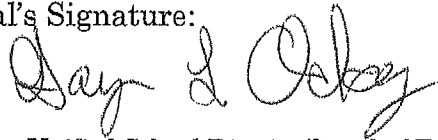


**Vinland Elementary School**

10621666006548

Principal's Name: Gay L. Ockey

Principal's Signature:

A handwritten signature in cursive script that reads "Gay L. Ockey".

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

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<b>B.</b>	<b>Action Plan</b>	Action designed to meet the needs and accomplish the goals
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<b>B.2.</b>	<b>Social/Emotional Domain</b>	Attendance/Suspensions/Expulsions
<b>B.3.</b>	<b>Culture and Climate Domain</b>	Goal 2 Engagement/Parent Involvement/EL Services
<b>Budget and Governance Sections</b>		
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<b>E.1.</b>	<b>Assurances</b>	Consolidated Program Assurances
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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	48/67	12.1 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	48/67	87.9 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	38/67	20.19 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	38/67	79.18 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	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	37/65	50 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	37/66	45.31 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	67/67	22.73 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	41/68	34.67 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	28/68	42.4 %

### 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	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	60/68	6.36 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	53/68	16.67 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	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	50/68	93.44 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	48/68	17.12 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	42/67	10.53 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	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	39/64	61.11 %

### 5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	34/67	3.02 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><u>Detail the action:</u>                      Vinland Elementary will implement a comprehensive reading program that supports learning of the foundational reading skills, comprehension of complex text, and writing skills. Lessons will provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. Differentiated reading intervention based on assessed needs to provide extra support in reading foundational skills and comprehension.</p>		
<p><u>SOII Element:</u> SBAC – ELA (5926)</p>	<p><u>SOII Sub-element(s):</u> Standard Met/Exceeded</p>	<p><u>Site Growth Target:</u> 30%</p>	<p><u>Vendor (contracted services):</u> \$34,000 Teaching Fellows</p>
<p><input type="checkbox"/> New Action   <input checked="" type="checkbox"/> On-going   Reasoning:   <input checked="" type="checkbox"/> Data   <input checked="" type="checkbox"/> Research-based   <input type="checkbox"/> Local Knowledge/Context</p>			
<p><b>Write a SMART Goal to address each data point:</b>                      By May 2017, the percentage of students who meet or exceed standards on the SBAC-ELA will increase from 20% to 30% as evidenced on the SBAC ELA assessment.</p>			
<p><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></p> <ul style="list-style-type: none"> <li>• <b>A. DRP Administration</b> 1X per year-Monitor &amp; analyze for growth from previous year to make decisions for student learning:                          2<sup>nd</sup> Grade=4 points, 3<sup>rd</sup> Grade=3 points, 4<sup>th</sup> &amp; 5<sup>th</sup> Grades=2 points, and 6<sup>th</sup> Grade=1 point</li> <li>• <b>Interim Assessments</b> 3X per year (Analyze if made growth target)</li> <li>• <b>SQII Data Needs Indicators</b></li> <li>• <b>SBAC Assessment Data 2016</b> (Analyze if made growth target- Actionable next steps)</li> <li>• <b>B. Formal/Informal Walkthrough Weekly Feedback</b> focused on:                         <ul style="list-style-type: none"> <li>○ Culture of learning and high expectations in the classroom learning;</li> </ul> </li> </ul>		<p><u>Owner(s)</u></p> <ul style="list-style-type: none"> <li>• <b>A. Co-Administrator</b></li> <li>• <b>B. Principal</b>                              Formal/Informal Walkthrough Data                              (Principal will meet weekly with Co-Administrator to</li> </ul>	<p><u>Timeline</u></p> <p>Quarterly Data</p> <p>Weekly</p>

<p>Classroom Foundations: Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing</p> <ul style="list-style-type: none"> <li>○ Majority of the lesson focused on high quality text and is spent listening to, reading, writing, and/or speaking about text(s);</li> <li>○ Questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning.</li> </ul> <ul style="list-style-type: none"> <li>● <b>C. Quarterly Goal Setting:</b> School-Wide-AC-Classroom-Individual Student</li> <li>● <b>D. Report Cards Ds &amp; Fs Quarterly</b></li> <li>● <b>Common Assignments and Assessments:</b> 2 ELA &amp; 2 Math CFA per quarter</li> <li>● <b>E. Leadership team will meet monthly</b> – AC Common Assignments with student work, KAIG &amp; BAS progress, DOK levels of learning, &amp; Digital Literacy</li> <li>● <b>AC Agendas Weekly</b></li> <li>● <b>F. Teachers will monitor the small group instruction</b> quarterly for student impact of intervention</li> <li>● <b>F. DIBELs, BAS, BPST, Corrective Reading data will be used to monitor effectiveness of interventions.</b> CT/Teachers will progress monitor students in small group instruction 2X per month</li> </ul>	<p>discuss walkthrough data for next steps)</p> <ul style="list-style-type: none"> <li>● <b>C. Co-Admin</b> – Goal Setting Data on-going with teachers</li> <li>● <b>D. Co-Admin/Certificated Tutor</b> Monitor Bi-Weekly &amp; Quarterly DRP, BAS, KAIG Assessments Intervention Data</li> <li>● <b>D. Co-Administrator Quarterly</b> – monitor Ds &amp; Fs</li> <li>● <b>E. Principal AC</b> Common Assignments 2X per Quarter, Walkthrough data, KAIG &amp; BAS progress &amp; Digital Literacy instruction</li> <li>● <b>F. CT</b> will oversee intervention data</li> </ul>	<p>Bi-Weekly &amp; Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly 2 ELA per quarter 2 Math per quarter</p> <p>2X per Month</p>
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**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes
- Quarterly Goals student progress will be shared with parents quarterly
- 2<sup>nd</sup>-6<sup>th</sup> grade Teachers will send home the parent DRP reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour will provide trainings on strategies that support student reading development at home
- Parent University will provide evening trainings on strategies that support student reading development at home
- Parent Meetings and Events provide materials such as copy paper, pencils-pens, books etc. and food items to increase parent participation and involvement
- Fund Home School Liaison to support parents with trainings on academic support, nutrition, and social/emotional trainings for student success...

