Vinland Elementary

10621666006548

Principal's Name: Jeanarta Coe

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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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.

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

Consolidated Program 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 receive 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 economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
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 student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
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 of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeanarta Coe	X				
2. Chairperson – Marisela Alvarez				X	
3. Stephen Tatum		X			
4. Elaine Goudelock		X			
5. Betty Cheema		X			
6. Eric Calderon-Phangrath				X	
7. Larry Vasquez				X	
8. Mellisa Smith				X	
9. Maria Perez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
x ELAC reviewed the SPSA as a school advisory committee.
x ELAC voted to consolidate with the SSC. Date____ 3/10/17 _____.

Required Signatures

School Name: Vinland Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jeanarta Coe	*(signature)*	3/27/17
SSC Chairperson	Marisela Alvarez	*(signature)*	03/27/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Vinland - 0470

ON-SITE ALLOCATION

3010	Title I	$44,247 *
7090	LCFF Supplemental & Concentration	$161,907
7091	LCFF for English Learners	$38,100

TOTAL 2017/18 ON-SITE ALLOCATION   **$244,254**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$831
Remaining Title I funds are at the discretion of the School Site Council	$43,416
Total Title I Allocation	$44,247

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Vinland ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	51/68	N/A[3]	20.32%	20.68%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	64/68	N/A[3]	12.10%	12.04%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	34/66	N/A[3]	15.31%	23.86%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	5/68	0.00%[4]	39.71%	32.77%	31.71%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	15/63	N/A[6]	29.73%	50.55%	0.00%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	14/63	N/A[6]	51.35%	64.84%	1.32%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	44/67	N/A[7]	N/A[7]	18.28%	25.87%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	50/67	N/A[8]	N/A[8]	17.47%	26.86%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	39/68	4.00%	18.75%	15.15%	8.08%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	43/68*	20.45%	21.65%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	64/68	50.83%	53.85%	54.76%	47.25%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	46/68	94.33%	94.25%	94.58%	94.87%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	48/69	17.87%	17.12%	18.64%	14.46%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	61/68	N/A[10]	N/A[10]	53.10%	40.76%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	50/69	12.41%	0.00%	0.15%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	50/68	11.82%	10.61%	9.79%	4.35%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	29/67	45.79%	85.15%	60.09%	1.65%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	16/68	N/A[13]	N/A[13]	75.39%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	35/69	N/A[13]	N/A[13]	64.78%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	32/68	N/A[13]	N/A[13]	58.64%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	21/68	N/A[13]	N/A[13]	73.01%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:
Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:
In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ◯ No ◯ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Vinland Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	26.02	35	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	25.87	35	

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: 26.02% of students met or exceeded the grade level standards on the 2016 CAASPP ELA. _____ % of students met or exceeded the grade level standards on the 2017 CAASPP ELA. 25.87% (127/491) students met or exceed grade level standard on the interim ELA. Vinland Elementary will implement standards based instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s). Tier 1 strategies and supports will include a comprehensive ELA program that will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language. A Response to Intervention (RtI) to address standards that students require enrichment or support in will be based on assessed need. Tier 2 supports will include AC collaboration, Student Success Team (SST) meetings to support next steps after Tier 1 supports or a Social/Emotional Learning (SEL) COST team meeting. Tier 3 supports will include RSP supports.

SMART Goals

By May 2018, the percentage of students who meet or exceed standards on the CAASPP-ELA will increase from _____% to 35% as evidenced on the 2018 CAASPP ELA Assessment.

By May 2018, the percentage of students meeting or exceeding standard on the Interim/ CFA ELA will increase from 25.87% to 35% as evidenced on the 2018 Interim/ CFA Math Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
DRP Administration - 2 times a year	Teachers	Semi-Annually

Details: Explain the data which will specially monitor progress toward each indicator target

District Common Formative Assessments (ELA) 2 times a year

Owner(s):

Teachers

Paraprofessionals

Timeline:

Semester

Details: Explain the data which will specially monitor progress toward each indicator target

CAASPP 2017 Assessment Data analysis of kid by kid progress/growth

Owner(s):

Teachers

Timeline:

Annually

Details: Explain the data which will specially monitor progress toward each indicator target

Grade Level Quarterly Action Plans/ Goal Setting in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):

Teachers

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Action Plans that include the Common Formative Assessments (CFAs) in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):

Teachers

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Actions Plans that include the Response to Intervention Quarterly Plans in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):

Teachers

Paraprofessionals

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Instructional Leadership Team (ILT) meetings in a Cycle of Continuous Improvement (CCI) model to provide teacher to teacher and admin to teacher feedback regarding school-wide and Accountable Community/grade level actions plans. Professional Learning(PL) shared decision-making considerations with ILT team.

Owner(s):

Teachers

Administrators

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Formal/ Informal Walkthroughs using the Instructional Practice Guide (IPG) and literal notes to provide feedback in standards based Mathematics instruction, Response to Intervention instruction, Classroom Foundations, Classroom Environment, and ACs with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teacher(s), paraprofessionals, and support staff.

Owner(s):

Teachers

Paraprofessionals

Administrators

Timeline:

Bi- Weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

SST meetings for Tier 2 students identified by teacher, parent, and assessed criteria.

