

Viking Elementary School

10621666006530

Principal's Name: Christie Yang

Principal's Signature:

A handwritten signature in cursive script that reads "Christie Yang". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The signature is fluid and includes a long, sweeping underline that extends to the right.

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

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B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
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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 :

[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	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	60/65	39.47 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	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	32/68	24.24 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	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	52/68	36.59 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	49/68	5.26 %
<input checked="" 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	47/68	18.52 %
<input 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)	44/68	16.46 %
<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	38/68	94.5 %

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)	67/67	17.84 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	54/67	0.78 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><u>Detail the action:</u></p> <p>School-wide implementation of a comprehensive ELA program that aligns to the CCSS, utilizing ELA instructional strategies that integrate all core content areas to increase reading levels for all students, so that “Every child can and must learn at grade level and beyond” and “Move a minimum of a grade level per year”. The comprehensive ELA program will consist of the following balanced literacy components to ensure that there are:</p> <ol style="list-style-type: none"> 1. A culture of learning and high expectations in all classrooms. 2. Challenge Content present in all classrooms--utilizing high quality texts to employ questions and tasks to integrate reading, writing, speaking and listening standards. 3. Teachers cultivating a learning environment that students have ownership in their learning. 4. Frequent monitoring of student progress. <ul style="list-style-type: none"> • Four Strands of Standards: <ol style="list-style-type: none"> a) Reading Standards: <ol style="list-style-type: none"> (1) Literature (2) Informational Text (3) Foundational Skills b) Writing Standards c) Speaking and Listening Standards d) Language Standards • Utilize high quality texts to build and support reading comprehension skills and strategies to increase rigor in DOK levels targeting the three domains: Key Ideas & Details, Craft & Structure, and Integration of Knowledge and Ideas. <ol style="list-style-type: none"> a) Comprehension Skills: Identifying Key Words and Signal Words, Look for Similarities and Differences in texts, Causes and Effect, Making Inferences, Defining Words, Rewording Ideas, and Pronoun Referents b) Close Reading Strategies c) Making Thinking Visible Strategies d) Aligning text complexity to the appropriate tasks during the lesson which will lead to opportunities for students to integrate reading, writing, speaking and listening, and/or language standards in building comprehension. 		

	<ul style="list-style-type: none"> e) Instructional lessons are planned intentionally to sequence building knowledge and deepen students’ comprehension of the text through the task. f) Utilize high quality texts that are at/above the complexity level expected for the grade and time in the school year • Grades TK-3rd <ul style="list-style-type: none"> a) Implement CCSS Foundational Skills: Phonemic Awareness, Phonics, Fluency, and Vocabulary Development b) Small group reading instruction in grades TK-3rd to differentiate reading instruction. • Incorporate strategies from the ELD ELA Framework 		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Elementary—Reading by Third Grade <ul style="list-style-type: none"> a) ID 6035 • ELA-SBAC 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Grade Level Readiness Retention <p>ELA-SBAC</p> <ul style="list-style-type: none"> • Standard Not Met/Nearly Met • Standard Met/Exceed • Achievement Growth • Standard Met/Exceed Achievement Level Retention • Achievement Gap 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> a) By June 2017, percentage of 1st-3rd grade students who were reading on grade level at the end of 2016 and remain reading on grade level at the end of 2017, will increase by 5%. (39%→44%) b) By June 2017, Index growth will be as follows: <ul style="list-style-type: none"> • 5% increase on CAASPP in ELA of students meeting or exceeding CCSS standards. (24% → 29%) • Increase of one index point: 6/10 → 7/10 	<p><i>Vendors (contracted services)</i></p> <p>Office Depot GW Barnes and Noble IVS Scholastic Time Magazines Learning A-Z Rochester 100 Oriental Trading Company Lakeshores Rigby FUSD Warehouse Superior Text AR</p> <p>Cuillian Training for 2 teachers in grades 1st-3rd. The 2 teachers from each grade level will train other teachers on their grade level.</p> <p>Supplemental contract to extend Library hours to accommodate students and parents to support literacy in the home to increase reading proficiency.</p>

			<p>Sub release time for teachers for side by side learning; SSTs and IEPs, Student Assessments, Professional Learning and other collaborations.</p>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context	
<p><u>Write a SMART Goal to address each data point:</u></p> <p>By June 2017, based on the “Needs Assessment”, the percentage of 1st-3rd grade students who are reading on grade level at the EOY 2015-2016 and will remain reading on grade level at the end of year 2016-2017, will increase by 5%, as measured by multiple measurement such as DRP, CAASPP, Interim Assessments, and BAS.</p> <ul style="list-style-type: none"> • 2015-2016—39.47% • 2016-2017---44% <p>By June 2017, Index growth will be as follows:</p> <ul style="list-style-type: none"> • 5% increase on CAASPP in ELA of students meeting or exceeding CCSS standards---(24% → 29%) • Increase of one index point: 6/10 → 7/10 • Overall Index Rating of 42/100 → 44/100 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><u>Interim Assessments for grades 1st-6th</u></p> <ul style="list-style-type: none"> • School-wide target of students scoring at proficiency (%) • Classroom target of students scoring at proficiency (%) • Individual student goal setting <p><u>KAIG and TK-KAIG</u></p> <ul style="list-style-type: none"> • Kindergarten: • Q2-Target BAS level A/B • Q3-Target BAS level B/C • Q4-Target BAS level C/D 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Accountable Communities • Principal • Vice Principal • TSA 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • First five weeks of every quarter for site created assessment monitoring • End of quarter for site created assessment monitoring and district assessment • Common Formative Assessments—as needed and created 	