**Describe related professional learning:**

- **Refresher training planned in August-October 2016** to focus our work through planning: comprehension strategies from **Core 6:** Reading for Meaning, Circle of Knowledge (Productive Talk), Writing, Classroom Foundations, Common Assignments, **Making Thinking Visible** routines, arts integration
- **Walkthrough Focus/Support:**
  - **August (Culture of Learning High Expectations):** First 10 Days Social Emotional Learning/CHAMPS/MAC
  - **September (Culture of Learning High Expectations):** Classroom Foundations: Objectives-Instruction Aligned TASKS-Closure-CFU strategies /Class Meetings/Second Step Lessons
  - **October (Challenging Content):** Productive Talk (School-wide Talk Moves) used to support students reading, writing, speaking & listening about complex text
  - **November (Challenging Content):** Thinking Routines integrated and used to support students reading, writing, speaking & listening about complex text
  - **December/January (Challenging Content):** Common Assignment AC work/Essential Questions
  - **February (Challenging Content):** Core 6 Writing strategies
- **Common Assessment ELA and/or Math Arts Task – 1 per quarter**
- **Deconstructing** the standards with the focus on the Anchor Standards: Key Ideas, Craft and Structure, & Integration of Knowledge



- **Designated/Integrated ELD**
- **Arts Integration Training iACCESS grant focused on 5<sup>th</sup> & 6<sup>th</sup> grades Social Studies/Science**
- **Analysis of Student Work to determine next steps for student support/extension**
- **Digital Literacy Continuum for K-6 Grades Training/Planning**
- **Parent Training/Meetings provide Supplies, Materials, Babysitting, and Food**
- **Substitutes and/or supplemental contracts for teachers for instructional planning/arts integration**
- **Substitutes for teachers for SST's, IEPs, data chats, and peer observations**
- **District Led/Grant Professional Learning:**
  - .5 Day Materials orientation available to teachers prior to the start of school
  - 5/6 Grades Art's Integration training throughout the year iACCESS grant
  - K-6 grades 2 Days Professional Learning in support of the adoptions in ELA
  - Kindergarten and 1<sup>st</sup> Grade teachers: Additional 2 days of PL and 2 days of demos in support of Reading by Third Grade
  - **Buyback Days will be site or regionally led.** Content in support of state standards and related adoptions will be provided by district

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

- **Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, formative assessments**
- **RtI = 5 Teaching Fellows and 1 Certificated Tutor: Intervention is focused as a Push-in support except for intensive students**
  - **One Certificated Teacher and One Teaching Fellow tutor** will support Kindergarten & 2<sup>nd</sup> – 4<sup>th</sup> grade students that are scoring significantly below grade level with their reading development
  - **RSP Teacher as available** will support unidentified as well as identified first grade students who are needing intensive reading support
  - **3 Teaching Fellows will push-in** to support two grade levels each in the area of digital literacy and reading support 1-6 grades
  - **One Teaching Fellow** in the Computer Lab to provide support to students and teachers with student digital literacy learning and help maintain the lab.
- **Student DRP Data Chats and goal setting** will be provided by teachers quarterly
- **KAIG, BAS, Fluency, High Frequency Words Goal Setting and Data Chats** will be provided by teachers quarterly with students

- **Classroom Magazine subscriptions** to support students access to complex text with current events to practice close reading/marking text/writing/comprehension
- **Classroom materials and supplies including** notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, and other associated items to support reading instruction and reading intervention program needs
- **Technology Hardware to support student reading, assessment program, and digital literacy** (Carts, printer, ink, on-line resources, tablets, laptops, projectors, bulbs, document cameras, speakers etc. including maintenance/repair of technology)
- **RAZ Kids Technology Software to support student reading, assessment program, and digital literacy**
- **Technology software, on-line resources to support student reading, assessment program, and digital literacy**

Specify additional targeted actions for EL students:

- **EL students will receive Daily Designated Small Group instruction** to support and increase their language/reading development/comprehension.
- **EL students will be monitored and provided intervention and support** as determined by CELDT, DRP, BAS, DIBELS, Fluency scores.
- **Re-designated students will be celebrated at the Award’s Assemblies Quarterly**

**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			5,773
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500			7,699
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		RtI support	42,948
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for SST/IEP/Data Chats/ Planning/Peer Observations	4,500
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for planning	7,000

1	1	Sup & Conc	Instruction	Books & Other Reference				Student Software	7,263
1	1	Sup & Conc	Instruction	Books & Other Reference				Complex text for student instruction (such as student magazines)	4,200
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation - Materials and supplies for parent meetings	981
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	7,793
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	30,593
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	5 Teaching Fellow tutors working 136 program days, 3.5 hours per day + 32 hours of professional development (August 15, 2016 - May 25, 2017)	36,322
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Smart boards, projectors, laptops, tablets, document camera, tech accessories, and repairs	10,000
Total									\$165,072

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 2</b>	<p><u>Detail the action:</u>                      Vinland Elementary will implement a comprehensive TK-3<sup>rd</sup> grade balanced literacy program which provides a focus on the Foundational Reading skills: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, Comprehension, and Writing. These skills will not only be taught directly, lessons will provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. Intervention RtI support will be provided for students that are At Risk and also for students that need accelerated learning.</p>		
<p><u>SOII Element:</u>                      Reading by Third Grade (6062)</p>	<p><u>SOII Sub-element(s):</u>                      Borderline Eligibility Pool</p>	<p><u>Site Growth Target:</u> 35%</p>	<p><u>Vendor (contracted services):</u></p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going    Reasoning:    <input checked="" type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>			
<p><b>Write a SMART Goal to address each data point:</b>                      By May 2017, the percentage of K-3 grade students not on grade level, (one grade level below), will decrease from 45% to 35% as evidenced on KAIG, BAS, and DRP combined data on SQII indicator 6062.</p>			
<p><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></p> <ul style="list-style-type: none"> <li>• <b>A. DRP Administration</b> 1X per year and monitor &amp; analyze for growth:                          2<sup>nd</sup> Grade=4 points, 3<sup>rd</sup> Grade=3 points, 4<sup>th</sup> &amp; 5<sup>th</sup> Grades=2 points, and 6<sup>th</sup> Grade=1 point</li> <li>• <b>Interim Assessments</b> 3X per year (Analyze if made growth target)</li> <li>• <b>SQII Data Needs</b></li> <li>• <b>SBAC Assessment Data</b> 2016 (Analyze if made growth target-3<sup>rd</sup> grade)</li> <li>• <b>B. Formal/Informal Walkthrough Weekly Feedback</b> focused on:                         <ul style="list-style-type: none"> <li>○ Culture of learning and high expectations in the classroom learning;</li> </ul> </li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• <b>A. Co-Administrator</b> – Goal Setting Data, DRP, Interim, SBAC data on-going with teachers</li> <li>• <b>B. Principal</b> Formal/Informal Walkthrough Data                          (Principal will meet weekly with Co-Administrator to</li> </ul>	<p><b>Timeline</b></p> <p>Quarterly Data</p> <p>Weekly</p>