Owner(s):

Teachers

Support Personnel: RSP Teacher/ Speech Teacher/ Counselor/ Psychologist

Administrators

Timeline:

Monthly

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

- Teacher will provide parent information at parent/teacher conferences in the Fall 2017 of student achievement
- Quarterly parent meetings that review school progress, towards actions
- Progress reports, quarterly grades, CELDT, and CAASPP sent home and Parent Coffee Hours, Title 1 Meeting, and Parent Meetings to discuss with parents
- Ongoing communication through parent messenger, ATLAS Parent Portal, EduText, Parent Newsletters
- Parent Coffee Hours to provide training on strategies to support students in Literacy
- Parent University and school wide events to provide training and support
- Purchase of materials and supplies to support parent involvement and participation (copy paper, pencils, markers, chart paper, books, materials, food items, etc)
- Home School Liaison to support parent trainings, meetings, and educational learning opportunities at events, in meetings, and on campus

Describe Related Professional Learning:

- Professional Learning (PL) for staff based on assessed need identified in Action Plans and School Quality Improvement Indicators (SQII)
- Refresher PL for setting learning targets, planning standards based instruction, District Expectations of the Guaranteed and Viable Curriculum use, Classroom and AC Foundations, Action Plans, CHAMPs (Second Step and Class Meetings included), IPG, and Common Formative Assessments (CFAs)
- PL on designated/ integrated ELD support
- Arts Integration Training iACCESS for 5th/6th grade
- PL that includes a CCI process on Actions Plans (school, grade level, teacher/classroom)
- PL for parents in which babysitting, materials, supplies and food are purchased
- Substitutes and supplemental contracts for teachers for instructional planning/ data chats/ 1-on-1 meetings with administrators
- substitutes for teachers for SSTs/ IEPs/ data chats, 1-on-1 meetings with administration/ and AC/peer observations
- District PL days
- Buyback and Institute PL by site, region, and district
- Digital literacy PL for staff

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Quality first teaching and classroom based intervention that is focused/targeted to support grade level standards. The Action Plans, Checks for Understanding (CFUs), formal/informal assessments will determine student instruction and Responses to Intervention
- RtI-5 Teaching Fellows and 1 Certificated Tutor: Intervention is focused on push in support by the Teaching Fellows and pull out support by the Certificated Tutor.
- RSP support for Tier 2 and 3 students identified by grade level and school wide assessments
- Student to teacher quarterly data chats and goal setting meetings
- Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, incentives, and other associated items.
- Student instruction that includes digital literacy

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL designated and integrated learning
- EL progress monitoring and intervention to support progress as evidenced by CELDT, district assessment, and CAASPP
- Award recognition for redesignation of EL students
- Mentors and tutoring supports for economically disadvantaged and foster youth

Vinland Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1875		Home School Liaison. Also supports Action 4 ELD	$ 5,950.00
1	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		Home School Liaison. Also supports Action 4 ELD	$ 7,934.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor - Intervention. Also supports Action 2	$ 44,727.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Also supports Action 2 and 3. Substitutes for grade level planning; SST-IEP; data chats; and peer observations	$ 9,877.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Also supports Action 2, 3, and 4. Supplemental contracts for grade level planning, extra-curricular activities, and grade level planning	$ 5,922.00
1	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Babysitting - Parent classes and meetings	$ 602.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies, NO FOOD, NO INCENTIVES	$ 526.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental materials and supplies. Also supports Actions 2 and 3	$ 23,445.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - projectors; laptops; tablets; doc camera; technology, software and accessories. Also supports Action 2 and 3	$ 35,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repairs and maintenance for technology. Also supports Action 2 and 4	$ 1,500.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services				Teaching Fellows. Also supports Action 2 and Action 3	$ 42,890.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement. Also supports Action 4	$ 831.00
								Total	$ 179,204.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	23.86	35	

○ New-Action	◉ On-going	**Reasoning:** ☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: 23.86% of 3rd grade students are reading at grade level on the 2016 CAASPP ELA. _____ % of 3rd grade students are reading at grade level on the 2017 CAASPP ELA. Vinland Elementary will implement standards based instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s).

Tier 1 strategies and supports will include a comprehensive ELA program that will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language. A Response to Intervention (RtI) to address standards that students require enrichment or support in will be based on assessed need. Tier 2 supports will include AC collaboration, Student Success Team (SST) meetings to support next steps after Tier 1 supports or a Social/Emotional Learning (SEL) COST team meeting. Tier 3 supports will include RSP supports.

SMART Goals

By May 2018, the percentage of 3rd grade students reading at grade level on the CAASPP-ELA will increase from _____% to 35% as evidenced on the 2018 CAASPP ELA Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
DRP Administration - 2 times a year	Teachers	Semi-Annually

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
District Common Formative Assessments (ELA) 2 times a year	Teachers	Semi-Annually

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
CAASPP 2017 Assessment Data analysis of kid by kid progress/growth	Teachers	Annually

