

The Single Plan for Student Achievement

School: Teague Elementary School
CDS Code: 10-73965-6007389
District: Central Unified School District
Principal: Ruben Diaz
Revision Date: October 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ruben Diaz
Position: Principal
Phone Number: (559) 276-5260
Address: 4725 N. Polk Ave.
Fresno, CA 93722
E-mail Address: rubendiaz@centralusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	10
School and Student Performance Data	11
CAASPP Results (All Students)	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data)	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance	19
Goal: English Language Arts	19
Goal: Mathematics	23
Goal: English Language Development	27
Goal: School Culture	30
Goal: Parent Engagement.....	33
Summary of Expenditures in this Plan.....	35
Total Allocations by Funding Source	35
Total Expenditures by Funding Source	35
Total Expenditures by Object Type.....	36
Total Expenditures by Object Type and Funding Source.....	37
Total Expenditures by Goal	38
School Site Council Members	39
Recommendations and Assurances.....	40

School Vision and Mission

Teague Elementary School's Vision and Mission Statements

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

School Profile

Teague strives to build a healthy, positive, and engaging learning environment for all students. Through the Guiding Principles, Teague makes sure every student will learn in every classroom, every day. The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. One of nineteen schools in the Central Unified School District, we are on the western border of the city of Fresno and Teague Elementary is considered by the city of Fresno to be urban fringe. Teague Elementary School serves 720 Transitional Kindergarten through sixth grade students on a traditional schedule. Teague celebrates and honors our ethnically and economically diverse community.

Teague staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours honing their professional skills and collaborating and planning in grade level teams, curriculum teams, Professional Learning Communities (PLCs) and with administration. The staff attends a wide variety of professional development offerings provided at the school as well as district wide trainings at the district office. Many teachers also pursue advanced level university degrees. Teague Elementary School's goals are based on the Elementary and Secondary Education Act, common core standards and Central Unified's Guiding Principles. Teague continues to increase the number of students reaching proficient and advance levels meeting California State Content Standards in English and Math by utilizing best practices for instruction. Teague is a program improvement school.

Teague is dedicated to increasing and accelerating the learning of our English Learners with quality instruction and Intervention programs. With highly effective and researched based teaching strategies, Teague EL students continue to get the instruction needed to become proficient in the English language. Teague also used the CELDT test to determine language fluency levels and progress for our significant EL population. This year, teachers will be utilizing dedicated classroom time to work with identified EL students utilizing appropriate curriculum to address the specific needs of EL students. In addition, tutorials (before and after school) as well as Saturday school enrichment time will also be provided to students to give additional time for students to grow academically.

Teague Elementary has a Reading Intervention Program that has been rebuilt to accommodate a three tier program. Tier one of the program provides the opportunity for certificated teachers to support the reading instruction for students in the classroom by providing core instruction to all students. Tier two is Based on F&P and DIBELS scores where students are identified for reading intervention. Students are grouped for further reading intervention support. Students two years below grade level receive instruction in a small group setting based on their needs. Support is provided through our site literacy team that provides two reading teachers and two teaching fellows. Each team will push in to a classrooms and support the tier two students. Students identified more than two years below reading levels will then be in tier three where students are pulled out into intensive groups of no more than 3 students at a time. Students will receive specialized instruction in reading and literacy skill development.

Teague Elementary School uses common formative assessments and district benchmarks for student assessments. Teachers will use the data from the assessments to guide instruction to meet individual student's academic needs. Common formative assessments will be done weekly or biweekly to show immediate gaps or allow classes to move on specific areas. Benchmarks will serve as long term indicators of growth as indicated by district wide assessments.

In addition, Teague continues to focus on making connections and building relationships with individual students to help them feel they belong, motivating students to want to perform. In recent years, Teague has shown significant decline in discipline issues and suspensions. This is largely due to the great work our Social Emotional Learning team comprised of our school Intervention Counselor, School Psychologist, County services support providers and academic coach working with our teachers.

Teague Kids, the after school program, facilitates enrichment and tutoring opportunities on the Teague campus daily until 6:00pm. This non-fee based program supports students who have been identified as Below Basic or Far Below Basic on district benchmarks or reading assessments. TK currently serves about 180 students.