<p>Classroom Foundations: Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing</p> <ul style="list-style-type: none"> <li>○ Majority of the lesson focused on high quality text and is spent listening to, reading, writing, and/or speaking about text(s);</li> <li>○ Questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning.</li> </ul> <ul style="list-style-type: none"> <li>● <b>C. Quarterly Goal Setting/Incentives:</b> School-Wide-AC-Classroom-Individual Student</li> <li>● <b>Report Cards Ds &amp; Fs Quarterly</b></li> <li>● <b>D. Common Assignments and Assessments</b> 2 ELA &amp; 2 Math CFA per quarter</li> <li>● <b>Leadership team will meet monthly</b> – AC Common Assignments with student work, KAIG &amp; BAS progress, DOK levels of learning, &amp; Digital Literacy</li> <li>● <b>AC Agendas Weekly</b></li> <li>● <b>E. DIBELs, BAS, Fluency, BPST, Corrective Reading data will be used to monitor effectiveness of interventions.</b> CT/Teachers will monitor impact of intervention small group learning</li> <li>● <b>E. KSEP, KAIG, BAS:</b> <ul style="list-style-type: none"> <li>○ Kindergarten will increase 1 Level on BAS scores every administration</li> <li>○ First Grade students will increase 2 Levels on BAS scores every administration</li> </ul> </li> </ul>	<p>discuss walkthrough data for next steps)</p> <ul style="list-style-type: none"> <li>● <b>C. Co-Admin/Certificated Tutor</b> Monitor Bi-Weekly &amp; Quarterly DRP, BAS, KAIG Assessments Intervention Data</li> <li>● <b>Co-Administrator Quarterly</b> – monitor Ds &amp; Fs</li> <li>● <b>D. Principal Monthly</b>– AC Common Assignments 2X per Quarter, Walkthrough data, KAIG &amp; BAS progress &amp; Digital Literacy instruction</li> <li>● <b>E. Principal</b> will monitor Quarterly</li> </ul>	<p>Bi-Weekly &amp; Quarterly</p> <p>Quarterly</p> <p>2X per Quarter 2 ELA per quarter 2 Math per quarter</p> <p>*2X per Month teachers will progress monitor *Quarterly Principal will monitor</p>
<p><b><u>Explain the Targeted Actions for Parent Involvement (required by Title I):</u></b></p> <ul style="list-style-type: none"> <li>● Fall parent/teacher conferences teachers will review students’ reading levels, scores, quarterly goals outcomes</li> <li>● Quarterly Goals student progress will be shared with parents quarterly</li> <li>● 2<sup>nd</sup>-6<sup>th</sup> grade Teachers will send home the parent DRP report after the administration window</li> </ul>		

- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour will provide trainings on strategies that support student reading development at home
- Parent University will provide evening trainings on strategies that support student reading development at home
- PreK-Kinder Early Learner's Literacy Night

**Describe related professional learning:**

- **Refresher training planned in August-October 2016** to focus our work through planning: comprehension strategies from **Core 6**: Reading for Meaning, Circle of Knowledge (Productive Talk), Writing, Classroom Foundations, Common Assignments, **Making Thinking Visible** routines, art's integration
- **Walkthrough Focus/Support:**
  - **August (Culture of Learning High Expectations):** First 10 Days Social Emotional Learning/CHAMPS/MAC
  - **September (Culture of Learning High Expectations):** Classroom Foundations: Objectives-Instruction Aligned TASKS-Closure-CFU strategies /Class Meetings/Second Step Lessons (**K-2 Foundational skills-Small Group Instruction**)
  - **October (Challenging Content):** Productive Talk (School-wide Talk Moves) used to support students reading, writing, speaking & listening about complex text
  - **November (Challenging Content):** Thinking Routines integrated and used to support students reading, writing, speaking & listening about complex text
  - **December/January (Challenging Content):** Common Assignment AC work/Essential Questions
  - **February (Challenging Content):** Core 6 Writing strategies
- **Common Assessment ELA and/or Math Art's Task – 1 per quarter**
- **Deconstructing** the standards with the focus on the Anchor Standards: Key Ideas, Craft and Structure, & Integration of Knowledge
- **Analysis of Student Work to determine next steps for student support/extension**
- **Digital Literacy Continuum for K-6 Grades Training/Planning**
- **Substitutes and/or supplemental contracts for teachers for instructional planning/arts integration**
- **Substitutes for teachers for SST's, IEPs, data chats, and peer observations**
- **District Led/Grant Professional Learning:**
  - .5 Day Materials orientation available to teachers prior to the start of school
  - K-6 grades 2 Days Professional Learning in support of the adoptions in ELA

- Kindergarten and 1<sup>st</sup> Grade teachers: Additional 2 days of PL and 2 days of demos in support of Reading by Third Grade
- **Buyback Days will be site or regionally led.** Content in support of state standards and related adoptions will be provided by district

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

- **Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, formative assessment**
- **Foundational Reading skills:** Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Writing.
- **Engage in Complex Text** for students to think more critically through reading, writing, speaking/listening activities and integrate the Foundational skills in ELA & Math
- **RtI = 5 Teaching Fellows and 1 Certificated Tutor: Intervention is focused as a Push-in support except for intensive students**
  - **One Certificated Tutor and One Teaching Fellow tutor** will support Kindergarten & 2<sup>nd</sup> – 4<sup>th</sup> grade students that are scoring significantly below grade level with their reading development
  - **RSP Teacher as available** will support unidentified first grade students who are needing intensive reading support
  - **3 Teaching Fellows will push-in** to support two grade levels each in the area of digital literacy and reading support 1-6 grades
  - **One Teaching Fellow** in the Computer Lab to provide support to students and teachers with student digital literacy learning and help maintain the lab.
- **Student DRP Data Chats and goal setting** will be provided by teachers quarterly
- **KAIG, BAS, Fluency, High Frequency Words Goal Setting and Data Chats** will be provided by teachers quarterly with students
- **Classroom Magazine subscriptions** to support students access to complex text with current events to practice close reading/marking text/writing/comprehension
- **Classroom materials and supplies including** notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, and other associated items to support reading instruction and reading intervention program needs
- **Technology Hardware to support student reading, assessment program, and digital literacy** (Carts, printer, ink, on-line resources, tablets, laptops, projectors, bulbs, document cameras, speakers etc. including maintenance/repair of technology)
- **RAZ Kids Technology Software to support student reading, assessment program, and digital literacy**
- **Technology software, on-line resources to support student reading, assessment program, and digital literacy**



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

- EL students will receive **Daily Designated Small Group instruction** to support and increase their language/reading development/comprehension.
- EL students will be **monitored and provided intervention and support** as determined by CELDT, DRP, BAS, DIBELS, Fluency scores.
- **Re-designated students will be celebrated at the Award’s Assemblies Quarterly**

