Turner Elementary School

10621666006522

Principal's Name: Steve Gettman

Principal's Signature:

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

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : [Turner ▼] [Select]

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	49/67	49.34 %
☑	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	49/67	11.79 %
☐	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	49/67	88.21 %
☐	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	47/67	44.94 %
☐	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	43/67	80.5 %
☑	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	41/67	19.5 %
☐	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	40/66	12.12 %
☐	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	38/66	46.95 %
☐	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	35/66	45.8 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	51/68	29.51 %
☐	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	45/67	46.43 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Middle School Readiness	1- EIIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	51/68	36.77 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	35/68	14.68 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively	54/67	36.95 %

disproportionately represented

Instructional Superintendent Approval : ⚪ No ⦿ Yes | Approval Date : 03/10/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

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 # 1	*Detail the action: Turner Elementary will implement standards-based math instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2016 – 2017 Math SBAC administration.*

SQII Element: 6169	*SQII Sub-element(s): Standards Met or Standards Exceeded*	*Site Growth Target: 20%*	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
End of year 2014-2015 Math SBAC data indicates 11.79% of students scored "Standards met or Standards exceeded". By June 2017, students will demonstrate a 20% increase in the percentage of students scoring "Standards met or Standards exceeded".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
▪ *Classroom Observations and Reflective Feedback* ▪ *Grade Level Classroom Observations and Reflective Feedback* ▪ *Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in Mathematics: Focus on 1) Culture of Learning 2) Challenging Content 3) Ownership 4) Every Student 5) Improving Every Day* ▪ *Grade Level Common Formative Assessments and Quarterly Data Reports by Grade level* ▪ *District Interim Assessments (Fall and Winter Administration)* ▪ *GoMath Assessments – Mid Chapter, End of Chapter, Performance Task,* ▪ *On-going Formative Assessments - Checking for Understanding by classroom teacher*	▪ *Teachers* ▪ *AC Team* ▪ *Lead Teachers* ▪ *Admin Team* ▪ *Instructional Coach / TSA* ▪ *Parents*	▪ *Grade Level common assessment calendar* ▪ *On-going Formative Assessments* ▪ *District Assessment Calendar*

Explain the Targeted Actions for Parent Involvement (required by Title I):
▪ *Fall and Winter Interim Reports will be shared with SSC and ELAC. Fall Interim reports will be shared during Parent Teacher conferences. Individual student reports will be sent home attached to student report cards. SBAC Results are mailed to parents.*

Describe related professional learning:
**Professional Learning will be planned and monitored throughout the school year around challenging math content. Math

Progressions and the Coherence Map (planning tools) will be presented during PL to ensure the planning of math lessons and formative assessments incorporate the shifts required by the CCSS for Mathematics.
- Backwards Mapping of Standards
- Identifying Prerequisite Skills
- Deconstruction of Math Standards
- Utilizing Coherence Map and Math Progressions for targeted planning
- Develop quarterly test items using Illuminate for grade level common formative assessments
- Site and District Math Professional Learning
- AC Group Data Analysis

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- GoMath Practice Books and Teacher Editions
- GoMath Manipulatives, Game Boards, Small Readers for Challenge, On-grade Level, and Below Grade Level
- ASUS tablets/ Computer Lab for use of online GoMath Resources
- Other materials, resources and supplies that support Math instruction

Specify additional targeted actions for EL students:
- Graphic Organizers
- Visual Supports
- Manipulatives
- Various Language Frames to support oral language
- Planning with California ELA/ELD Framework for integrated and designated ELD

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Instructional Planning Days	$3,050
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials used specifically to support General Education	$6,250
								Total	$9,300

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	*Detail the action: Turner Elementary will implement standards-based instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2016-2017 ELA SBAC Administration.*

SQII Element: 5926	*SQII Sub-element(s): Standards Met or Standards Exceeded*	*Site Growth Target: 20%*	*Vendor (contracted services) Achieve3000*