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Grade Level Quarterly Action Plans/ Goal Setting in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.	Teachers	Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Actions Plans that include the Response to Intervention Quarterly Plans in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.	Teachers	Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Instructional Leadership Team (ILT) meetings in a Cycle of Continuous Improvement (CCI) model to provide teacher to teacher and admin to teacher feedback regarding school-wide and Accountable Community/grade level actions plans. Professional Learning(PL) shared decision-making considerations with ILT team.	Teachers Administrators	Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Formal/ Informal Walkthroughs using the Instructional Practice Guide (IPG) and literal notes to provide feedback in standards based Mathematics instruction, Response to Intervention instruction, Classroom Foundations, Classroom Environment, and ACs with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teacher(s), paraprofessionals, and support staff.	Teachers Paraprofessionals Administrators	Bi-Weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
SST meetings for identified Tier 2 students identified by teacher, parent, and assessed criteria.	Teachers Support Personnel: RSP Teacher/ Speech Teacher/ Counselor/ Psychologist Administrators	Monthly

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

- Teacher will provide parent information at parent/teacher conferences in the Fall 2017 of student achievement
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- Progress reports, quarterly grades, CELDT, and CAASPP sent home and Parent Coffee Hours, Title 1 Meeting, and Parent Meetings to discuss with parents
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Describe Related Professional Learning:

- Professional Learning (PL) for staff based on assessed need identified in Action Plans and School Quality Improvement Indicators (SQII)
- Refresher PL for setting learning targets, planning standards based instruction, District Expectations of the Guaranteed and Viable Curriculum use, Classroom and AC Foundations, Action Plans, CHAMPs (Second Step and Class Meetings included), IPG, and Common Formative Assessments (CFAs)
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- Buyback and Institute PL by site, region, and district
- Digital literacy PL for staff

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- RSP support for Tier 2 and 3 students identified by grade level and school wide assessments
- Student to teacher quarterly data chats and goal setting meetings
- Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, incentives, and other associated items.
- Student instruction that includes digital literacy

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL designated and integrated learning
- EL progress monitoring and intervention to support progress as evidenced by CELDT, district assessment, and CASSPP
- Award recognition for redesignation of EL students
- Mentors and tutoring supports for economically disadvantaged and foster youth

Action # 3

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	12.04	25	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	26.86	35	

○ New-Action	◉ On-going	**Reasoning:** ☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: 12.04% of students are meeting or exceeding the standard on the 2016 CAASPP Math. _____ % of students are meeting or exceeding the standard on the 2017 CAASPP Math. 26.86% (123 of 458 students) met or exceeded standard on the District Common Formative Assessment Math.

Vinland Elementary will implement standards based instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s). Tier 1 strategies and supports will include a comprehensive Mathematics program that will consist of quality first instruction in Mathematics standards. Teachers will provide mathematics instruction that aligns to the Mathematical Practices and Shifts. A Response to Intervention (RtI) to address standards that students require enrichment or support in will be based on assessed need and offered by the classroom teachers/ grade levels. Tier 2 supports will include Student Success Team (SST) meetings to support next steps after Tier 1 supports.

SMART Goals

By May 2018, the percentage of students meeting or exceeding standard on the CAASPP-Math will increase from _____% to 25% as evidenced on the 2018 CAASPP Math Assessment.

By May 2018, the percentage of students meeting or exceeding standard on the Interim/ CFA Math will increase from 26.86% to 35% as evidenced on the 2018 Interim/ CFA Math Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
District Common Formative Assessments (Math) 2 times a year	Teachers	Semi-Annually

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
CAASPP 2017 Math Assessment data analysis of kid by kid progress/growth	Teachers	Annually
Interim/ CFA Math Assessment data analysis of kid by kid progress/growth		

Details: Explain the data which will specially monitor progress toward each indicator target

Grade Level Quarterly Action Plans/ Goal Setting in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):
Teachers

Timeline:
Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Actions Plans that include the Response to Intervention Quarterly Plans in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):
Teachers

Paraprofessionals

Timeline:
Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Formal/ Informal Walkthroughs using the Instructional Practice Guide (IPG) and literal notes to provide feedback in standards based Mathematics instruction, Response to Intervention instruction, Classroom Foundations, Classroom Environment, and ACs with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teacher(s), paraprofessionals, and support staff.

Owner(s):
Teachers

Paraprofessionals

Administrators

Timeline:
Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Instructional Leadership Team (ILT) meetings in a Cycle of Continuous Improvement (CCI) model to provide teacher to teacher and admin to teacher feedback regarding school-wide and Accountable Community/grade level actions plans. Professional Learning(PL) shared decision-making considerations with ILT team.

Owner(s):
Teachers

Administrators

Timeline:
Quarterly

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

- Teacher will provide parent information at parent/teacher conferences in the Fall 2017 of student achievement
- Quarterly parent meetings that review school progress towards actions
- Progress reports, quarterly grades, CAASPP Math results sent home and Parent Coffee Hours, Title 1 Meeting, and Parent Meetings to discuss with parents
- Ongoing communication through parent messenger, ATLAS Parent Portal, EduText, Parent Newsletters
- Parent meetings (coffee hours, etc) planned by the Home School Liaison and administrators will provide Professional Learning (PL) on strategies to support students in Literacy
- Parent University and school wide events to provide training and support
- Purchase of materials and supplies to support parent involvement and participation (copy paper, pencils, markers, chart paper, books, materials, food items, etc)
- Home School Liaison to support parent trainings, meetings, and educational learning opportunities at events, in meetings, and on campus

Describe Related Professional Learning:

- Professional Learning (PL) for staff based on assessed need identified in Action Plans and School Quality Improvement Indicators (SQII)
- Refresher PL for setting learning targets, planning standards based instruction, District Expectations of the Guaranteed and Viable Curriculum use, Classroom and AC Foundations, Action Plans, CHAMPs (Second Step and Class Meetings included), IPG, and Common Formative Assessments (CFAs)
- PL Mathematics Supports
- PL that includes a CCI process on Actions Plans (school, grade level, teacher/classroom)
- PL for parents in which babysitting, materials, supplies and food are purchased
- Substitutes and supplemental contracts for teachers for instructional planning/ data chats/ 1-on-1 meetings with administrators
- substitutes for teachers for SSTs/ IEPs/ data chats, 1-on-1 meetings with administration/ and AC/peer observations
- District PL days
- Buyback and Institute PL by site, region, and district
- Digital literacy PL for staff

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Quality first teaching and classroom based intervention that is focused/targeted to support grade level standards. The Action Plans, Checks for Understanding (CFUs), formal/informal assessments will determine student instruction and Responses to Intervention
- RtI by teachers with students in Mathematics as a classroom and/or grade level team

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL designated and integrated learning
- EL progress monitoring and intervention to support progress as evidenced by CELDT, district assessment, and CASSPP
- Award recognition for redesignation of EL students

- RSP support for Tier 2 and 3 students identified by grade level and school wide assessments
- Student to teacher quarterly data chats and goal setting meetings
- Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, incentives, and other associated items.
- Student instruction that includes digital literacy (mathematics-based)

- Mentors and tutoring supports for economically disadvantaged and foster youth

Action # 4

Domain	☑ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	8	45.78	
2358 - EL's not advancing at least one proficiency level in Re-designation	47.25	32.96	

◯ New-Action	◉ On-going	**Reasoning:** ☑ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: As of the 2016-2017 Quarter 3 School Year reporting, 8% (8 EL students out of 99 EL students) redesignated and 47.25% (43/91) current EL students did not advance at least one proficiency level on the Current CELDT from previous year CELDT.

Vinland Elementary will implement standards based high quality instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s). The ELA/ELD curriculum will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language. Progress monitoring of English Learners will include the following: EL students use of English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. Also their progress in the four language skills: **Listening**: The ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information. **Speaking**: The ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities and question/answer sessions) within the classroom and in social interactions within the school. **Reading**: The ability to comprehend and interpret text at the age-and grade-appropriate level. **Writing**: The ability to produce written text with content and format, fulfilling classroom assignments at the age- and grade-appropriate level.

SMART Goals

By June 2018, Vinland Elementary will redesignate 45.78% of EL students (38/83) as measured by the redesignation rates of reachable EL students in the reachable range of reclassification.

By June 2018, Vinland will reduce students not advancing at least one proficiency level in Redesignation to 32.96% (30/91) as measured by redesignation criteria.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Specify criteria that explicitly identifies English Learner (EL) students expected to be in the "reachable range" of reclassification (students who should redesignate as of 2017-2018 school year).	Teachers	Quarterly
	Paraprofessionals	
Identify levels of all EL students and provide data to teachers/paraprofessionals in August 2017 to use in EL Plan/Action Plans for EL students.	Administrators	

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Progress monitor EL students academic language development in specified targeted ELA/ELD speaking and listening and language standards measured in Action Plans/ (school, grade/ department, teacher).	Teachers Paraprofessionals Administrators	Quarterly
Progress monitor EL student achievement in the academic core instruction in ELA/ELD reading literature, reading informational text, reading foundational skills, and writing measured in Action Plans (school, grade/ department, teacher).	Teachers Paraprofessionals Administrators	Quarterly
Progress monitor EL students and provide data quarterly in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Share information via protocol sheet in data chats, in AC and school wide. Teachers, ACs, and school will provide EL progress monitoring and evidence in AC agendas and data chats.	Teachers Administrators	Quarterly
Progress monitor EL student Response to Intervention (RtI) actions and strategies and provide data quarterly in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Share RtI in data chats, in AC and school wide. Teachers, ACs, and school will provide EL progress monitoring and celebrate.	Teachers Paraprofessionals Administrators	Quarterly
Progress monitor EL students Common Formative Assessments (CFAs) results in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language standards in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). Teachers, ACs, and school provide EL progress and celebrate.	Teachers Paraprofessionals Administrators	Quarterly
Progress monitor EL via Cycle of Continuous Improvement (CCI) models at Instructional Leadership Team (ILT) meetings to provide teacher to teacher and admin to teacher feedback regarding school-wide and Accountable Community/grade level EL actions and strategies. Professional Learning(PL) and celebration methods via shared decision-making considerations with ILT team as a result of meetings.	Teachers Administrators	Quarterly
Formal/ Informal Walkthroughs using the Instructional Practice Guide (IPG) and literal notes to provide feedback regarding EL students. Feedback on Literacy instruction, Response to Intervention instruction, Classroom Foundations, AC Foundations, and CSTPs. Feedback to teacher(s), paraprofessional(s), support staff, ACs, ILT, and school-wide.	Teachers Paraprofessionals Administrators	Bi-Weekly Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Data chats, 1-on-1 Meetings, Grade Level Planning, and Cross Articulation Planning meetings using CCI process to determine strategies for EL student acievement. Discuss support for EL student proficiency in academic language development and core standards based grade level instruction.