<b>Domain</b>	<input checked="" type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 3</b>	<p><b><u>Detail the action:</u></b>                      Vinland Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics through the three mathematical shifts Focus, Coherence, and Rigor. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content that reflect the three mathematical shifts. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction for at risk groups with an emphasis on technology to improve mastery of grade level standards.</p>		
	<p><b><u>SOII Element:</u></b> SBAC – Math (6169)</p>	<p><b><u>SOII Sub-element(s):</u></b> Standard Met/Exceeded</p>	<p><b><u>Site Growth Target:</u></b> 20%</p>
<p><input type="checkbox"/> <i>New Action</i>   <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>   <input checked="" type="checkbox"/> <i>Data</i>   <input checked="" type="checkbox"/> <i>Research-based</i>   <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><b><u>Write a SMART Goal to address each data point:</u></b>                      By May 2017, the percentage of students who meet or exceed standards on the SBAC-Math will increase from 12% to 20% as evidenced on the SBAC Math assessment.</p>			
<p><b><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></b></p> <ul style="list-style-type: none"> <li>• <b>A. Interim Assessments 3X per year</b> (Analyze if made growth target)</li> </ul>		<p><b><u>Owner(s)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Co-Administrator</b> – Goal Setting Data,</li> </ul>	<p><b><u>Timeline</u></b></p> <p>Quarterly Data</p>



<ul style="list-style-type: none"> <li>• <b>SQII Data Needs</b></li> <li>• <b>SBAC Assessment Data 2016</b> (Analyze if made growth target-3<sup>rd</sup>-6<sup>th</sup> Gr)</li> <li>• <b>B. Formal/Informal Walkthrough Weekly Feedback</b> focused on:             <ul style="list-style-type: none"> <li>○ Culture of learning and high expectations in the classroom learning; Classroom Foundations: Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Math Learning Logs, Graphic Organizers/Writing using math language</li> <li>○ Lessons that engage students in grade level problems, mathematical investigations, and tasks.</li> <li>○ Questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning.</li> <li>○ Eight Mathematical Practices being incorporated into the learning</li> <li>○ Three Mathematical Shifts: Focus-Coherence-Rigor</li> </ul> </li> <li>• <b>C. Quarterly Goal Setting:</b> School-Wide-AC-Classroom-Individual Student</li> <li>• <b>Report Cards Ds &amp; Fs Quarterly</b></li> <li>• <b>Common Assignments and Assessments</b> 2 ELA &amp; 2 Math CFA per quarter</li> <li>• <b>D. Leadership team will meet monthly</b> – AC Common Assignments with student work</li> </ul>	<p>on-going with teachers</p> <ul style="list-style-type: none"> <li>• <b>B. Principal</b> Formal/Informal Walkthrough Data (Principal will meet weekly with Co-Administrator to discuss walkthrough data for next steps)</li> <li>• <b>C. Co-Admin/Certificated Tutor</b> Monitor Bi-Weekly &amp; Quarterly DRP, Interim, KAIG Assessments, Intervention Data</li> <li>• <b>C. Co-Admin Quarterly</b> – monitor Ds &amp; Fs</li> <li>• <b>D. Principal Monthly</b>– AC Common Assignments 2X per Quarter, Walkthrough data, KAIG, Interim, DRP</li> </ul>	<p>Weekly</p> <p>Bi-Weekly &amp; Quarterly</p> <p>Quarterly</p> <p>Quarterly 2 ELA per quarter 2 Math per quarter</p>
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**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Fall parent/teacher conferences teachers will review student's Interim Math scores, quarterly goals outcomes
- Quarterly Goals student progress will be shared with parents quarterly
- Quarterly Progress Reports
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour will provide trainings on Math strategies that support student learning at home
- Parent University will provide evening trainings on strategies that support student Math development at home

**Describe related professional learning:**

- **Refresher training planned in August-October 2016** to focus our work through planning: Understanding and incorporating the Mathematical Shifts: Focus-Coherence-Rigor, and planning and incorporating the 8 Mathematical practices into instruction.
- **Walkthrough Focus/Support:**
  - **August (Culture of Learning High Expectations):** First 10 Days Social Emotional Learning/CHAMPS/MAC
  - **September (Culture of Learning High Expectations):** Classroom Foundations: Objectives-Instruction Aligned TASKS-Closure-CFU strategies /Class Meetings/Second Step Lessons **Mathematical Shifts)**
  - **October (Challenging Content):** Productive Talk (School-wide Talk Moves) used to support students reading, writing, speaking & listening about complex text (**8 Mathematical Practices) Focus on conceptual understanding**
  - **November (Challenging Content):** Thinking Routines integrated and used to support students reading, writing, speaking & listening about complex text
  - **December/January (Challenging Content):** Common Assignment AC work/Essential Questions
  - **February (Challenging Content):** Core 6 Writing strategies
- **Common Assessment ELA and/or Math Art's Task – 1 per quarter**
- **Go Math Technology & using manipulatives training**
- **Deconstructing** the standards with the focus on the Anchor Standards: Key Ideas, Craft and Structure, & Integration of Knowledge
- **Analysis of Student Work to determine next steps for student support/extension**
- **Digital Literacy Continuum for K-6 Grades Training/Planning**
- **Substitutes and/or supplemental contracts for teachers for instructional planning/arts integration**
- **Substitutes for teachers for SST's, IEPs, data chats, and peer observations**

<ul style="list-style-type: none"> <li>• <b>Buyback Days will be site or regionally led.</b> Content in support of state standards and related adoptions will be provided by district</li> </ul>
<p><b><u>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, formative assessments</b></li> <li>• <b>Problem Solving and Automaticity/Fluency with Basic Facts</b></li> <li>• <b>Student DRP, Interim, KAIG Data Chats and goal setting</b> will be provided by teachers quarterly</li> <li>• <b>Increase Digital Literacy</b> of students in alignment with the Technology Scope and Sequence</li> <li>• <b>Classroom materials and supplies including</b> notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, and other associated items to support reading instruction and reading intervention program needs</li> <li>• <b>Technology Hardware to support student performance in Math and digital literacy</b> (Carts, printer, ink, on-line resources, tablets, laptops, projectors, bulbs, document cameras, speakers etc. including maintenance/repair of technology)</li> <li>• <b>Technology software, on-line resources to support student performance in math and digital literacy</b></li> </ul> <p><b><u>Specify additional targeted actions for EL students:</u></b></p> <ul style="list-style-type: none"> <li>• <b>EL students will be monitored and provided intervention and support</b> as determined by CELDT, INTERIM, DRP</li> <li>• <b>Re-designated students will be celebrated at the Award’s Assemblies Quarterly</b></li> </ul>

<b>Domain</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<b><u>Detail the action:</u></b> Vinland Elementary will implement a comprehensive, balanced language acquisition program with Designated and Integrated English Language Development.		
<b><u>SOII Element:</u></b> EL Redesignation (5968)	<b><u>SOII Sub-element(s):</u></b> Number of 1-6 grade students identified as meeting borderline criteria for redesignation at the end of Spring semester and are redesignated within 365 days.	<b><u>Site Growth Target:</u></b> 30%	<b><u>Vendor (contracted services):</u></b>
<input type="checkbox"/> <b>New Action</b> <input checked="" type="checkbox"/> <b>On-going</b>	<b>Reasoning:</b> <input checked="" type="checkbox"/> <b>Data</b> <input checked="" type="checkbox"/> <b>Research-based</b> <input checked="" type="checkbox"/> <b>Local Knowledge/Context</b>		

**Write a SMART Goal to address each data point:**

By May 2017, the percentage of EL students that are borderline for redesignation at the end of Spring semester and are redesignated within 365 days will increase from 23% to 30% as evidenced on the SQII indicator 5968.