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

Write a SMART Goal to address each data point:
End of year 2014-2015 ELA SBAC data indicates 19.50% of students scored, "Standards met or Standards exceeded". By June 2017 students will demonstrate a 20% increase in the percentage of students scoring, "Standards met or Standards exceeded".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
▪ *Classroom Observations and Reflective Feedback* ▪ *Grade Level Classroom Observations and Reflective Feedback* ▪ *Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in ELA: Focus on 1) Culture of Learning 2) Challenging Content 3) Ownership 4) Every Student 5) Improving Every Day* ▪ *ELA Program Assessments* ▪ *Grade Level Common Formative Assessments and Quarterly Data Reports by Grade Level* ▪ *District Interim Assessments (Fall and Winter Administration)* ▪ *On-going Formative Assessments - Checking for Understanding by classroom teacher* ▪ *DRP Fall and Winter Data* ▪ *AC Group Data Analysis*	▪ *Teachers* ▪ *AC Team* ▪ *Lead Teachers* ▪ *Admin Team* ▪ *Instructional Coach / TSA* ▪ *Parents*	▪ *Grade Level common assessment calendar* ▪ *On-going Formative Assessments* ▪ *District Assessment Calendar*

Explain the Targeted Actions for Parent Involvement (required by Title I):
▪ *Winter and Fall Interim Reports in ELA will be shared with SSC and ELAC. Individual student reports will be sent home attached to student report cards.*
▪ *DRP Data Reports with Parent tips at Parent Conferences*

Describe related professional learning:
***Professional Learning will be planned and monitored throughout the school year around the use of high quality text sets to help build reading stamina and endurance in order to support student learning. Strategic, quarterly planning will be utilized to analyze the complexity of*

text selections using the Qualitative, Quantitative & Reader and Task measures. Accountable communities will regularly analyze results from Common Assignments and formative assessment to determine the next step of instruction.

- *Backwards Mapping of Quarterly Focus and Recursive Standards*
- *Identifying Prerequisite Skills*
- *Deconstruction of ELA Standards*
- *ELA Progressions*
- *Develop quarterly test items using Illuminate for grade level common formative assessments*
- *Site and District ELA Professional Learning*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *ELA adoption resources and materials*
- *ASUS tablets / Computer Lab for use of online ELA resources*
- *ELA Journals*
- *Other materials and supplies that support ELA instruction*
- *Reading Intervention small group instruction for K-3 to support foundational skills daily by Instructional Coach / TSA*
- *RTI in ELA for Special Ed, RSP students and LTEL*
- *Differentiated small group reading instruction*
- *Small group guided reading instruction*
- *School Psychologist & 50/50 Counselor to support students struggling with behaviors that impact academic achievement*

Specify additional targeted actions for EL students:
- *Visual supports*
- *Graphic organizers*
- *Various Language Frames to support receptive and expressive language.*
- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *Planning with California ELA/ELD Framework for integrated and designated ELD*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		Personnel also supports actions: 1, 3, 4, 5	$10,096

2	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		Personnel also supports action: 1, 3, 4, 5	$9,991
2	1	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.7500		Personnel also supports Domain: 2, 3 and Actions: 1, 3, 4, 5, 8	$84,361
2	1	EL	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.2500		Personnel also supports Domain: 2, 3 and Actions: 1, 3, 4, 5, 8	$28,121
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Instructional Planning Days and Student Study Team	$6,860
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Instructional Planning Days	$3,050
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Materials used specifically to support classroom instruction	$1,500
2	1	EL	Instruction	Books & Other Reference				Achieve3000	$20,000
2	1	Sup & Conc	Instruction	Local Mileage				Local Mileage	$500
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance and Repairs	$150
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Repairs on laminator machine	$2,653
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	$36,025

2	1	Sup & Conc	Instruction	Books & Other Reference				Achieve3000	$4,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials used specifically to support General Education	$6,250
								Total	$213,557

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

Action # 3	*Detail the action: Turner Elementary will implement standards-based instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the District Interim Math common formative assessment.*

SQII Element:6258	*SQII Sub-element(s): Standards Met or Standards exceeded*	*Site Growth Target: 20%*	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
2015-2016 Winter District Interim Math assessment data indicates 13.13% of students scored "Standards met or Standards exceeded". By June 2017, there will be a 20% increase in the percentage of students scoring "Standards met or Standards exceeded".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* ▪ *Classroom Observations and Reflective Feedback* ▪ *Grade Level Classroom Observations and Reflective Feedback* ▪ *Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in Mathematics: Focus on 1) Culture of Learning 2) Challenging Content 3) Ownership 4) Every Student 5) Improving Every Day* ▪ *Grade Level Common Formative Assessments and Quarterly Data Reports by Grade Level* ▪ *District Interim Assessments (Fall and Winter Administration)* ▪ *GoMath Assessments – End of Chapter*	*Owner(s)* ▪ *Teachers* ▪ *AC Team* ▪ *Lead Teachers* ▪ *Admin Team* ▪ *Instructional Coach / TSA* ▪ *Parents*	*Timeline* ▪ *Grade Level common assessment calendar* ▪ *On-going Formative Assessments* ▪ *District Assessment Calendar*