Teague understands the importance of technology and provides our students daily opportunities to build their knowledge and skills with the current software programs. Teague currently has a Tablets for every student and a Library Media Tech on campus to

support teachers and students daily. The LMT allows technology and print access not always available for our students at home. Teague Elementary School will continue to use and celebrate Accelerated Reader (AR). Teague continues to be a leading site in the Accelerated Reader program. The use of AR is to build students' comprehension and monitor their reading level progress. AR uses a STAR assessment given at the beginning of the school year and will be assessed a minimum of three times during the school year. Teague is also a top performer on the ST Math computer program. ST Math focuses on spacial and temporal learning of mathematics in a fun and engaging way. This year Teague teachers are implementing more and more technology based learning tools to students in classrooms every day to close the experience gap many of our students face, as well as enhance learning for all.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents are provided with the opportunity to take surveys throughout the year around the areas of parent education workshops, school site safety, committee meetings, and supporting their children at home. These surveys provide Teague administration with important information in planning for effective parent learning opportunities and school site adjustments to make our school successful.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teague administration conducts drop in classroom observations to get a snapshot of quality of instructional practices as well as identify needs for teacher and student support in the future. Drop in observations are conducted by both the site principal and guidance instructional advisor to guide the development of professional growth opportunities for Teague teachers. Also during the school year, teachers are provided with a formal observation of 45 minutes or longer and provided with feedback on instruction to improve practice and ultimately continue to increase student performance in the classroom. Data from classroom observations indicates that as a whole, Teague teachers and administration need to focus efforts on learning plan development to include opportunities for high levels of student engagement as well as small group reading instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers use formative assessment results to help assess student learning through out the school year. When a teachers identifies an area that a student has not mastered the teacher begins by meeting in a PLC to discuss student progress. Teachers are to reteach the standard during the following weeks within PLC and report results.

Teachers also use state assessment scores as well as district benchmark results to help drive their instruction. At the beginning of the school year the teacher can access test results from the prior school year. The results identify standards assessed and the students performance of each class. Teachers continually work with the data to determine ways to improve instruction and ultimately improve student learning. Teachers meet in their PLC to discuss expected learning, results based on assessment, plan for reteach or adjustment of first time teaching. The PLC meets weekly to review data and identify weekly standards focus.

Weekly assessments are given in class based on pacing guidelines for each grade level. The assessment results are discussed the following week. The assessment results are designed to communicate to teachers, the students learning, best first instruction and need for reteaching. Grade level planning guides are turned in to the principal weekly to ensure instruction in essential standards.

Data Teams are being implemented to better define problem learning areas. In addition, the data team process is designed to increase the efficiency of instruction and to identify the individual needs of every student.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from formative and curriculum-embedded assessments and summative assessments are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of certified and classified staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is planned to support classroom instruction and most importantly student learning. As a result of benchmark and SBAC data, Teague has determined the need for support in language and reading development. Teague staff are still in need of ongoing professional development to support the implementation of small group reading and writing instruction.

Teachers continue to incorporate CGI strategies with a Balanced Math approach. Professional development time will focus on the implementation of the 8 mathematical practices to ensure teachers are prepared to teach students the necessary proficiencies to be successful in math in the future. Staff development time is also used to assess district benchmark data and plan for support as the year moves forward. Teachers use TIP (teacher planning days) to meet and focus on student learning in a variety of ways. Teachers review new CELDT scores, Benchmark scores, and classroom progress to assess student's placement in the EL program. Teachers will continue this school year working on assessing data from student results in the classroom. DIBELS, Fountas and Pinnell, and district benchmarks guide and instruct teachers how to best support and instruct students to meet their individual needs. Teachers have a minimum of 4 opportunities to work in grade level teams to discuss the results of student data and increase student learning on a monthly basis.

The district has provided Balanced Math, SB472, ELPD, academic vocabulary training, and professional development on the implementation of Depth and Complexity icons and the 6 Write Traits. With school categorical funds, teachers will continue implementation with a training to practice model.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction. Teachers also have the opportunity to participate in a co-plan/co-teach model to strive for continuous improvement.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a 40 minute structured collaboration meeting every week and provides adequate time for the PLC team to meet to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Language Arts K-6 Houghton-Mifflin 2009-2010
Social Studies K-6 Houghton-Mifflin 2005-2006
Math K-6 Pearson 2015-2016
Science K-6 Scott Foresman Science California 2007-2008

Intervention Materials(two or more year below grade level)
Math Destination Math by Houghton-Mifflin, Harcourt
English Language Arts Inside Language, Literacy and Content by National Geographic/Hampton Brown

Curriculum frameworks are the blueprints for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.
For more information on the Curriculum frameworks go to www.cde.ca.gov/ci/cr/cf/index.asp.