<p><u>BAS and Fluency for First grade</u></p> <ul style="list-style-type: none"> • Q1-Target BAS level D/E • Q2-Target BAS level F/G • Q3-Target BAS level H/I • Q4-Target BAS I/J • Interim Assessment • <p><u>BAS for Second grade:</u></p> <ul style="list-style-type: none"> • Q1-Target BAS level K • Q2-Target BAS level L • Q3Q4-Target BAS level M or higher • DRP and Interim Assessment <p><u>DRP Goal Setting:</u></p> <ul style="list-style-type: none"> • School-wide • Grade level • Classroom • Individual student <p><u>RTI Assessment Data:</u></p> <ul style="list-style-type: none"> • BAS, DRP and other teacher/district assessments. <p><u>ATLAS and SQII</u></p> <p><u>Quarterly Report Cards--% of Ds and Fs</u></p> <p><u>Site Quarterly Writing Samples</u></p> <p><u>Other progress monitoring tools considered by site:</u></p> <ul style="list-style-type: none"> • Quarterly site writing samples bases on LDC rubric • Accountable Communities Agendas/Feedback • Student Work • Common Assignments • Common Formative Assessments • Instructional Practice Guide feedback • Lesson Plan Feedback 		<p>by Accountable Communities.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Provide parent workshops on reading strategies 		

- Extend opening of library to parents and students on Thursday evening from 5-6, to allow parents and students access to books, other resources, and technology to increase literacy in the home and reading proficiency.

Describe related professional learning:

- Professional Learning on new ELA adoption
- School-wide Learning Progression for Close Reading Strategies
- Technology training for staff on how to integrate district's Technology Scope and Sequence into the four core content areas
- Common Formative Assessment—How to utilize data to improve instruction within the structure of CCI
- Staff collaboration by Accountable Communities and vertical teaming:
 - a) Share instructional strategies during Accountable Communities time and PL's to develop lessons that includes effective instructional strategies that embeds ELA CCSS Foundational and Comprehension skills.
- Teachers in grades 1st-3rd will receive PL on guided reading strategies, phonemic awareness and fluency, and vocabulary development.
- Professional learning on how to effectively utilize "Questioning" as part of daily instruction on all content areas.
- All teachers will attend district CCSS trainings in ELA and Math.
- Staff will read and process Making Thinking Visible.
- Peer observations on site and other sites.
- Provide professional development on effective student discourse
- Supplemental instructional materials for professional learning and instruction.

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

- On top of the regular ELA block, school-wide allocation of 30 extra minutes daily focusing on reading comprehension skills and strategies in the three domains: Key Ideas, Craft and Structure, and Integration of Knowledge. Instruction will consist high quality texts that will "employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning".
- Student DRP data chat and goal setting will be provided in the classrooms by teachers. Growth in DRP will be recognized and celebrated school-wide for grades 2nd-6th grade.
- Guided reading groups/small group reading instruction will be provided in grades TK-3rd.
- Technology standards will be taught for each grade level through computer lab time or by teachers.
- Extended library hours to accommodate student needs in utilizing resources such as books, computers, etc...to extend learning beyond classroom instruction. Extra hours will be extended to parents and students once a week on Thursday nights for 2 hours to support family literacy in the home.
- Instructional packets will be given to incoming Kindergarten students to re-enforce ELA and Math instruction at home.
- Differentiated instruction as reflected in lesson plans and action plans.
- Student agendas to support instruction in grades 5 and 6.
- Support motivation for reading to students through the use of AR during non-instructional time to increase reading comprehension.
- Supplemental instructional supplies to support student achievement: Expository texts, leveled books, Time/Scholastic Magazines, paper, pencil, ELMOs, laptops, tablets, hardware/software etc...