▪ *On-going Formative Assessments - Checking for Understanding by classroom teacher*		

Explain the Targeted Actions for Parent Involvement (required by Title I):
Winter and Fall Interim Reports will be shared with SSC and ELAC. Individual student reports will be sent home attached to student report cards.

Describe related professional learning:
 **Professional Learning will be planned and monitored throughout the school year around challenging math content. Math Progressions and the Coherence Map (planning tools) will be presented during PL to ensure the planning of math lessons and formative assessments incorporate the shifts required by the CCSS for Mathematics.
  - ▪ *Backwards Mapping of Standards*
  - ▪ *Identifying Prerequisite Skills*
  - ▪ *Deconstruction of Math Standards*
  - ▪ *Utilize Coherence Map and Math Progressions as a planning tool*
  - ▪ *Develop quarterly test items using Illuminate for grade level common formative assessments*
  - ▪ *Site and District Math Professional Learning*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
  - ▪ *GoMath Practice Books and Teacher*
  - ▪ *GoMath Manipulatives, Game Boards, Small Readers for Challenge, On-grade Level, and Below Grade Level*
  - ▪ *ASUS tablets / Computer Lab for use of online GoMath Resources*
  - ▪ *Other materials, resources and supplies that support Math instruction*

Specify additional targeted actions for EL students:
  - ▪ *Graphic Organizers*
  - ▪ *Visual Supports*
  - ▪ *Manipulatives*
  - ▪ *Various Language Frames to support oral language*
  - ▪ *Planning with California ELA/ELD Framework for integrated and designated ELD*

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 # 4	*Detail the action: Turner Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring, "Standards met or Standards exceeded" on the 2016-2017 District Interim ELA common formative assessment.*

SQII Element: 6256	*SQII Sub-element(s): Standards Met or Standards exceeded*	*Site Growth Target: 25%*	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:

2015-2016 Winter District Interim ELA assessment data indicates 18.16% of students scored, "Standards met or Standards exceeded". By June 2017 students will demonstrate a 25% increase in the percentage of students scoring, "Standards met or Standards exceeded".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
▪ *Classroom Observations and Reflective Feedback* ▪ *Grade Level Classroom Observations and Reflective Feedback* ▪ *Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in ELA: Focus on 1) Culture of Learning 2) Challenging Content 3) Ownership 4) Every Student 5) Improving Every Day* ▪ *ELA Program Assessments* ▪ *Grade Level Common Formative Assessments* ▪ *District Interim Assessments (Fall and Winter Administration)* ▪ *On-going Formative Assessments - Checking for Understanding by classroom teacher* ▪ *Fall and Winter DRP Data*	▪ *Teachers* ▪ *AC Team* ▪ *Lead Teachers* ▪ *Admin Team* ▪ *Instructional Coach / TSA* ▪ *Parents*	▪ *Grade Level common assessment calendar* ▪ *On-going Formative Assessments* ▪ *District Assessment Calendar*

Explain the Targeted Actions for Parent Involvement (required by Title I):
▪ *Winter and Fall Interim Reports in ELA will be shared with SSC and ELAC. Individual student reports will be sent home attached to student report cards.*

Describe related professional learning:
***Professional Learning will be planned and monitored throughout the school year around the use of high quality text sets to help build reading stamina and endurance in order to support student learning. Strategic, quarterly planning will be utilized to analyze the complexity of*

text selections using the Qualitative, Quantitative & Reader and Task measures. Accountable communities will regularly analyze results from Common Assignments and formative assessment to determine the next step of instruction.
- ELA Program Assessments
- Grade level common formative assessments
- Daily checking for understanding by classroom teacher/formative assessment
- District Interim Assessments
- BAS / Fluency Benchmarks
- BASIC PHONICS SKILLS TEST (BPST)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Backwards Mapping of Standards
- Identifying Prerequisite Skills
- Deconstruction of ELA Standards
- ELA Progressions
- Develop quarterly test items using Illuminate for grade level common formative assessments
- Site and District ELA Professional Learning
- ASUS Tablets / Computer Lab for use of online ELA Resources