Owner(s):

Teachers

Paraprofessionals

Administrators

Timeline:

Quarterly

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

- Teacher will provide parents information at parent/teacher conferences in the Fall 2017 regarding the ELPAC, review the 2016 CELDT, EL Goal Setting Report, and grade level/school EL Action Plans.
- Parent meetings (coffee hours, etc) planned by the Home School Liaison and administrators will provide Professional Learning (PL) on understanding CELDT, ELPAC, EL Goal Setting Report, and Action Plans
- Parent University will provide training for parents that support EL development
- Parent meetings and school communications (ATLAS, Parent Portal, EduText, etc) on topics: ELPAC, review the 2016 CELDT, EL Goal Setting Report, and grade level/school EL Action Plans
- ELAC monthly meetings on topics that include ELPAC, review the 2016 CELDT, EL Goal Setting Report, and grade level/school EL Action Plans
- Translation services will be provided at meetings, in school communications, for parent conferences, and SST/IEPs
- Babysitting will be provided for parent meetings and Parent University
- Parent participation materials and supplies for communications and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication,etc)

Describe Related Professional Learning:

- PL on ELPAC
- PL refresher on information to share at October Quarter 1 parent conferences (ELPAC, review the 2016 CELDT, EL Goal Setting Report, and grade level/school EL actions and strategies from the Action Plans)
- PL refresher on CELDT, EL Goal Setting Reports, and grade level/school action plans.
- Summaries of EL meetings, Parent University specific to EL students, and parent questions from parent meetings and ELAC shared with staff
- PL on integrated and designated ELD/ELA curriculum planning, instruction, and data analysis of EL students in quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language.
- PL refresher on CCI model, Action Plans (with EL component in mind)
- PL on student use of digital literacy in the classroom to support ELA/ELD standards in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language.
- PL for paraprofessionals and support staff (supplemental contracts)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- EL student standards based high quality instruction utilizing as a primary resource the Guaranteed and Viable Curriculum(s). The ELA/ELD curriculum will consist of quality first instruction in reading literature, reading information text, reading foundational skills, writing, speaking and listening, and language.
- Differentiated integrated and designated instruction for EL student instruction in academic language development in speaking and listening and language standards and achievement in the academic core instruction in reading literature, reading informational text, reading foundational skills, and writing.
- Student recognition of redesignation at Awards Assemblies (certificates, medals, incentives, etc)
- Materials, supplies, technology, to support EL instruction, engagement, and recognition

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Multicultural and multilingual academic and social emotional mentoring and tutoring services (tutors, volunteers, teachers) for EL, socioeconomically disadvantaged, and foster youth

Vinland Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translation Services for parent conferences and meetings	$ 302.00
4	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Babysitters for parent classes and parent meetings	$ 302.00
4	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Extra time HSL - Interpreting and meetings	$ 262.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Supplemental materials, supplies, technology, software and accessories	$ 25,300.00
4	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent Involvement - materials and supplies	$ 1,000.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	$ 3,000.00
								Total	$ 30,166.00

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	4.5	3	
48 - Attendance rate	94.89	95.5	

◉ New-Action	○ On-going	**Reasoning:** ☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: Vinland in Quarter 3 of 2017 had an out of school suspension instance per 100 of 4.5%. Vinland in Quarter 3 of 2017 had a 94.89% ADA rate.

Vinland will continue to implement Safe and Civil, Class Meetings That Matter, Olweus Bullying, and Second Step Lesson strategies and actions as a proactive and positive approach to classroom environment management, building student social awareness, and maintaining a positive school culture.

SMART Goals

By May 2018, the percentage of school suspension instances per 100 will decrease from 4.5% as in 2017 Quarter 3 to 3.0%, as measured by SQII indicator 843.

By May 2018, the ADA will increase from 94.89% as in 2017 Quarter 3 to 95.50%, as measured by SQII indicator 48.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Develop Classroom Management Plans and monitor viability.	Teachers Paraprofessionals	Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
CCI of common areas procedures and classrooms as measured by suspension/expulsion data, office referral data, behavioral incidents, parent feedback (meetings, surveys, individual), staff feedback (meetings, surveys, individual), community feedback (meetings, surveys, individual).	Teachers Climate and Culture Team Classified Staff Parents Administrators	Semi-annually
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
AC, SST, and Climate and Culture team supports for behavior and motivation strategies	Teachers Support Personnel: RSP Teacher/ Speech Teacher/ Counselor/ Psychologist Administrators	Monthly
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
Family Foundations (counselors) provide feedback monthly on progress of students receiving services.	Counselors Administrators	Monthly
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
Implementation in classrooms of a class schedule, appropriate physical setting, teacher attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times. Implementation of Class Meetings, Olweus Bullying, and Second Step lessons to support student Social and Emotional Learning. Measured/evidenced by Teacher Verification Form	Teachers Paraprofessionals Teaching Fellows	Weekly
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
Students provided Hawks SOAR Reward Classroom Chart that shows students their progress towards earning HAWKS SOAR reward.	Teachers	Daily
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
HAWKS SOAR criteria and incentives articulated school wide, in classrooms, to parents, and to support staff as evidenced by IPG and literal notes with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teachers), paraprofessionals, and support staff.	Teachers Administrators Home School Liaison	Monthly
Details: Explain the data which will specially monitor progress toward each indicator target	**Owner(s):**	**Timeline:**
Student participation in HAWKS SOAR weekly/monthly as monitored by teacher weekly/monthly monitoring sheets given to administration.	Teachers Administrators	Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Perfect attendance incentives (prizes, recognition, phone calls, etc) to students based on AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).