Specify additional targeted actions for EL students:

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies.
- EL students will also receive extra targeted instruction to support DRP in small group intervention. Supplemental instructional supplies to support EL students as needed.
- CELDT chats will be provided for all EL students and instructional support will be provided for students prior to CELDT assessment.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Extended library time for students.	\$3,525
1	1	Sup & Conc	Instruction	Materials & Supplies				School wide instructional supplies: Copy paper, laminating film, butcher papers, writing paper, spiral notebooks, leveled books, etc.	\$24,661
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentives/no Certificates - School wide instructional supplies for students- copy paper, laminating film, butcher paper, writing papers, leveled books, etc.	\$26,024
1	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics, Instructional supplies	\$2,000
Total									\$56,210

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 2</p>	<p><u>Detail the action:</u></p> <p>Viking will provide a Response to Intervention approach to literacy development for students:</p> <ul style="list-style-type: none"> • Tier 1 services will focus on CCSS implementation of literacy standards in the four strands: <ol style="list-style-type: none"> a) Reading Standards: <ol style="list-style-type: none"> (1) Literature (2) Informational Text (3) Foundational Skills b) Writing Standards c) Speaking and Listening Standards d) Language Standards • Tier 2 provides opportunities for deployment among Accountable Communities and flexible groupings in classrooms to differentiate instruction based on students’ academic needs. • Tier 3 provides opportunities for flexible small group setting instruction provided by trained intervention tutors. 		
	<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Elementary— Reading by Third Grade • b) ID 6035 • ELA-SBAC 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Grade Level Readiness Retention <p>ELA-SBAC</p> <ul style="list-style-type: none"> • Standard Not Met/Nearly Met • Standard Met/Exceed • Achievement Growth • Standard Met/Exceed Achievement Level Retention • Achievement Gap 	<p><i>Site Growth Target:</i></p> <p>By June 2017, percentage of 1st-3rd grade students who were reading on grade level at the end of 2016 and remain reading on grade level at the end of 2017, will increase by 5%. (39%→44%)</p> <p>By June 2017, Index growth will be as follows:</p> <ol style="list-style-type: none"> a) 5% increase on CAASPP in ELA of students meeting or exceeding CCSS standards. 24% → 29%) b) Increase of one index point: 6/10 → 7/10

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><u>Write a SMART Goal to address each data point:</u></p> <ul style="list-style-type: none"> By June 2017, based on the “Needs Assessment”, the percentage of 1st-3rd grade students who are reading on grade level at the EOY 2015-2016 and will remain reading on grade level at the end of year 2016-2017, will increase by 5%, as measured by multiple measurement such as DRP, CAASPP, Interim Assessments, and BAS. <ul style="list-style-type: none"> 2015-2016—39.47% 2016-2017---44% By June 2017, By June 2017, Index growth will be as follows: <ol style="list-style-type: none"> 5% increase on CAASPP in ELA of students meeting or exceeding CCSS standards---(24% → 29%) Increase of one index point: 6/10 → 7/10 Overall Index Rating of 42/100 → 44/100 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><u>RTI Assessment Data:</u></p> <ul style="list-style-type: none"> Daily formative assessments, BAS, DRP, and other district assessments. 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Intervention Tutors-RTI TSA--RTI Teachers Principal Vice Principal 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Every six weeks Quarterly 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parent involvement through parent/teacher conferences, progress reports, report cards, or through SST process. 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Provide training on various instructional strategies that are aligned to the CCSS. 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Tier 3 students in grades 1st-6th scoring significantly below grade level will be pulled out by Intervention Tutors to receive 40 minutes of intervention on reading comprehension, vocabulary development, and decoding strategies 4x a week (until DRP and BAS scores improve). Kindergarten students in Tier 3 will be pulled for 30 minutes in the morning with one of the PreK teachers (2 groups, 30 minutes each group, maximum of 12 students) for foundational skills. Kindergarten students in Tier 2 and close to Tier 3 will be pulled by 2 other PreK teachers at the end of the school day to re-enforce foundational and comprehension skills. 			
<p><i>Specify additional targeted actions for EL students:</i></p>			

- EL students will receive the same instruction in the classrooms, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies and support in small group interventions 4x a week for 40 minutes each day; for students who are academically at risk and scoring significantly below grade level low on the DRP.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for Teachers: SST's, 504's, Student Assessments, Accountable Planning towards end of the year, Professional Learning (side by side learning) etc.	\$17,139
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Intervention tutors to support reading comprehension and decoding.	\$40,685
Total									\$57,824

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 # 3	<p><u>Detail the action:</u></p> <ul style="list-style-type: none"> School-wide implementation for all English Learner students utilizing the Viking English Learner Instructional Program Plan. <ol style="list-style-type: none"> EL students will receive the same instruction in the classroom, with emphasis and focus on integrating the ELD ELA Framework through SDAIE strategies. Small group interventions 4x a week for 40 minutes each day, for students who are academically at risk and scoring significantly below grade level on DRP, CAASPP, BAS and Fluency, Interim Assessments, and teacher created formative assessments. EL students will also receive extra targeted reading comprehension instruction in small group settings to support success on DRP, Interim Assessments, and CELDT for Re-designation Supplemental instructional supplies to support EL students as needed. 		