Specify additional targeted actions for EL students:
- Visual supports
- Graphic organizers
- Various Language Frames to support receptive and expressive language.
- Structures to support academic discourse and explicit teaching of academic vocabulary
- Planning with California ELA/ELD Framework for integrated and designated ELD

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Title 1 Basic	Instruction	Non Capitalized Equipment				$4111 Technology	$4,111
4	1	Sup & Conc	Instruction	Copier Maintenance				Copier Maintenance	$800
								Total	$4,911

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 # 5	Detail the action: Turner Elementary will implement standards-based ELD instructional strategies to support and increase in the percentage of English Language Learners who are redesignated.

SQII Element: 917	*SQII Sub-element(s): Increase percentage of ELLs as Redesignated*	*Site Growth Target: 5%*	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
2014-2015 End of Year English Learner Redesignation rate indicates that 17.68% of English Learner students were redesignated. By June 2017, there will be a 5% increase in the Redesignation rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) ▪ *Classroom Observations and Reflective Feedback* ▪ *Grade Level Classroom Observations and Reflective Feedback* ▪ *Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in ELA and MAHTEMATICS: Focus on 1) Culture of Learning 2) Challenging Content 3) Ownership 4) Every Student 5) Improving Every Day* ▪ *EL Redesignation Goal Setting* ▪ *CELDT Data* ▪ *CELDT Chats* ▪ *DRP Data* ▪ *BPST* ▪ *BAS / Fluency Benchmarks* ▪ *Kindergarten Assessment of Individual Growth* ▪ *Grade Level common Formative Assessments* ▪ *Student work samples – Writing Samples* ▪ *Daily checking for understanding by classroom teacher/formative assessment*	*Owner(s)* ▪ *Teachers* ▪ *AC Team* ▪ *Lead Teachers* ▪ *Admin Team* ▪ *Instructional Coach / TSA* ▪ *Parents*	*Timeline* ▪ *Grade level assessment calendar* ▪ *On-going formative assessments* ▪ *District assessment calendar*

Explain the Targeted Actions for Parent Involvement (required by Title I):
▪ *SSC*
▪ *ELAC and DELAC*
▪ *Parent University Courses*

- *Parent-Teacher Conferences*
- *Parent Portal*
- *School Messenger*
- *Home School Liaison Translation*
- *SST's and IEP's*
- *EL Redesignation Rate Awards Recognition*

Describe related professional learning:
   ***Professional Learning will focus on the awareness of California English Language Development Test (CELDT) preparation and the
     intentional planning of California ELA/ELD Framework for integrated and designated ELD.*
- *California ELA / ELD Framework*
- *Analyzing the Redesignation Goal Setting Tool*
- *Awareness of Redesignation Criteria*
- *Awareness of CELDT Preparation*
- *CELDT Data Analysis*
- *AC Student work samples – Writing*
- *Site/District ELD Professional Learning*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *ELA adoption resources and materials*
- *ASUS tablets for use of online integrated ELA/ELD resources*
- *Integrated and Designated ELD instruction (30 minutes daily) provided for ELLs*
- *ELA/ELD journals*
- *Other materials and supplies that support ELA/ELD instruction*
- *Differentiated small group reading instruction*
- *Digital literacy resources to support blended learning*
- *School Psychologist and 50/50 Counseling services to support students struggling with behaviors that impact academic achievement*
- *Translations*

Specify additional targeted actions for EL students:
- *Charts, Realia and Visual supports*
- *Graphic organizers*

- *Language Frames*
- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *Professional Learning on California ELA/ELA Framework for integrated and designated ELD*
- *RTI small group instruction for K-3 to support foundational skills daily by TSA*
- *CELDT administration (CELDT assessors)*
- *EL Redesignation goal setting teacher/student chats*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental					$717
5	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental					$2,465
5	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental					$437
5	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials used specifically to support Title 1 Parent Involvement	$8,888
5	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials used specifically for parent participation	$1,000
5	1	EL	Instruction	Materials & Supplies				Supplies and Materials (Bilingual)	$8,418
5	1	EL	Instruction	Materials & Supplies				Materials and Supplies	$2,787
5	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	$2,459
5	1	EL	Instruction	Direct-Other (Dr)				Materials and Supplies	$1,328
								Total	$28,499

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

Action # 6	*Detail the action:* Turner Elementary will implement proactive practices to support an increase in the number of students who attend school regularly.