Teachers, with district support, have created a pacing guide for all core curriculum classes for the year. Daily classroom drop-ins take place to support and ensure implementation of core curriculum and pacing guidelines.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA Strategic---Grades K-6 30 minutes
R/LA Intensive---Grades 4-6 2.5 hours
ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
Mathematics Strategic---Grades K-6 15-30 minutes
Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All Teague students are supplied with text books and consumable books to support the instruction in each grade level. All students have access to core and/or core replacement.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers are using engagement strategies to increase student learning. Engagement at Teague has both collaboration and justification. Teachers should increase engagement by posing questions to the entire class; next teachers give students time to think and generate a response. Teachers then efficiently have A-B partners share and lastly, teacher uses random call to have students share in the classroom through stand and deliver technique. Teachers are also expected to check for understanding and adjust the instruction to meet the different needs of their students in their class as instruction continues. Teachers use the direct instruction model for lessons to explicitly teach standards. The direct instruction model calls for teachers to teach to a standards based learning objective, tap prior knowledge, teach content vocabulary, use the I do, we do and you do model, followed by independent practice; all the while teachers should be engaging students and using a model around 21st century skills. These skills comprise of collaboration, communication, creativity, and critical thinking. The independent practice time allows for teachers to work directly with groups of students that are in need of intervention or challenge work. This independent practice time allows for teachers to conduct in class intervention support. Teague is using both the push-in model and learning center model of instruction for RSP. Students performing at basic are placed in OTM (On the Move intervention) where students stay after school to receive additional support in targeted areas to ensure the students are moving up at least 1 band. In addition, HW center is assigned to students in need of progressing through Destination Math and ST Math. Students can also take advantage of support for AR during that time.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Teague will be offering parenting workshop opportunities throughout the school year based on parent survey results. Teague will partner with Valley PBS (Public Broadcasting System) to offer parent education classes ranging in areas from math instruction to reading instruction and from technology to assisting with homework. The school will also provide EL parent meetings to support parents of EL students and an annual Title I meeting to offer information on services provided to our student population.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Staff is hired to help support the instruction and assessment of under-performing students. A Home-School Liaison is hired to support Title 1, EL and Economically Disadvantaged students in the classroom. The Liaison also works to support families at home and communicate learning goals with families. The Liaison supports the GIA with CELDT and EL support in the classroom and to communicate importance and results to families. In addition, Teague has an instructional coach to support teachers in their instruction and student learning. In addition, for the school year 2015-2016, Teague will have a reading intervention teacher for primary grade students three days a week. Technology is used to support ST Math, math support programs purchased by categorical money and maintained by categorical money. The technology is also used to support our Accelerated Reader program.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Teague Elementary School serves a very poor community which is compounded with Teague's population of high mobility. This causes a great barrier to overcome with students each year. Teague currently has a student population of 710 students of which 92% are socio-economically disadvantaged. Each year Teague enrolls a number of students that do not feel they belong. As they bounce around from school to school throughout the year, a lack of "community" translates to behavior problems, low academic performance, and a challenging dynamic.

Teague's percentage of student reading on grade level in grades Kindergarten through 2nd grade is very low. Administration and staff struggle with ways to better communicate with families the importance of literacy and engaging with their students at home. Because of the socio-economic status of many of our families, they lack access at home to many resources that other children have.

Teague's diverse population is a blessing but is also a challenge. Teague has a population of 26% English Language Learners. In addition to that population, many of the Teague students battle a language development fight as the students are not engaged in or supported at home with academic language.

The staff at Teague has been teaching to the best of their ability with the Direct Instruction Model. However, the Direct Instruction Model is a very detailed and comprehensive process that needs intensive instruction and support. Teague's instructional coach supports teachers with the planning and implementation of unit design and learning plans including the Direct Instruction Model. The district also recognizes the need to provide clear expectations and professional development for both writing and reading instruction, as reading performance continues to be an area of focus for Teague Elementary. As teachers provide ongoing reading instruction in grades K-6, students are assessed using both DIBELS and Fountas and Pinnel provide ongoing feedback to students, parents, and teachers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	111	96	108	96	106	96	97.3	100
Grade 4	100	105	98	102	98	102	98.0	97.1
Grade 5	112	88	110	88	110	88	98.2	100
Grade 6	112	107	111	105	110	105	99.1	98.1
All Grades	435	396	427	391	424	391	98.2	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2347.1	2342.3	4	4	11	8	19	17	64	71
Grade 4	2384.3	2387.9	1	4	16	7	12	24	70	66
Grade 5	2419.6	2429.4	4	3	15	18	13	20	69	58
Grade 6	2452.4	2457.9	5	4	14	20	26	26	55	50
All Grades	N/A	N/A	3	4	14	13	18	22	64	61

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	2	25	29	70	69
Grade 4	2	3	34	32	64	65
Grade 5	8	6	24	31	68	64
Grade 6	6	4	31	30	63	66
All Grades	6	4	28	31	66	66

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	7	32	25	64	68
Grade 4	4	3	32	39	64	58
Grade 5	9	11	32	32	59	56
Grade 6	6	9	35	42	59	50
All Grades	6	7	33	35	62	58

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	4	55	51	38	45
Grade 4	3	2	54	66	43	32
Grade 5	3	2	47	57	50	41
Grade 6	5	1	57	68	38	31
All Grades	4	2	53	61	42	37