		<ul style="list-style-type: none"> • CELDT chats will be provided for all EL students and instructional support will be provided for students prior to CELDT assessment. • Goal setting for all EL students. 		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • EL Re-designation • ID 6338 		<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Continuously Enrolled Redesignation Rate 	<p><i>Site Growth Target:</i></p> <p>By June 2017, Index growth will be as follows:</p> <ul style="list-style-type: none"> a) 2% increase of Re-designation of EL students (56% → 58%) b) Increase of one index points: 6/10 → 7/10 	<p><i>Vendor (contracted services)</i></p> <p>Office Maxx GW FUSD Warehouse IVS</p> <p>Supplemental contract for RTI and extra support in reading comprehension strategies to support success on DRP and CELDT.</p> <p>Supplemental contract for CELDT Assessors</p> <p>Supplemental contract for translators for parent events.</p>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the English Learner Re-designation rate will increase 2%, from 56% to 58%.</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"> • Disaggregated DRP, Interim Assessments, SBAC by EL subgroups • BAS, CAASPP, DRP, Common Formative Assessments, Culminating Tasks, CELDT, and Interim Assessments 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • Accountable Communities • Principal • Vice Principal 		<p><i>Timeline</i></p> <ul style="list-style-type: none"> • As needed by the results of site created formative assessments

<ul style="list-style-type: none"> • Incorporate listening comprehension and note taking skills in lessons • Monitor Re-designation rate throughout the year • RtI Intervention data based on DRP, BAS, and other district measurements available. • Writing samples scores based on district or site writing rubric. 	<ul style="list-style-type: none"> • TSA 	<ul style="list-style-type: none"> • Quarterly District assessments
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- Provide parent workshops on Math, Science, and Reading Comprehension skills and strategies.
- Teachers will review BAS, Fluency, BBF, CAASPP, ELD, CELDT, Academic grades, etc... scores with parents and students.
- Provide parent workshops on how to help students reach English language proficiency.
- Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.
- Parent/Teacher Conferences

Describe related professional learning:

- Provide professional learning on how to the use EL Goal Setting Report to identify targeted students and their instructional needs.
- Provide professional learning for CELDT and other EL resources.
- Utilize district EL personnel to support staff with strategies on how to integrate ELD standards from the Framework within the ELA standards

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

- Small group RtI intervention instruction for EL students who are academically at risk.
- Discuss and set ELD goal utilizing the EL Goal Setting Report.
- Provide small group instruction for students who are at the Intermediate, Early Advanced, and Advance, utilizing district CELDT support resources bi-weekly for the first four weeks of school.
- CELDT and DRP chats
- CELDT Assessors
- Supplemental materials to support instruction, including technology.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Instruction	Teacher-Supplemental Salaries				Supp. contract for CT for EL intervention to support in	\$18,598

								reading comprehension and phonemic awareness		
3	3	EL	Parent Participation	Other Classified-Supplemental				Translators for parent meetings	\$587	
3	1	EL	Instruction	Materials & Supplies				Supplemental instructional supplies for EL students	\$18,058	
3	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$2,000	
									Total	\$39,243

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 # 4	<p><u>Detail the action:</u></p> <ul style="list-style-type: none"> • Child Welfare and Attendance staff member will collaborate with Attendance Clerk, Office Manager, Teachers and Administrators to reduce chronic absenteeism through the following: <ol style="list-style-type: none"> a) School-wide incentive for perfect attendance b) Most improved attendance rate c) A2A Parent and Student meetings d) Focus grade levels: TK and Kindergarten parent orientation on how important attendance is for academic growth e) Focus subgroup: Hispanic/Latino—18% Chronically absent • A health aide will be provided to support students’ well-being. 		
	<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Chronic Absenteeism • ID 5942 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Chronic Absenteeism Rate 	<p><i>Site Growth Target:</i></p> <p>By June 2017, Index growth will be as follows:</p> <ol style="list-style-type: none"> a) 1% decrease in the chronice absenteeism rate (16% → 15%)

		b) Increase of one index point: 2/10 → 3/10		
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	
<input type="checkbox"/> <i>Research-based</i>				<input type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <p>Implement a school-wide incentive program for perfect attendance/most improved attendance rate. So that by June 2017, EOY chronic absenteeism will decrease by 1% (16% →15%).</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"> • Bi-weekly attendance report • Bi-weekly A2A parent meetings • Daily Reports by teachers • Utilize SQII Chronic Attendance Indicators 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • CWA • Office Manager • Attendance Clerk • Vice Principal • Principal 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Bi-Weekly print out report. • Monthly Report • Quarterly Report 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Child Welfare Attendant meeting with students and parents • Bi-weekly A2A parent meetings with students and parents. • Back to School • PreK-Kindergarten Orientation • Monthly SchoolMessenger going home to encourage attendance. • Progress reports/Report cards • Phone calls, Notes, Memos • SSTs • Parent/Teacher conferences • Parent University • ELAC • SSC 				
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Provide teachers with strategies on supporting students who have chronic absences. 				
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>				

- Bi-weekly incentive for students with perfect attendance.
- Child Welfare Attendant meetings with students and parents
- Bi-weekly A2A parent meetings with students and parents.
- Recognize students with perfect attendance during quarter awards.
- Health Aide to support students' well being
- Classroom teachers calling home to students with chronic absences.
- Award assemblies