SQII Element: 48	*SQII Sub-element(s): Attention Retention*	*Site Growth Target: 2%*	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
2014-2015 End of Year ADA attendance rate indicates 94.70% of students attended school regularly. By June 2017, there will be a 2% increase in attendance rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) ▪ *ATLAS attendance Data Collection* ▪ *School Innovations and Achieve - Attention2Attendance (SIA-A2A) Data Collection* ▪ *Child Welfare Attendance Specialist Data collection* ▪ *HSL follow up for students identified with chronic absences (Home Visit)* ▪ *Utilize SQII indicators to monitor the progress of attendance*	*Owner(s)* ▪ *Administration* ▪ *CWAS* ▪ *Office Manager* ▪ *Office Assistant* ▪ *Home School Liaison* ▪ *Parents*	*Timeline* ▪ *Ongoing data analysis weekly/monthly/quarterly*

Explain the Targeted Actions for Parent Involvement (required by Title I):
 ▪ *Parent school/home communications*
 ▪ *Parent/teacher conferences*
 ▪ *Home School Liaison (Home Visits)*
 ▪ *Parent University Courses and Conferences*
 ▪ *Student Success Team and Individualized Education Program*
 ▪ *School Messenger*
 ▪ *Parent Portal*
 ▪ *Edutext*
 ▪ *Office Attendance Contacts*
 ▪ *CYS Counselor*

▪	*CWAS*
▪	*SSC/ELAC*
▪	*A2A Meetings*
▪	*Translators*
▪	*Awards Assemblies*

*Describe related professional learning: ***Professional Learning will be planned and monitored throughout the school year on the following programs to help increase student attendance and to support student learning.*
- *Site/District Professional Learning to promote increased attendance*
- *Social Emotional Learning*
- *Safe and Civil Schools*
- *Restorative Practices*
- *Second Step*
- *Olweus Bullying Prevention*
- *Counseling Services*
- *Community Resources*
- *Emotional Intelligence*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *Biweekly parent meetings/conferences with administration and CWAS to support chronically absent students*
- *School Psychologist and 50/50 counselor services for students struggling with behaviors that affect attendance and academic achievement*
- *Quarterly student awards and incentives (Assemblies) Recognition for improved or perfect attendance*
- *Provide SPED students resources, supports and outreach to help increase attendance for those students with medical concerns*

Specify additional targeted actions for EL students:
- *Bilingual resources for parents of EL students*
- *Child Welfare Attendance Specialist communications*
- *Home School Liaison addresses and supports concerns of EL students who fall into chronic and or severely chronic attendance.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.2500		Personal also supports domain: 3 and Actions: 6, 7, 8	$14,611
								Total	$14,611

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

Action # 7	Detail the action: Turner Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent.

SQII Element: 5942	*SQII Sub-element(s):* Attendance Growth	*Site Growth Target:* 5%	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
2014-2015 End of Year attendance data indicates that 14.68% of students were chronically absent. By June 2017, there will be a 5% decrease in the percentage of students that are reported as chronically absent.

	Owner(s)	*Timeline*
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) ▪ ATLAS attendance Data Collection ▪ SIA-A2A Data Collection ▪ Child Welfare Attendance Specialist Data collection ▪ HSL follow up for students identified with chronic absences (Home Visit) ▪ Utilize SQII indicators to monitor the progress of attendance	▪ *Administration* ▪ *CWAS* ▪ *Office Manager* ▪ *Office Assistant* ▪ *Home School Liaison* ▪ *District Attorney Office* ▪ *Parents*	▪ *Ongoing data analysis weekly/monthly/quarterly*

Explain the Targeted Actions for Parent Involvement (required by Title I):
▪ *Parent school/home communications*
▪ *Parent/teacher conferences*
▪ *Home School Liaison (Home Visits)*
▪ *Parent University Courses and Conferences*
▪ *Student Success Team and Individualized Education Program*
▪ *School Messenger*
▪ *Parent Portal*
▪ *Edutext*