	<u>Owner(s)</u>	<u>Timeline</u>
<p><b><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></b></p> <ul style="list-style-type: none"> <li>• <b>A. CELDT Data</b></li> <li>• <b>A. EL Goal Setting Report/Know each EL’s Needs</b></li> <li>• <b>B. DRP Administration</b> Disaggregate by EL subgroup 1X per year</li> <li>• <b>Interim Assessments</b> Disaggregate by EL subgroup 3X per year (Analyze if made growth target)</li> <li>• <b>SQII Data Needs</b> Disaggregate by EL subgroup</li> <li>• <b>SBAC Assessment Data 2016</b> (Analyze if made growth target)</li> <li>• <b>B. DIBELs, BAS, BPST, Corrective Reading data will be used to monitor effectiveness of interventions for ELs.</b> CT/Teachers</li> <li>• <b>B. Quarterly Goal Setting:</b> School-Wide-AC-Classroom-Individual Student</li> <li>• <b>B. Report Cards Ds &amp; Fs Quarterly</b></li> <li>• <b>C. Formal/Informal Walkthrough Weekly Feedback</b> focused on implementation of Designated &amp; Integrated ELD</li> <li>• <b>D. Common Assignments and Assessments</b> 2 ELA &amp; 2 Math CFA per quarter</li> <li>• <b>E. Leadership team will meet monthly</b> – Discuss EL progress and other data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A. Co-Admin</b> CELDT Data &amp; EL Goal Reports</li> <li>• <b>A. Co-Administrator</b> – Goal Setting Data on-going with teachers</li> <li>• <b>B. Co-Admin/CT</b> Monitor Bi-Weekly &amp; Quarterly Interim, DRP, BAS, KAIG Assessments Intervention Data</li> <li>• <b>B. Co-Admin Quarterly</b> – monitor Ds &amp; Fs</li> </ul>	<p>Semester</p> <p>Quarterly Data</p> <p>Weekly</p>

	<ul style="list-style-type: none"> <li>• <b>C. Principal Formal/Informal Walkthrough Data</b> (Principal will meet weekly with Co-Administrator to discuss walkthrough data for next steps)</li> <li>• <b>D. Principal meet with Leadership Team to discuss</b> AC Common Assignments 2X per Quarter, Walkthrough data, KAIG &amp; BAS progress &amp; Digital Literacy instruction</li> </ul>	<p>Bi-Weekly &amp; Quarterly</p> <p>Quarterly 2 ELA per quarter 2 Math per quarter</p>
<p><b><u>Explain the Targeted Actions for Parent Involvement (required by Title I):</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will review EL Goal Setting Report, CELDT, and academic results with parents at parent/teacher conferences in the Fall</li> <li>• Parent Coffee Hour planned by the Home School Liaison will provide trainings and support on strategies to support student English Language development</li> <li>• Parent University will provide evening trainings on strategies that support English Language Development</li> <li>• Quarterly Goals including English Development goals will be shared with parents quarterly</li> <li>• ELAC monthly meetings will provide support and information to our English Learner parents</li> <li>• 2<sup>nd</sup>-6<sup>th</sup> grade Teachers will send home the parent DRP reports after every administration</li> <li>• Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students</li> </ul>		

- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs
- Information will be translated in other languages for our families
- Babysitting will be provided as needed for parents to attend meetings and trainings
- Materials/supplies/food items will be provided to parents for meetings and trainings
- Translating services will be provided as needed
- CELDT Assessors funded to support assessing students

**Describe related professional learning:**

- **Provide additional training on Integrated and Designated ELD** to support planning and learning for our English Learners
- **CELDT strategies to reinforce all year long**
- **Deconstruct the ELD Standards** for planning/teaching and integrate with the ELA Standards
- **Use the EL Goal Setting Report to identify target students and their instructional needs**

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

- **Teachers will provide small group support to ELL struggling readers daily especially the Long-term ELLs**
- **Materials, Supplies, Technology will be provided to support learning for our ELLs**

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

- **EL students will receive Daily Designated Small Group instruction** to support and increase their language/reading development.
- **EL students will be monitored and provided intervention and support** as determined by CELDT, DRP, INTERIM, BAS, DIBELS, Fluency scores.
- **Re-designated students will be celebrated at the Award’s Assemblies at every period**

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Parent Participation	Classified Support-Supplemental				Translation/Interpreting/Babysitting	500
4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	2,400

4	3	EL	Parent Participation	Materials & Supplies				Materials and supplies for parent involvement	1,000
4	3	EL	Instruction	Materials & Supplies				Materials, supplies, and technology	27,644
								Total	\$31,544

<b>Domain</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 5</b>	<p><b><u>Detail the action:</u></b>                  Vinland Elementary will implement a tiered level of response for behavior incidents, and we will continue the implementation of our Safe and Civil components to lesson distractions and enhance campus safety for all students. Guidelines for success and the Class Meetings and Second Step/OLWEUS lessons will continue to promote personal responsibility and social skills resulting in fewer conflicts with staff and other students.</p>		
<b><u>SQII Element:</u></b> Suspension (6109)	<b><u>SQII Sub-element(s):</u></b> Suspension Rate	<b><u>Site Growth Target:</u></b> 4%	<b><u>Vendor (contracted services)</u></b> \$34,000 Family Foundations
<input checked="" type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><b><u>Write a SMART Goal to address each data point:</u></b>                  By May 2017, the percentage of students who have been suspended and/or expelled will decrease from 6% to 4% as evidenced on the SQII indicator 6109.</p>			
<p><b><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></b></p> <ul style="list-style-type: none"> <li>A. Teachers will Develop Classroom Management Plan</li> <li>B. Character Building Team to monitor areas of focus Data structures/procedures effectiveness Quarterly</li> <li>C. Monitor Suspension &amp; Office Referral Data Monthly</li> <li>SSTs</li> <li>D. Family Foundations will provide feedback monthly to Teachers and Principal on progress of students they are servicing</li> </ul>		<p><b><u>Owner(s)</u></b></p> <ul style="list-style-type: none"> <li>A. Principal Classroom Management Plans</li> <li>B. Co-Admin Character Building Team Meetings</li> <li>C. Co-Administrator Monthly will monitor</li> </ul>	<p><b><u>Timeline</u></b></p> <p>August 2015</p> <p>Monthly</p>