Specify additional targeted actions for EL students: N/A

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Health Services	Classified Support-Regular	Assistant, Health	0.3750		15 hours per week. (.375 FTE) 3 five hour days per week when school nurse is not at school	\$10,563
4	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Projectors, Laptops, Bulbs and etc...	\$10,000
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Projectors, bulbs, laptops and etc.....	\$10,000
4	1	Title 1 Basic	Instruction	Books & Other Reference				A-Z License	\$800
4	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic	\$2,630
4	1	Title 1 Basic	Instruction	Books & Other Reference				Time Magazine	\$1,243
4	1	Sup & Conc	Instruction	Books & Other Reference				Time Magazine	\$1,243

4	1	Sup & Conc	Instruction	Books & Other Reference				Scholastic	\$2,630
4	1	Sup & Conc	Instruction	Books & Other Reference				A-Z License	\$800
								Total	\$39,909

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><u>Detail the action:</u></p> <p>Implement a PreK – 6 grade behavior management structure to reduce suspension rates and office referrals.</p> <ul style="list-style-type: none"> • Implement school-wide CHAMPS procedures to decrease distractions for all learners and enhance campus safety for all students. • School-wide implementation of weekly Class Meetings and Second Step program to increase positive interactions with students to students, staff to students, and students to staff. • Peer Mediators will be implemented to moderate negative behaviors of students resulting in fewer conflicts with staff and other students. • Provide radios for teachers on supervision and high risk classrooms. • Anti-bully curriculum • Safety Assemblies 2x a year, Fall (August) and Winter (January) • Positive behavior management with emphasis on two subgroups: African American (5%) and White (4.86%) 		
	<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Suspension • ID 6109 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Suspension Rate 	<p><i>Site Growth Target:</i></p> <p>By June 2017, Index growth will be as follows:</p> <ul style="list-style-type: none"> a) 0.06 % decrease in the suspension rate (3.05% → 2.99%) b) Increase of one index point: 4/10 → 5/10

			<p>Supplemental Contracts for site monthly trainings for NTAs on Character Counts initiative and Safe and Civil procedures.</p> <p>Supplemental contracts for 2 extra NTAs for intra-mural extra- curricular activities</p>
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p>			
<p>By June 2017, EOY suspension will be sustained at 2.99% or lower. Emphasis will be on our African American subgroups: 5% → 4%</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Monthly data report from the following tools:</p> <ul style="list-style-type: none"> • Office Referrals • Suspension Rates • # of SSTs for Behavior <p>Other tools considered:</p> <ul style="list-style-type: none"> • Staff survey results • Parent Surveys • Student Surveys • SEL Surveys 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • Administration • NTAs • Office Staff 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly data • Quarterly data 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents to receive district Parent Handbook that includes district rules. • Parents to receive Viking Parent Packets that includes Viking expected behavior policies and other Safe and Civil procedures. • Face to face meetings with identified students with attendance/behavior concerns • Phone calls, notes, and memos home to parents • Parent/Teacher Conferences, Teacher/Admin/Student/Parent meetings • Back to School Night 			

<ul style="list-style-type: none"> • Progress reports/Report cards • School Messenger • SSC and ELAC
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Review Viking handbook at the beginning of the school year with staff re: new procedures. • Social/Emotional Training for staff • Safe and Civil monthly training for NTAs.
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Peer mediation system will be implemented; peer mediators will be trained for grades 4-6. • Incentives for students reducing referral percentage • PreK-6th implementation of weekly Class Meetings. • PreK-6th implementation of weekly Second Step lessons. • School-wide safety assemblies twice a year, August and January. • Quarterly review of behavior and dress code in classrooms. • Counseling services provided pending space on site. • Provide Character Counts, Safe and Civil procedures, and intra-mural sports during morning and lunch recess <p><i>Specify additional targeted actions for EL students: N/A</i></p>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instructional Administration of Special Projects	Other Classified-Supplemental				Extra NTA's to support a positive school culture and climate	\$8,222
Total									\$8,222

Domain	<input type="checkbox"/> I. 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 # 6	<u>Detail the action:</u> Provide multiple opportunities for <u>students</u> to engage in activities that promote social, emotional, and academic connections with peers and local communities to increases school connectedness among students, staff, and parents.		
	<i>SQII Element:</i> <ul style="list-style-type: none"> Student Engagement ID 2080 	<i>SQII Sub-element(s):</i> <ul style="list-style-type: none"> Overall Student Participation 	<i>Site Growth Target:</i> By June 2017, Index growth will be as follows: <ul style="list-style-type: none"> a) Target index goal (6/10)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context			
Write a SMART Goal to address each data point: By June 2017, <ul style="list-style-type: none"> Percentage of students who are engaged in Goal 2 activity will increase by at least 25% or overall of 80% engagement. Percentage of students who responded ‘Most of the time’ or ‘All of the time’ to the student survey question, “I feel like I am part of this school” will increase by 10% or by 90% overall satisfactory. Percentage of parent surveys increased by 10% satisfactory or an overall of 92% satisfactory. (82%→92%) Percentage of Staff surveys increased by a positive of 10% on School Connectedness or at 85% satisfactory. 			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> Student participation rate in various extra-curricular activities, Goal 2. Responses on the student, parent, and staff surveys in the Spring of 2017. Parent participation rate in various parent events. 		<i>Owner(s)</i> <ul style="list-style-type: none"> Administration Teachers 	<i>Timeline</i> <ul style="list-style-type: none"> Quarterly data