- *Office Attendance Contacts*
- *CYS Counselor*
- *CWAS*
- *SSC/ELAC*
- *A2A Meetings*
- *Translators*
- *Awards Assemblies*

Describe related professional learning:

***Professional Learning will be planned and monitored throughout the school year on the following programs to help increase student attendance and to support student learning.*

- *Site/District Professional Learning to promote increased attendance*
- *Social Emotional Learning*
- *Safe and Civil Schools*
- *Restorative Practices*
- *Second Step*
- *Olweus Bullying Prevention*
- *Counseling Services*
- *Community Resources*
- *Emotional Intelligence*

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

- *Parent school/home communications*
- *Parent/teacher conferences*
- *Home School Liaison (Home Visits)*
- *Parent University Courses and Conferences*
- *Student Success Team and Individualized Education Program*
- *School Messenger*
- *Parent Portal*
- *Edutext*
- *Office Attendance Contacts*
- *CYS Counselor*
- *CWAS*
- *SSC/ELAC*
- *A2A Meetings*
- *Translators*

▪ *Awards Assemblies*
Specify additional targeted actions for EL students:
  ▪ *Bilingual resources for parents of EL students*
  ▪ *Child Welfare Attendance Specialist communications*
  ▪ *Home School Liaison addresses and supports concerns of EL students who fall into chronic and or severely chronic attendance.*

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

Action # 8	Detail the action: Turner Elementary will implement proactive supports and restorative practices to foster school connectedness and to increase the percentage of students who feel like they are a part of the school.

SQII Element: 395	SQII Sub-element(s): Overall student participation	Site Growth Target: 3.29%	Vendor (contracted services)

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

Write a SMART Goal to address each data point:
2014-2015 End of Year School Culture and Climate Survey indicates that 76.71% of students responded, "Most of the time or All of the time" to "I feel like I am a part of this school". By June 2017, there will be a 3.29% increase in the percentage of students who feel like they are a part of the school.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
▪ *ATLAS Goal 2 Participation Data* ▪ *Electives for Grades 4th – 6th Grades* ▪ *Development of School Leadership for 6th Grade* ▪ *Afterschool Book Club for 1st Graders* ▪ *Afterschool Sports* ▪ *Afterschool Program (ASUS)* ▪ *Meaningful Jobs* ▪ *Safe and Civil Site Data Collection* ▪ *Monitoring of Second Step Lesson and Class Meetings (Lesson Plans)* ▪ *Student of the Month* ▪ *Quarterly Academic Awards* ▪ *School Beautification* ▪ *Elective for 4th – 6th Grades* ▪ *Cheer Club* ▪ *Other High Interest Clubs*	▪ *Administration* ▪ *Office Manager* ▪ *Office Clerk* ▪ *Safe and Civil Team* ▪ *50/50 Counselor* ▪ *School Psychologist* ▪ *Instructional Coach/ TSA* ▪ *Teachers* ▪ *HSL* ▪ *All Other Support Staff*	▪ *Ongoing data analysis weekly/monthly/quarterly*

		▪ *Parents*	

Explain the Targeted Actions for Parent Involvement (required by Title I):
- *Home School Liaison will support students and families identified as having Tier II and Tier III needs in addressing social and emotional matters to foster school connectedness and increase student achievement.*

*Describe related professional learning: needs ***Professional Learning will be provided to teachers and all support staff on climate/culture and social emotional initiatives and strategies for classroom management, redirecting behavior and building positive relationships with adults and students.*
- *CHAMPS or MAC Training and Follow-Up Support*
- *Daily instruction using Second Step and Olweus Bullying Prevention program*
- *Safe and Civil School Site Team will review student discipline data (SQII or ATLAS) to determine the appropriate level of intervention for Tier II and Tier III students.*
- *Safe and Civil School Site Team will be provided release time to gather site data in common areas to improve school-wide structures, procedures and routines.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *School-wide Behavioral Expectations*
- *Classroom expectations: CHAMPS and STOIC*
- *Daily Class Meetings*
- *OLWEUS Prevention Components*
- *Restorative Practices*
- *Social Emotional Learning (Second Step)*
- *Levels of Misbehavior and Response (Data Collection)*

Specify additional targeted actions for EL students:
- *Bilingual resources for parents of EL students*
- *Child Welfare Attendance Specialist communications*
- *Home School Liaison addresses and supports concerns of EL students who fall into chronic and or severely chronic attendance.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Personnel also supports domain: 3 and Actions: 5, 6, 7, 8	$13,471
8	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Direct Transportation in support of GOAL 2	$5,990
								Total	$19,461

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	$52,829 *
7090	LCFF Supplemental & Concentration	$159,786
7091	LCFF for English Learners	$77,724
TOTAL 2016/17 ON-SITE ALLOCATION		**$290,339**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,149
Remaining Title I funds are at the discretion of the School Site Council	$51,680
Total Title I Allocation	$52,829

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.

