	
8. Ashley Atkinson				X	
9. Suzanne Church				X	
10. Amanda Rodriguez				X	
11.					
12.					
13.					
14.					
15.					
X ELAC operated as a school advisory committee.			<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.		

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

E.3. Required Signatures

School Name: Thomas Elementary School			
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	Reba Joyner		4/14/16
SSC Chairperson	Sara Serna		4/11/16

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