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

Opportunities will be created for parent involvement through the following events:

- School Site Council
- ELAC meetings
- Back to School
- Open House
- Parent University
- Young Authors' Night
- Parent/Teacher Conferences
- Reading Challenge
- Childcare will be provided
- Talent Show
- School Carnival
- Title I Parent Meeting
- Provide parent workshops for the following:
 - a) Make and Take Activities
 - b) Strategies to help struggling readers
- Music Program
- Family Reading Night
- PTA
- Supplemental contract will be provided for library tech to extend library hours for students and parents to use to encourage family literacy-one hour after school hours.
- Parent Involvement Policy
- Parent/School Compact
- Quarterly Award Assemblies
- Monthly Student of the Month Recognition
- Bi-yearly Block V Award Ceremony
- Parent instructional supplies for parent events

Describe related professional learning:

- PL on various ways students and parents can participate and engage in school events.

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

- Awards and incentives to encourage participation, attendance, and foster school spirit.

- Award Ceremonies: Quarterly Award, Student of the Month, Block V, Sports
- Peach Blossom
- Spelling Bee
- Cultural Field Trips
- Talent Show
- School Clubs: Viking Eco Gardening Club, Multicultural Dance Club, Yugio Club, Peer Mediators, Student Council, Library Helpers
- Intra-mural sports: Basketball, Cross Country, Softball, Volleyball, etc...
- Movie Night
- Walk-A-Thon
- Red Ribbon Week
- Math Champion Celebration
- Reading Challenge Celebration
- Music: 4th-6th
- ASES
- Second Step
- Class Meetings
- Kids' Day
- Peer tutoring
- Reader's Theater
- Supplemental supplies for student/parent events.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental contracts: Student Council, Gardening Club, Yugio Club, Peer Mediators, Peach Blossom, etc.	\$12,787
Total									\$12,787

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><u>Detail the action:</u> Provide multiple opportunities for parents to engage in activities that promote social, emotional, and academic connections with peers and local communities to increases school connectedness among students, staff, and parents.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Parent Surveys • ID 356 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • Parent Surveys 	<p><i>Site Growth Target:</i></p> <p>By June 2017, parent satisfactory % will increase by 10% on the parent survey. (82%→92%)</p>	<p><i>Vendor (contracted services)</i></p> <p>Supplemental contract for childcare for parent events.</p> <p>Ricoh—lease on copier for parent events</p> <p>Graphic for parent/student recognition events.</p> <p>Supplemental contracts for translators for parent events</p> <p>Lunchbucket—Parent Volunteer Dinner</p> <p>Double Play---Parent Event Young Authors' Night</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • Percentage of parent surveys increased by 10% satisfactory or at 90% overall satisfactory. • Percentage of Staff surveys increased by a positive of 10% on School Connectedness or at 85% overall satisfactory. (65% →85%) • Responses on the student, parent, and staff surveys in the Spring of 2017 with an increase of 10%, 82% →92% • Parent participation rate in various parent events. 			

<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"> • Responses on the student, parent, and staff surveys in the Spring of 2017. • Parent participation rate in various parent events: <ul style="list-style-type: none"> a) Back to School Night b) Parent/Teacher Conferences c) Young Author’s Night d) Quarter Awards Ceremonies e) Literacy Night—Thursday Night Viking Library 	<p><i>Owner(s)</i></p> <p>Viking Staff</p>	<p><i>Timeline</i></p> <p>Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • School Site Council • ELAC meetings • Back to School • Open House • Parent University • Young Authors’ Night • Parent/Teacher Conferences • Reading Challenge • Childcare will be provided • Talent Show • School Carnival • Title I Parent Meeting • Provide parent workshops for the following: <ul style="list-style-type: none"> a) Make and Take Activities b) Strategies to help struggling readers • Music Program • Family Reading Night • PTA • Supplemental contract will be provided for library tech to extend library hours for students and parents to use to encourage family literacy-one hour after school hours. • Parent Involvement Policy 		

<ul style="list-style-type: none"> • Parent/School Compact • Quarterly Award Assemblies • Monthly Student of the Month Recognition • Bi-yearly Block V Award Ceremony • Winter/Spring class performance • Parent instructional supplies for parent events
<p><i>Describe related professional learning:</i> N/A</p>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> N/A</p> <p><i>Specify additional targeted actions for EL students:</i> N/A</p>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Childcare for parent meetings	\$351
7	3	Sup & Conc	Instruction	Communications				Stamps for parent communication	\$100
7	3	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Minimum Required for Title 1 funds for parent participation- Parent participation - Graphics - Parent Handbook	\$2,000
7	1	Sup & Conc	Instruction	Office Equipment Lease				School-connectedness and engagement for parents	\$1,900
7	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent participation supplies, food, etc.	\$2,000
Total									\$6,351