February 12, 2016

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0460 Turner Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supp			Instructional Planning Days	3,050.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials used specifically to support General Education	6,250.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	Personnel also supports action: 1, 3, 4, 5	9,991.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	Personnel also supports actions: 1, 3, 4, 5	10,096.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Repairs on laminator machine	2,653.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Instructional Planning Days and Student Study Team	6,860.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Instructional Planning Days	3,050.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Achieve3000	4,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials used specifically to support General Education	6,250.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	36,025.00
2	1	Sup & Conc	Instruction	Local Mileag			Local Mileage	500.00
2	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance and Repairs	150.00
2	1	Sup & Conc	Instruction	Direct-Graph			Materials used specifically to support classroom instruction	1,500.00
2	1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.750	Personnel also supports Domain: 2, 3 and Actions: 1, 3, 4, 5, 8	84,361.00
2	1	EL	Instruction	Bks & Ref			: Achieve3000	20,000.00
2	1	EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.250	Personnel also supports Domain: 2, 3 and Actions: 1, 3, 4, 5, 8	28,121.00
4	1	Title 1 Basic	Instruction	Nc-Equipment			$4111 Technology	4,111.00
4	1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	800.00
5	1	Title 1 Basic	Parent Participation	Cls Sup-Sup				2,465.00
5	1	Title 1 Basic	Parent Participation	Cls Sup-Sup				717.00
5	1	Title 1 Basic	Parent Participation	Oth Cls-Supp				437.00
5	1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials used specifically to support Title 1 Parent Involvement	8,888.00
5	1	Sup & Conc	Parent Participation	Mat & Supp			Materials used specifically for parent participation	1,000.00
5	1	EL	Instruction	Mat & Supp			Supplies and Materials (Bilingual)	8,418.00
5	1	EL	Instruction	Mat & Supp			: Materials and Supplies	2,787.00
5	1	EL	Instruction	Direct-Other			: Materials and Supplies	1,328.00
5	1	EL	Instruction	Direct-Other			CELDT Assessors	2,459.00
6	2	EL	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.250	Personal also supports domain: 3 and Actions: 6, 7, 8	14,611.00
8	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Personnel also supports domain: 3 and Actions: 5, 6, 7, 8	13,471.00
8	3	Sup & Conc	Instruction	Direct Trans			Direct Transportation in support of GOAL 2	5,990.00

$290,339.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$52,829.00
Sup & Conc	7090	$159,786.00
EL	7091	$77,724.00
Grand Total		$290,339.00

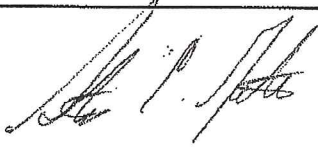| Domain Totals	Budget Totals
Academic	$256,267.00
Culture & Climate	$19,461.00
Social/Emotional	$14,611.00
Grand Total	$290,339.00

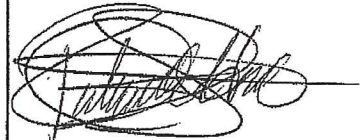04/11/2016

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. **Principal - Steve Gettman**	X				
2. **Chairperson – Patricia Saldana**				X	
3. **Tamra Butler-Rice**		X			
4. **Jeanine Harrell**		X			
5. **Jazmin Lujan**		X			
6. **Stacey Lawrence**			X		
7. **Tracie Chavez**				X	
8. **Kritte Hem**				X	
9. **Jennifer Laney**				X	
10. **Bee Yang**				X	
11.					
12.					
13.					
14.					
15.					
ELAC operated as a school advisory committee.	**ELAC voted to fold into the SSC - Date_____.**				

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

E.3. Required Signatures

School Name: Turner 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	Steve Gettman		3-30-16
SSC Chairperson	Patricia Saldana		03/30/16

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