Owner(s):

Teachers

Paraprofessionals

Office

Home School Liaison

Administrators

Community Sponsors

Timeline:

TK-1st: Daily/Weekly/Monthly/Quarterly

2nd-6th: Weekly/Monthly/Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Celebrate AC and school benchmarks/milestones accomplished.

Owner(s):

Teachers

NTAs

Classified Personnel: Paraprofessionals, etc

Administrators

Timeline:

Quarterly

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

- Parent meetings and training (Coffee Hour, Parent University, SSC Title 1, etc) on how to support positive interactions and proactive supports at home
- Parent handbooks and compact provided to parents
- Title 1 Meeting (included in discussion the incentives for student decreased suspension rate an increased ADA rate)
- Parent Handbook that includes school and district rules and policies. Parent meetings to explain and cover Parent Handbooks
- Parent and teacher shared involvement with school event, clubs, and activities to decrease suspension rate and increase ADA rate (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Parent meeting and school communication (ATLAS, Parent Portal, eduText, etc) to support parent knowledge of school systems and district policies
- Babysitting at parent meetings and Parent University
- Translation services will be provided at meetings, in school communications, for parent conferences (Fall), and SST/IEPs
- Parent participation materials and supplies for communications and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication,etc)

Describe Related Professional Learning:

- PL (refresher) on basic Principles of Behavior and Motivation for clarity of how behavior is learned and the role of teacher management plans to shape student behavior in positive and successful directions (Chapter 1, CHAMPS)
- PL on tasks, suggestions, and examples of manipulating variables (schedule, physical setting, attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times) (Chapter 2, CHAMPS).
- PL on developing classroom management plans with AC, admin, and staff feedback and how to align plans in support of student engagement and learning (Chapter 2, CHAMPS).
- Staff side by side learning opportunities with district and/or school personnel
- PL on Safe and Civil, Class Meetings That Matter, Olweus Bullying, and Second Step
- PL to review student videos, communication, and display advertising of school wide GGS, rules, behaviors and expectations in common areas and in the classroom

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Character Trait Monthly Focus and Materials and Supplies for Student of the Month Awards, Luncheon, and Student of the Month recognition (medals, pencils, tables, etc)
- Materials and supplies for student engagement and connectedness (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, SOM Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Arts integrated lesson to encourage motivation
- Student Leadership and Class Council (feedback, create signs, assist at school activities and functions)
- Rallies and assemblies to share student videos, communication, and display advertising of school wide GGS, rules, behaviors and expectations in common areas and in the classroom

- Supports (materials and supplies) for foster youth and socio-economically disadvantaged students
- Considerations for placement of EL, foster youth, economically disadvantages in Clubs (Good News, Boys to Men, Girl Power, Student Leadership) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), and counseling

Vinland Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services				Counseling - Family Foundations. Also supports Action 6	$ 34,200.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation Fee for Counseling	$ 684.00
								Total	$ 34,884.00

Action # 6

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	14.75	10	
4849 - Truancy rate	41.37	6.14	

⦿ New-Action	○ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: In 2017 Quarter 3 the number and percentage of students who are chronically absent (attendance rate of 90% or less) is 14.75% (96/651). Highest concentrations as of 2017 Quarter 3 are PS (18 students), K (15 students), 5 (14 students), and 1st (12 students) totaling. PS, K, 1st, 2nd, and 3rd represent 65 of the 96 students. The highest disproportionality is the 13 of 62 (20.97%) African American students that are chronically absent. Within the chronically absent group, 44 of the 96 students (45.83%) are males of color, 65 of 96 (67.71%) of the students are Latino/Hispanic, and 85 of 96 students (88.54%) are from the English Only student population.

In 2017 Quarter 3 the number and percentage of students who are truant (3 or more truancy violations) is 141.37% (206 of 498 students). Highest concentrations as of 2017 Quarter 3 are 1st (42 students), 2nd and 4th (36 students), 3rd (35 students), and 5th (31 students) totaling 180 of 206 students. 1st-6th are represented in the numbers. The highest disproportionality is the 27 of 45 (60.00%) African American students that are truant. 38 of 71 white students (53.52%) are truant. Within the truant group, 178 of the 206 students (86.41%) are from the English Only population.109 of the 206 students (52.91% are District Transfers and 119 of 206 (57.77%) are males.

 Vinland will implement school-wide clubs, activities and incentives to decrease the number of truant and chronically late students.

SMART Goals

By May 2018, Vinland will decrease the Q3 Chronic Absenteeism rate from 14.75% (96 of 651 students) to 10% 65 of 651 students as measured by SQII Indicator 5942.