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 # 8	<p><u>Detail the action:</u></p> <ul style="list-style-type: none"> Computer Lab for Students: <ol style="list-style-type: none"> FUSD Technology Scope and Sequence Standards will be taught for grades 1-6 through computer lab time by classified personnel or teachers. Instruction will focus on keyboarding and computer literacy to support success on DRP, Interim Assessments, and CAASPP. Technology training for staff on how to integrate district’s Technology Scope and Sequence into the four core content areas, emphasizing on ELA and Math. 		
	<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> ELA (SBAC) 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> Standard Not Met/Nearly Met Standard Met/Exceed Achievement Growth Standard Met/Exceed Achievement Level Retention Achievement Gap 	<p><i>Site Growth Target:</i></p> <p>By June 2017, Index growth will be as follows:</p> <ol style="list-style-type: none"> 5% increase on CAASPP in ELA of students meeting or exceeding CCSS standards. (24% → 29%) Increase of one index point: 6/10 → 7/10
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input 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:</i></p> <p>By June 2017, 100% of students in grades 1-6 will have an opportunity to engage in computer literacy.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Teachers Administration 		<p><i>Timeline</i></p> <ul style="list-style-type: none"> Quarterly data of % of participation rate

<ul style="list-style-type: none"> Percentage of students participating in computer literacy each quarter. 		
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>		
<i>Describe related professional learning:</i>		
<ul style="list-style-type: none"> Technology training for staff on how to integrate district’s Technology Scope and Sequence into the four core content areas Common Formative Assessment from Illuminate—How to create and utilize data to improve instruction within the structure of CCI 		
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>		
<ul style="list-style-type: none"> Instruction on keyboarding and computer literacy, 30 minutes per week. Supplemental materials for students to support computer literacy: Tablets, computer carts, headphones, speakers, software, etc... 		
<i>Specify additional targeted actions for EL students:</i>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Supplemental contract for technology classified support.	\$9,395
8	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Computer Maintenance for instruction.	\$500
8	1	Sup & Conc	Instruction	Non Capitalized Equipment				Class sets of tablets for students	\$34,000
								Total	\$43,895

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	Action # 9					
<i>Detail the action:</i>						
School-wide implementation of CCSS Math to ensure the following: 1) A culture of learning and high expectations. 2) Challenging content reflecting the shifts as required by the CCSS Mathematics to ensure students are receiving						

<p>“instructional practices that allow all students to learn the content of the lesson”. 3) Student ownership of their learning. 4)Frequent monitoring of student progress.</p> <ul style="list-style-type: none"> • Lessons aligned to CCSS mathematical practices in all grade levels, incorporating technology as needed. • Incorporate reading, writing, and vocabulary development within math content (DOK levels) to emphasize problem solving; increase student discourse to integrate writing using academic math vocabulary. • Response to Intervention in classrooms to support students based on: <ul style="list-style-type: none"> a) Scoring 1’s on their BBF status check b) Interim Assessments c) AC/teacher created assessments. • Instructional math lessons focus on these components: <ul style="list-style-type: none"> a) Engaging students with grade-level problems b) Mathematical practices and investigations c) Provide opportunities for students to share, elaborate, justify, and question their work. 			
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • Math--SBAC 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> a) Standard Not Met/Nearly Met b) Standard Met/Exceed c) Achievement Growth d) Standard Met/Exceed Achievement Level Retention e) Achievement Gap 	<p><i>Site Growth Target:</i></p> <p>By June 2017, Index growth will be as follows:</p> <ul style="list-style-type: none"> a) 2% increase on CAASPP in Math of students meeting or exceeding CCSS standards. (18% → 20%) b) Increase of one index point: 5/10 → 6/10 c) Overall Index Rating: (42/100 → 44/100) 	<p><i>Vendor (contracted services)</i></p> <p>Office Depot GW IVS Scholastic Time Magazines Rochester 100 Oriental Trading Company Lakeshores FUSD Warehouse</p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/></p> <p><i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017:</p> <ul style="list-style-type: none"> a) An increase of 2 % on the Math CAASP, and an increase of one index point 5/10→6/10 b) An increase of Overall Index Rating ---42/100→44/100 			

<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"> • BBF Status checks • Interim Assessments • Common Formative Assessment created by site Accountable Communities 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Teachers • Accountable Communities • Administration 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • As needed by Accountable Communities to check on student progress • Interim Assessments
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Provide parent workshops on how to support their student learning of the basic math facts. • Share Math Interim and SBAC results during parent/teacher conferences • Phone calls, notes, and memos home to parents • Progress reports/Report cards • Edutext • Parent/Teacher Conferences • Academic Recognition 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Explore new math instructional strategies to enhance and strengthen instruction in classroom. • Staff collaboration on instructional strategies that will support student learning basic math facts. • Utilize district math coaches to support CCSS teaching strategies in classrooms. • Professional development on how to incorporate technology into math instruction. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Teacher will implement CCSS instructional strategies learned from district coaches in classrooms or from ACs. Student performance data will be reviewed by ACs to plan for next instructional steps and differentiate instructions to meet student needs. • Recognize students who have made their math goal for the semester—Math Champions celebrations. • Math block for grades 1-6 will consist the following components: <ul style="list-style-type: none"> a) Go Math Learning Progression b) Number Talks c) Teaching Modeling, Guided, Independent • Practice with focus on solving word problems, presentation, small group discourse • Intervention as needed by classroom teachers/AC • Understanding the problem: <ul style="list-style-type: none"> a) State the problem in students’ own words. 		