<ul style="list-style-type: none"> <li>• <b>E. Office Assistant will monitor attendance</b> and make contact with parents of absent students daily</li> <li>• <b>F. Home School Liaison will make contact weekly</b> to parents of students who have At-Risk attendance</li> <li>• <b>G. Principal/Co-Admin/Teachers will monitor dashboards daily</b> for behaviors and attendance and make contact with parents as needed</li> <li>• <b>H. Teachers Quarterly will turn in the Class Meeting Teacher Verification Form</b></li> <li>• <b>I. Teachers will update Hawks Soar Reward Classroom Chart Weekly</b> that shows student’s their progress towards earning Hawks Soar Reward</li> <li>• <b>J. Weekly Reward for students that have Perfect Attendance: 0 Absences-0 Tardies-0 Office Referrals-0 Suspensions</b></li> <li>• <b>K. Home School Liaison/Co-Admin will monitor parent participation</b></li> </ul>	<p>and collect data on Suspensions and Office Referrals to update staff</p> <ul style="list-style-type: none"> <li>• <b>D. Family Foundations Counselors Monthly</b> will provide feedback to Principal and Teachers on student progress</li> <li>• <b>E. Office Assistant Daily</b> will make calls to parents of absent students</li> <li>• <b>F. Home School Liaison Weekly</b> will make contact with parents of students who have At-Risk attendance</li> <li>• <b>G. Principal will monitor Behavior Dashboard</b> and have communication with parents/teachers/students</li> <li>• <b>H. Principal Quarterly</b> will turn in the Class Meeting Teacher Verification Form to District</li> <li>• <b>I. Teachers Weekly will update Hawks Soar Reward Classroom Chart</b></li> <li>• <b>J. Teachers will keep track of students that</b></li> </ul>	<p>Monthly</p> <p>Quarterly</p> <p>Daily</p> <p>Weekly</p> <p>Daily</p> <p>Quarterly</p> <p>Weekly</p>
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	<p><b>earn weekly reward for perfect attendance</b></p> <ul style="list-style-type: none"> <li>• <b>K. Co-Admin/Home School Liaison Quarterly</b> – Monitor Parents who participate in parent trainings</li> <li>• <b>Principal Weekly</b> will provide positive phone calls home, Wow Awards, Character Announcements</li> </ul>	<p>Weekly</p> <p>Quarterly</p> <p>Weekly</p>
<p><b><u>Explain the Targeted Actions for Parent Involvement (required by Title I):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Red Ribbon Week</b></li> <li>• <b>Read Across Vinland/Book Fair</b></li> <li>• <b>Krazy Karen assemblies and family activities</b></li> <li>• <b>Donuts with Dad &amp; Muffins with Mom</b></li> <li>• <b>Science-Math-Reading Nights</b></li> <li>• <b>Bingo Nights</b></li> <li>• <b>Winter &amp; Spring Programs</b></li> <li>• <b>Career Day 4-6 Grades</b></li> <li>• <b>Fieldtrips</b></li> <li>• <b>Club Friday 2X per month</b></li> <li>• <b>Athletics</b></li> <li>• <b>Music</b></li> <li>• <b>Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home</b></li> <li>• <b>Parents receive Parent Handbook that includes School and District rules and policies</b></li> <li>• <b>ATLAS Parent Portal</b></li> <li>• <b>Edutext</b></li> </ul>		
<p><b><u>Describe related professional learning:</u></b></p>		

- **Develop School-wide behavior expectation rules** and make into posters to be posted in classrooms & throughout school
- **Teachers will develop Classroom Management Plan. CHAMPS/MAC behavior expectations School-wide**
  - (Turn in to Admin and prepare for Parents at Back to School Night)
- **Review and Revise as needed Levels of Misbehavior on Office Referral**
- **Training provided to support teachers in dealing with students that have been exposed to drugs and abuse**
- **Training provided to give teachers additional strategies on how to deal with Level 2 misbehaviors**
- **Monthly Character Building Team (Safe and Civil Team) meetings** to monitor effectiveness of our school procedures/routines and make adjustments as needed
- **Character Building Team will develop School-wide behavior expectations with staff input and monthly focus areas** for next school year to reinforce student learning throughout the year
- **Second Step and Olweus Bullying Prevention Class Meetings weekly** with Vinland No Bullying rules posted in classrooms and around the school
- **August & January Behavior Expectations/Theme for Year Assembly**
- **August & January Two Week Focus on Guidelines for Success HAWKS, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations**

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

- **Character Trait Monthly Focus**
- **At-Risk student supports as needed:** Parent Contact by Teacher, Behavior Plans formal or informal, SSTs, MDT
- **Student of the Month Luncheon**
- **Arts Integrated Lessons** to motivate student learning
- **Student Leadership and Teacher Representatives to help with student jobs and maintain attendance chart in cafeteria**
- **Citizenship Award's Certificate** for students that model good character at Award's Assembly
- **Award's Assembly every Period**
- **Tuesday Tutors/Mentors** with Campus Bible Church volunteers
- **Boys to Men & Girl Power Mentoring Support as available**
- **Weekly Student Jobs will be created** with an emphasis on students with attendance and behavior concerns (Monitored by Teacher Representative)

- **School-wide Incentives:** WOW Awards, I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- **Individual Classroom Chart** to show students their progress towards the Hawks Soar Reward Weekly
- **School-wide Events to help students feel connected to school:** Red Ribbon Week, Read Across Vinland, Donuts with Dad & Muffins with Mom, Science-Math-Reading Nights, Bingo Nights, Winter & Spring Programs, Career Day, Athletics, Museum Night/Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- **Quarterly Hawks Soar Reward for Good Behavior & Attendance**  
**0-3 absences & 0-5 Tardies & 0-1 Office Referral-0 Suspensions**
- **Second Step and Olweus Bullying Prevention Class Meetings weekly** with Vinland No Bullying rules posted in classrooms and around the school
- **August & January Behavior Expectations/Theme for Year Assembly**
- **August & January Two Week Focus on Guidelines for Success HAWKS, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations**
- **Fund Family Foundations Counseling support** for At-Risk students to support their social/emotional well-being for academic success.
- **Tuesday Tutors/Mentors** with Campus Bible Church volunteers
- **Boys to Men & Girl Power Mentoring Support as available**
- **Club Fridays 2X per month** (Get student’s input on choices for Clubs)
- **Materials/Supplies** to support Club Friday, Art’s Integration and other student activities such as paints, paper, clay, crayons etc.