By May 2018, Vinland will decrease the Q3 Truancy rate from 41.37% 206 of 498 students) to 6.14% (31 of 498 students) as measured by SQII Indicator 4849.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 data will be entered in Engagements and shared with staff monthly. Evidenced on SQII indicator *2080*	Co-Admin (Vice Principal)	Monthly
	Lead Teachers	
	Teachers	
	Support Personnel leading Goal 2 Engagements	

Details: Explain the data which will specially monitor progress toward each indicator target

Participation in bi-monthly school arts/athletics and activities incentive days. Engagements will be entered as events in Goal 2 data.

Owner(s):

Co-Admin (Vice Principal)

Lead Teachers

Teachers

Support Personnel leading Goal 2 Engagements

Paraprofessionals

Support staff: LIbrarian

Classified Staff

Mentors

Administrators

Timeline:

Bi-monthly: Engagement Day

Monthly/Quarterly: Data reviewed with teachers and classified staff

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Details: Explain the data which will specially monitor progress toward each indicator target

Grade Level Quarterly Action Plans/ Goal Setting data includes % of students with truancy, chronic absenteeism, and who are involved in goal 2 in grade level. Target actions reviewed in a Cycle of Continuous Improvement (CCI) model (school-wide, Lead Teacher/ Accountable Community/ grade level, classroom teacher). ACs will provide AC agendas.

Owner(s):

Attendance Office Aide and Principal: provide ACs with % of students with truancy, chronic absenteeism

Co-Admin (Vice Principal): provide Goal 2 percent engaged

Teachers:

Timeline:

Attendance aide and Principal (bi-weekly, monthly)

Co-Admin (Vice Principal): quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

School event participation in clubs, and activities such as Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc

Owner(s):

Teachers

Paraprofessionals

Support staff: LIbrarian

Classified Staff

Mentors

Administrators

Timeline:

Weekly/Monthly/Quarterly dependent on type of school wide event, club or activity

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Details: Explain the data which will specially monitor progress toward each indicator target

Office Aide will monitor attendance. Office aide, teachers, and Home School Liaison will make contact with teachers and parents regarding absent students as measured by ADA rate.

Owner(s):

Office aide: make contact with parents

Teachers: make contact with parents

Home School Liaison: make contact with parents

CWA officer: parent contact

Timeline:

Daily calls by office aide

Teacher parent contact monthly

HSL bi-monthly

CWA officer: Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Office Aide will coordinate A2A meetings and document parent attendance

Owner(s):

Office Aide: A2A

Timeline:

Office Aide: A2A: bi-monthly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
HSL and CWA will ake contact with parents of students who have At-Risk attendance	HSL CWA	HSL and CWA weekly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Chronic and truant students (and their parents) will be given targeted communications and staff calls to join clubs, events, and activities such as Good News, Boys to Men, Girl Power, Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc PK. K, 1st grade will have incentives for daily attendance Chronic and truant students from 2017 Quarter 3 will be paired with a daily mentor/volunteer check in to encourage daily attendance. Incentives materials and supplies (Caught Being Good Tickets for classroom incentive raffles, etc)	Office: Communications Administrators Home School Liaison Teachers	PK, K, 1st: Daily incentives Chronic and truant students from Qtr 3: daily mentor/volunteer check in

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Students provided Hawks SOAR Reward Classroom Chart that shows students their progress towards earning HAWKS SOAR reward.	Teachers	Daily

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
HAWKS SOAR criteria and incentives articulated school wide, in classrooms, to parents, and to support staff as evidenced by IPG and literal notes with feedback school-wide, with ILT/ Accountable Community/ grade level, and with classroom teachers), paraprofessionals, and support staff.	Teachers Administrators Home School Liaison	Monthly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance incentives (prizes, recognition, phone calls, etc) to students based on AC/school criteria and monitored by ADA rate, suspension/expulsion rate, discipline referral).	Teachers Paraprofessionals Office Home School Liaison Administrators Community Sponsors	TK-1st: Daily/Weekly/Monthly/Quarterly 2nd-6th: Weekly/Monthly/Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Celebrate grade level and school benchmarks/milestones accomplished (announcements, trophies, class charting, cafeteria

Owner(s):

Teachers

NTAs

Classified Personnel: Paraprofessionals, etc

Administrators

Timeline:

TK-6th: Weekly/Monthly/Quarterly

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

- Parent meetings and training (Coffee Hour, Parent University, SSC Title 1, etc) on importance of attendance, FUSD tardy policies
- Title 1 Meeting (included in discussion the incentives for student increased ADA rate)
- Parent Handbook that includes school and district rules and policies. Parent meetings to explain and cover Parent Handbooks
- Parent and teacher shared involvement with school event, clubs, and activities to increase ADA rate (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Parent meeting and school communication (ATLAS, Parent Portal, eduText, etc) to support parent knowledge of school systems and district policies in regards to attendance
- Babysitting at parent meetings and Parent University
- Translation services will be provided at meetings, in school communications, for parent conferences (Fall), and SST/IEPs
- Parent participation materials and supplies for communications, events, and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication,etc)
- Parent and teacher shared involvement with school event, clubs and activities to increase Goal 2 rate at, but not limited to, bi-Monthly school arts/athletics and activities, Winter and Spring Programs, sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc

Describe Related Professional Learning:

- August/September PL refresher on HAWKS SOAR, Weekly Class Reward Charting, school/ district attendance procedures and policies
- PL updates monthly on ADA rate (grade level and school wide), truancy rate, and chronic absenteeism rate

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Materials and supplies for student ADA increase such as Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Arts integrated lessons to encourage motivation
- Student Leadership and Class Council (feedback, create signs, assist at school activities and functions)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Supports (materials and supplies) for foster youth and socio-economically disadvantaged students
- Considerations for placement of EL, foster youth, economically disadvantages in Clubs (Good News, Boys to Men, Girl Power, Student Leadership) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), and counseling

Action # 7

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	1.65	80	

○ New-Action	◉ On-going	**Reasoning:** ☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Our reality: Vinland 2017 Quarter 3 data for number and percentage of unique student who are engaged in any Goal 2 activity, art, or athletic is 1.65%.