- b) What is it asking the students to do or find?
- c) What are the unknowns?
- d) What information is in the problem?
- e) What information is missing or not needed to solve math problems
- f) Building math models to represent learning

Specify additional targeted actions for EL students:

- Utilize SDAIE Strategies to support student learning

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

Viking - 0465

ON-SITE ALLOCATION

3010	Title I	\$53,611 *
7090	LCFF Supplemental & Concentration	\$171,587
7091	LCFF for English Learners	\$39,243
TOTAL 2016/17 ON-SITE ALLOCATION		\$264,441

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,166
Remaining Title I funds are at the discretion of the School Site Council	\$52,445
Total Title I Allocation	\$53,611

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 0465 Viking Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate - School wide instructional supplies for students- copy paper, laminating film, butcher paper, writing papers, leveled books, etc.	26,024.00
1	1	Sup & Conc	Instruction	Mat & Supp			: School wide instructional supplies: Copy paper, laminating film, butcher papers, writing paper, spiral notebooks, leveled books, etc.	24,661.00
1	3	Sup & Conc	Instruction	Direct-Graph			: Graphics, Instructional supplies	2,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extended library time for students.	3,525.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Teachers: SST's, 504's, Student Assessments, Accountable Planning towards end of the year, Professional Learning (side by side learning) etc.	17,139.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Intervention tutors to support reading comprehension and decoding.	40,685.00
3	3	EL	Instruction	Teacher-Supp			Supp. contract for CT for EL intervention to support in reading comprehension and phonemic awareness	18,598.00
3	1	EL	Instruction	Mat & Supp			: Supplemental instructional supplies for EL students	18,058.00
3	3	EL	Instruction	Direct-Other			: CELDT Assessors	2,000.00
3	3	EL	Parent Participation	Oth Cls-Supp			Translators for parent meetings	587.00
4	1	Title 1 Basic	Instruction	Bks & Ref			: A-Z License	800.00
4	1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic	2,630.00
4	1	Title 1 Basic	Instruction	Bks & Ref			: Time Magazine	1,243.00
4	1	Title 1 Basic	Instruction	Nc-Equipment			: Projectors, Laptops, Bulbs and etc...	10,000.00
4	2	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.375	15 hours per week. (.375 FTE) 3 five hour days per week when school nurse is not at school	10,563.00
4	1	Sup & Conc	Instruction	Bks & Ref			: Time Magazine	1,243.00
4	1	Sup & Conc	Instruction	Bks & Ref			: Scholastic	2,630.00
4	1	Sup & Conc	Instruction	Bks & Ref			: A-Z License	800.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: Projectors, bulbs, laptops and etc.....	10,000.00
5	2	Sup & Conc	Instructional Administration of Sp	Oth Cls-Supp			Extra NTA's to support a positive school culture and climate	8,222.00
6	3	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts: Student Council, Gardening Club, Yugio Club, Peer Mediators, Peach Blossom, etc.	12,787.00
7	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	351.00
7	3	Title 1 Basic	Parent Participation	Direct-Graph			: Minimum Required for Title 1 funds for parent participation- Parent participation - Graphics - Parent Handbook	2,000.00
7	1	Sup & Conc	Instruction	Off Eq Lease			: School-connectedness and engagement for parents	1,900.00
7	3	Sup & Conc	Instruction	Communicatio			: Stamps for parent communication	100.00
7	3	Sup & Conc	Parent Participation	Mat & Supp			: Parent participation supplies, food, etc.	2,000.00
8	1	Sup & Conc	Instruction	Nc-Equipment			: Class sets of tablets for students	34,000.00
8	1	Sup & Conc	Instruction	Direct-Maint			: Computer Maintenance for instruction.	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,611.00
Sup & Conc	7090	\$171,587.00
EL	7091	\$39,243.00
Grand Total		\$264,441.00

Domain Totals	Budget Totals
Academic	\$205,233.00
Culture & Climate	\$40,423.00
Social/Emotional	\$18,785.00
Grand Total	\$264,441.00

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Christie Yang	X				
2. Chairperson - Susan Edyburn		X			
3. Anne Richards		X			
4. Susan McCloskey		X			
5. Bobbie Ramirez			X		
6. Jerry Zarkrzwesk				X	
7. Martha Bishop				X	
8. Michella Temors				X	
9. Daniel Bishop				X	
10. Christina Byrd				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:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: <i>Viking</i>			
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	Christie Yang	<i>Christie Yang</i>	3/30/2016
SSC Chairperson	Susan Edyburn	<i>Susan Edyburn</i>	3-30-16

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