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

- **Special Recognition of Re-designated students at Award’s Assemblies**
- **ELLs will be recognized when meet goals**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Counseling Evaluation Fee	600
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Family	Counseling services to support students through Family Foundation Services	30,000

							Foundation Services	
							Total	\$30,600

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	<p><b><u>Detail the action:</u></b>                  Vinland Elementary will implement school-wide reward/incentives, dialogue with parents and students about the importance of school, as well as focus on Integrating the Art’s into the curriculum to encourage attendance at school.</p>		
<b><u>SQII Element:</u></b> Chronic Absenteeism (5942)	<b><u>SQII Sub-element(s):</u></b> Chronic Absenteeism Rate	<b><u>Site Growth Target:</u></b> 15%	<b><u>Vendor (contracted services):</u></b>
<input checked="" type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><b><u>Write a SMART Goal to address each data point:</u></b>                  By May 2017, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 17% to 15% as evidenced by the SQII indicator 5942.</p>			
<p><b><u>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</u></b></p> <ul style="list-style-type: none"> <li><b>A. Office Assistant will monitor attendance</b> and make contact with parents of absent students daily</li> <li><b>B. Office Assistant/Home School Liaison 2X Monthly</b> will make phone contact with parents that are scheduled for A2A meetings</li> <li><b>C. Office Assistant 2X monthly</b> will coordinate A2A meetings and document parent attendance</li> <li><b>D. Home School Liaison will make contact weekly</b> to parents of students who have At-Risk attendance</li> </ul>		<p><b><u>Owner(s)</u></b></p> <ul style="list-style-type: none"> <li><b>A. Office Assistant Daily</b> will make calls to parents of absent students and document</li> <li><b>B. Office Assistant/Home School Liaison 2X Monthly</b> will make phone contact with parents that are</li> </ul>	<p><b><u>Timeline</u></b></p> <p>Daily</p> <p>2X Monthly</p>

<ul style="list-style-type: none"> <li>• <b>E. Teachers and Principal will monitor dashboards weekly</b> that their class has 95% or better attendance and discuss with parents as needed</li> <li>• <b>F. Teachers will update Hawks Soar Reward Classroom Chart Weekly</b> that shows student’s their progress towards earning Hawks Soar Reward</li> <li>• <b>G. Teachers will keep track of Perfect Attendance Rewards Weekly</b></li> <li>• <b>H. Co-Admin/Home School Liaison Quarterly</b> – Monitor Parents who participate in parent trainings and their children’s attendance</li> <li>• <b>I. Monitor Edutext usage quarterly</b></li> </ul>	<p>scheduled for A2A meetings</p> <ul style="list-style-type: none"> <li>• <b>C. Office Assistant 2X monthly</b> will coordinate A2A meetings and document parent attendance</li> <li>• <b>D. Home School Liaison Weekly</b> will make contact with parents of students who have At-Risk attendance</li> <li>• <b>E. Principal will monitor Attendance Dashboard Daily</b> and have communication with parents/teachers/students</li> <li>• <b>F. Teachers Weekly will update Hawks Soar Reward Classroom Chart</b></li> <li>• <b>G. Teachers weekly will keep track of Perfect Attendance Rewards and give out weekly reward</b></li> <li>• <b>H. Co-Admin/Home School Liaison Quarterly</b> – Monitor Parents who participate in parent trainings and</li> </ul>	<p>2X Monthly</p> <p>Weekly</p> <p>Daily</p> <p>Weekly</p> <p>Quarterly</p>
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	<p>their children’s attendance</p> <ul style="list-style-type: none"> <li>• <b>I. Principal Quarterly</b> will monitor Edutext parent usage</li> </ul>	<p>Quarterly</p>
<p><b><u>Explain the Targeted Actions for Parent Involvement (required by Title I):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Red Ribbon Week</b></li> <li>• <b>Read Across Vinland/Book Fair</b></li> <li>• <b>Donuts with Dad &amp; Muffins with Mom</b></li> <li>• <b>Science-Math-Reading Nights</b></li> <li>• <b>Bingo Nights</b></li> <li>• <b>Winter &amp; Spring Programs</b></li> <li>• <b>Career Day 4-6 Grades</b></li> <li>• <b>Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home</b></li> <li>• <b>Parents receive Parent Handbook that includes School and District guidelines</b></li> <li>• <b>ATLAS Parent Portal</b></li> <li>• <b>Edutext</b></li> <li>• <b>Early Learning Family Night</b></li> </ul>		
<p><b><u>Describe related professional learning:</u></b></p> <ul style="list-style-type: none"> <li>• <b>August-September Teachers will update Hawks Soar Reward Classroom Chart Weekly to monitor attendance</b></li> <li>• <b>August-September Student Jobs will be created with an emphasis on students with attendance and behavioral concerns</b></li> <li>• <b>August-September Teachers will sign-up for activities that would like to lead to support student/school activities</b></li> </ul>		
<p><b><u>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Quarterly Award’s Assemblies to honor students with Perfect Attendance</b></li> <li>• <b>Student of the Month Luncheon</b></li> <li>• <b>Arts Integrated Lessons to motivate student learning</b></li> <li>• <b>Fieldtrips</b></li> <li>• <b>Citizenship Award’s Certificate</b> for students that model good character at Award’s Assembly</li> </ul>		

- **Award’s Assembly for Perfect Attendance Students every Period**
- **Weekly Attendance Drawings/Incentives during lunch drawings**
- **Tuesday Tutors/Mentors** with Campus Bible Church volunteers
- **Boys to Men & Girl Power Mentoring Support as available**
- **School-wide Incentives:** WOW Awards, I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- **Club Fridays 2X** per month (Get student’s input on choices for Clubs)
- **School-wide Events to help students feel connected to school:** Red Ribbon Week, Read Across Vinland, Donuts with Dad & Muffins with Mom, Science-Math-Reading Nights, Bingo Nights, Winter & Spring Programs, Career Day, Athletics, Museum Night/Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips

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

- **Special Recognition of Re-designated students at Award’s Assemblies**
- **ELL will be recognized when meet goals**

<b>Domain</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b><u>Action # 7</u></b>	<b><u>Detail the action:</u></b> Vinland Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics to increase student engagement and parent participation.		
<b><u>SQII Element:</u></b> Student Engagement (5946)	<b><u>SQII Sub-element(s):</u></b> Disproportionality	<b><u>Site Growth Target:</u></b> 13%	<b><u>Vendor (contracted services):</u></b>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<b>Reasoning:</b> <input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<b><u>Write a SMART Goal to address each data point:</u></b> By May 2017, the percentage of students not engaged in any Goal 2 activity who are more than 10% negatively disproportionate will decrease from 23% to 13% as evidenced by the SQII indicator 5946.			