Vinland will provide a wide array of opportunities for students to participate in FUSDs Goal #2 *All students will engage in arts, athletics, and activities.*

SMART Goals

Vinland will provide a wide array of opportunities for students to participate in FUSDs Goal #2 *All students will engage in arts, athletics, and activities* to 80% in 2018 Quarter 3 as measured by SQII indicator 2080.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 data will be entered in Engagements and shared with staff monthly. Evidenced on SQII indicator *2080*	Co-Admin (Vice Principal) Lead Teachers Teachers Support Personnel leading Goal 2 Engagements	Monthly

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Participation in bi-monthly school arts/athletics and activities incentive days.	Teachers Paraprofessionals Support staff: LIbrarian Classified Staff Mentors Administrators	Bi-monthly

Details: Explain the data which will specially monitor progress toward each indicator target

School event participation in clubs, and activities such as Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc

Owner(s):

Teachers

Paraprofessionals

Support staff: LIbrarian

Classified Staff

Mentors

Administrators

Timeline:

Weekly,

Monthly

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Multicultural celebrations and events as measured in Goal 2 Engagement data

Owner(s):

Teachers

Administrators

Home School Liaison

Support Staff and Classified Staff

Parents

Volunteers

Timeline:

Quarterly

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

- Parent and teacher shared involvement with school event, clubs and activities to increase Goal 2 rate at, but not limited to, bi-Monthly school arts/athletics and activities, Winter and Spring Programs, sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Parent meeting and school communication to support parent knowledge of school Goal 2 arts, athletics, and activities
- Translation services will be provided at meetings and in school communications regarding Goal 2 (as well as other events)
- Parent participation materials and supplies for communications and meetings (paper, office supplies, student academic resources, books, xeroxing, art supplies, speaking devices, translation services, technology assistance, refreshments, technology repair, butcher paper, data collection communication,etc)
- Materials and supplies for multicultural celebrations and events for parents (incentives, paper, technology, games, props, decorations, etc)

Describe Related Professional Learning:

- Staff refresher and staff calendar of clubs and activities such as Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4ths-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc
- Teachers will sign up for activities to lead, coach, support, assist in, etc
- PL updates on Goal 2 monthly with staff
- PL information for staff on Multi-cultural celebrations

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- School event participation in clubs, and activities such as, clubs, and activities to decrease suspension rate and increase ADA rate (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, Student of the Month (SOM) Awards and luncheons, Bi-Monthly school arts/athletics and activities, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4th-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Boys to Men, Girl Power) Mentoring/

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Supports (materials and supplies) for foster youth and socio-economically disadvantaged students
- Considerations for placement of EL, foster youth, economically disadvantages in Clubs (Good News, Boys to Men, Girl Power, Student Leadership) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), and counseling

Tutoring (Tuesday Tutors, Homework Club, 4th-6th grade math mentors/tutors), etc

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0470 Vinland Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies, NO FOOD, NO INCENTIVES	526.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows. Also supports Action 2 and Action 3	42,890.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement. Also supports Action 4	831.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor - Intervention. Also supports Action 2	44,727.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Also supports Action 2 and 3. Substitutes for grade level planning; SST-IEP; data chats; and peer observations	9,877.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Also supports Action 2, 3, and 4. Supplemental contracts for grade level planning, extra-curricular activities, and grade level planning	5,922.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies. Also supports Actions 2 and 3	23,445.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology - projectors; laptops; tablets; doc camera; technology, software and accessories. Also supports Action 2 and 3	35,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Repairs and maintenance for technology. Also supports Action 2 and 4	1,500.00
1	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting - Parent classes and meetings	602.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188	Home School Liaison. Also supports Action 4 ELD	5,950.00
1	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	Home School Liaison. Also supports Action 4 ELD	7,934.00
4	1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials, supplies, technology, software and accessories	25,300.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	3,000.00
4	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation Services for parent conferences and meetings	302.00
4	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitters for parent classes and parent meetings	302.00
4	1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement - materials and supplies	1,000.00
4	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Extra time HSL - Interpreting and meetings	262.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling - Family Foundations. Also supports Action 6	34,200.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Evaluation Fee for Counseling	684.00

$244,254.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$44,247.00
Sup & Conc	7090	$161,907.00
LCFF: EL	7091	$38,100.00
Grand Total		$244,254.00

Domain Totals	Budget Totals
Academic	$209,370.00
SEL / Culture & Climate	$34,884.00
Grand Total	$244,254.00