	<u>Owner(s)</u>	<u>Timeline</u>
<p><u><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></u></p> <ul style="list-style-type: none"> <li>• <b>A. Goal 2 Data Entry</b>-Monitor on SQII</li> <li>• <b>B. Club Friday</b> participation/sign-ups for activity</li> <li>• <b>C. Name and Know our students that are disproportionate</b> to monitor their engagement in activities</li> <li>• <b>D. Parent attendance in school activities</b> (documented through sign-in sheets) throughout the school year.</li> <li>• <b>E. Student Survey Data:</b> 4-6 Grade students who feel connected to school analyze survey data and discuss to create actionable next steps</li> <li>• <b>F. 6<sup>th</sup> Grade Camp</b> that will be funded by Goal 2 District Office</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A. Co-Admin Goal 2 Data Entry</b></li> <li>• <b>B. Club Friday participation/sign-ups for activity</b></li> <li>• <b>C. Teachers/ACs will keep track of student participation in activities</b> to monitor that all students, especially disproportionate participate in activities</li> <li>• <b>D. Home School Liaison will monitor parent attendance at school activities</b></li> <li>• <b>E. Co-Admin will lead this work</b></li> <li>• <b>F. Lead Teacher</b></li> </ul>	<p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Semester</p>
<p><u><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></u></p> <ul style="list-style-type: none"> <li>• <b>Parents will be informed about Club Friday 2X per month</b></li> <li>• <b>Parents will be informed of our Athletics activities</b></li> <li>• <b>Read Across Vinland/Book Fair</b></li> <li>• <b>Donuts with Dad &amp; Muffins with Mom</b></li> <li>• <b>Science-Math-Reading Nights</b></li> </ul>		



- **Krazy Karen Family Nights**
- **Award's Assemblies**
- **Parent/Teacher Conferences at the end of the first quarter**
- **Back to School Night in August**
- **Bingo Nights**
- **Winter & Spring Programs**
- **Career Day 4-6 Grades**
- **6<sup>th</sup> Grade Camp**
- **Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home**
- **Parents receive Parent Handbook that includes School and District guidelines**
- **ATLAS Parent Portal**
- **Edutext**
- **Early Learning Family Night**

**Describe related professional learning:**

- **August-September Teachers will update Hawks Soar Reward Classroom Chart Weekly to monitor attendance**
- **August-September Student Jobs will be created with an emphasis on students with attendance and behavioral concerns**
- **August-September Teachers will sign-up for activities that would like to lead to support student/school activities**
- **Name and Know our students that are disproportionate to monitor their engagement in activities**

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

- **Quarterly Award's Assemblies to honor students who have earned recognition in attendance, academics, character, and/or athletics**
- **Student of the Month Luncheon**
- **Arts Integrated Lessons to motivate student learning**
- **Study Trips**
- **Tuesday Tutors/Mentors with Campus Bible Church volunteers**
- **Boys to Men & Girl Power Mentoring Support as available**
- **School-wide Incentives:** WOW Awards, I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines

- **Club Fridays 2X** per month (Get student's input on choices for Clubs)
- **Choir and Band/Strings/Recorders**
- **School-wide Events to help students feel connected to school:** Red Ribbon Week, Read Across Vinland, Donuts with Dad & Muffins with Mom, Science-Math-Reading Nights, Bingo Nights, Winter & Spring Programs, Career Day, Athletics, Museum Night/Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- Athletics
- **Hawks Soar Reward Quarterly**
- **Weekly Attendance Reward**

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

- **Special Recognition of Re-designated students at Award's Assemblies**
- **ELL will be recognized when meet goals**

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Vinland - 0470

**ON-SITE ALLOCATION**

3010	Title I	\$45,096 *
7090	LCFF Supplemental & Concentration	\$142,877
7091	LCFF for English Learners	\$39,243
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$227,216</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$981
Remaining Title I funds are at the discretion of the School Site Council	\$44,115
<b>Total Title I Allocation</b>	<b>\$45,096</b>

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

## 2016-2017 Budget for SPSA/School Site Council

### State/Federal Dept 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	7,793.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : 5 Teaching Fellow tutors working 136 program days, 3.5 hours per day + 32 hours of professional development (August 15, 2016 - May 25, 2017)	36,322.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation - Materials and supplies for parent meetings	981.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	RtI support	42,948.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST/IEP/Data Chats/ Planning/Peer Observations	4,500.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for planning	7,000.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Student Software	7,263.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Complex text for student instruction (such as student magazines)	4,200.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	30,593.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Smart boards, projectors, laptops, tablets, document camera, tech accessories, and repairs	10,000.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188		5,773.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250		7,699.00
4	3	EL	Instruction	Mat & Supp			Materials, supplies, and technology	27,644.00
4	3	EL	Instruction	Direct-Other			CELDT Assessors	2,400.00
4	3	EL	Parent Participation	Cls Sup-Sup			Translation/Interpreting/Babysitting	500.00
4	3	EL	Parent Participation	Mat & Supp			Materials and supplies for parent involvement	1,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Family Foundation Services : Counseling services to support students through Family Foundation Services	30,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Counseling Evaluation Fee	600.00

\$227,216.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,096.00
Sup & Conc	7090	\$142,877.00
EL	7091	\$39,243.00
<b>Grand Total</b>		<b>\$227,216.00</b>

Domain Totals	Budget Totals
Academic	\$165,072.00
Culture & Climate	\$31,544.00
Social/Emotional	\$30,600.00
<b>Grand Total</b>	<b>\$227,216.00</b>

E.1. Assurances

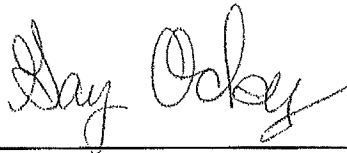
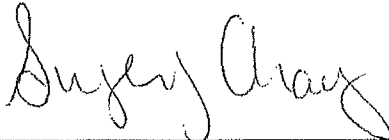
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Gay Ockey</b>	X				
2. <b>Chairperson – Sujey Chay</b>				X	
3. <b>Elaine Goudelock</b>		X			
4. <b>Eric Feldman</b>		X			
5. <b>Stephen Tatum</b>		X			
6. <b>Karen Yamamoto – Teacher Alternate</b>		X			
7. <b>Carmen Decker</b>			X		
8. <b>Barbara Torres</b>				X	
9. <b>Lorena Garcia</b>				X	
10. <b>Lawrence Vasquez</b>				X	
11. <b>James Bundy</b>				X	
12. <b>Christy Esqueda-Parent Alternate</b>				X	
13.					
14.					
15.					
<b>X ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

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

E.3. Required Signatures

School Name:			
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	Gay Ockey		3/31/16
SSC Chairperson	Sujey Chay		3/31/2016

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