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	6	35	38	57	56
Grade 4	3	6	45	42	52	52
Grade 5	11	11	42	53	47	35
Grade 6	9	10	51	51	40	38
All Grades	8	8	43	46	49	46

Conclusions based on this data:

1. A strong majority of our students are below standard in reading, writing, and research/inquiry.
2. Our students strongest area is listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	111	95	105	95	104	95	94.6	100
Grade 4	100	104	98	101	98	101	98.0	97.1
Grade 5	112	88	108	88	106	88	96.4	100
Grade 6	112	107	110	104	109	103	98.2	97.2
All Grades	435	394	421	388	417	387	96.8	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2371.5	2357.9	5	3	16	13	30	26	48	58
Grade 4	2390.5	2388.8	0	1	9	5	35	31	56	63
Grade 5	2421.5	2408.6	2	1	7	0	19	28	70	70
Grade 6	2435.4	2446.6	5	5	3	9	31	26	61	60
All Grades	N/A	N/A	3	3	9	7	29	28	59	63

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	5	31	25	56	69
Grade 4	2	3	18	14	80	83
Grade 5	5	1	16	16	79	83
Grade 6	6	7	22	25	72	68
All Grades	7	4	22	20	71	76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	47	37	47	57
Grade 4	2	2	33	22	65	76
Grade 5	4	1	28	18	68	81
Grade 6	4	7	28	32	69	61
All Grades	4	4	34	27	62	68

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	7	46	44	48	48
Grade 4	0	2	36	30	64	68
Grade 5	3	0	33	34	64	66
Grade 6	6	5	38	48	56	48
All Grades	4	4	38	39	58	57

Conclusions based on this data:

1. Few students are above standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			33			33	***		33		***				
1	10	14		52	42	43	24	19	48	14	19	5		6	5
2			4	34	23	33	49	38	41	11	31	15	6	8	7
3				14	17		57	54	58	14	17	25	14	13	17
4				24	26	30	67	58	52	5	11	9	5	5	9
5		5		27	14	38	46	71	56	15	5		12	5	6
6				33	25	29	56	30	62		20	10	11	25	
Total	1	4	2	30	26	31	50	42	51	11	18	10	7	10	6

Conclusions based on this data:

1. Teague ELD teachers must focus on planning and implementing more engaging lessons to use during ELD blocks. Teachers must set the stage for what will be learned each day and students must engage in the activity.
2. Teague ELD teachers must provide students more opportunities to communicate with each other in class as well as provide daily opportunities to read and write to improve language development.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				7	10		33	29		20	32		41	29	
1	9	13		50	41		23	23		18	18			5	
2				31	21		51	43		13	29		5	7	
3				13	15		57	59		17	15		13	11	
4				27	27		63	50		3	18		7	5	
5		4		26	13		48	75		15	4		11	4	
6				40	24		50	33			19		10	24	
Total	1	3		24	22		46	43		14	19		15	12	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	136	135	126
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	136	135	126
Number Met	67	64	65
Percent Met	49.3%	47.4%	51.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	150	37	126	47	117	38
Number Met	32	9	28	9	27	10
Percent Met	21.3%	24.3%	22.2%	19.1%	23.1%	26.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Teague ELD teachers must focus on planning and implementing more engaging lessons to use during ELD blocks. Teachers must set the stage for what will be learned each day and students must engage in the activity.
2. ELD instruction must include more opportunities for students to read, write, speak, and listen. Teachers must engage students in learning.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June, 2017, all students will make one years growth or more based on their baseline benchmark data. By June, 2017, all students in grades K-2 will show one year's growth or more based on their F&P data scores. By June, 2017, all students in grades 3-6 will show one year's growth or more on the ELA section of the SBAC. By June, 2017, all students in grades 1-6 will have read and successfully passed a minimum of 10 books at or above level within the accelerated reader program.
Data Used to Form this Goal:
2016 Smarter Balanced Assessment (SBAC), Fountas and Pinnell (F&P) performance levels, DIBELS, Accelerated Reader and Illuminate
Findings from the Analysis of this Data:
School-wide data shows that students in each grade level are on average one grade level below in reading. Teachers in grades 3-6 have not provided students with reading instruction in past years and have focused primarily on teaching grade level content. Students in grades K-2 are leaving their grade not on grade level in reading, creating and uphill battle to catch up in each subsequent year.
Means of evaluating progress & group data needed to measure gains:
District assessments and performance tasks DIBELS Fountas and Pinnell STAR assessment from Renaissance Learning Professional Learning Team meetings (weekly) Teague Leadership Team

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Identified below grade level readers in grades K-6 will receive additional reading support through leveled literacy intervention, guided reading support, and other means to build and support literacy. The system will use a 3 tiered approach.</p> <p>Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will continue to utilize Superkids curriculum.</p> <p>Tier 2 - Students targeted based on assessment data. Push-in literacy team (teaching fellows and reading intervention teachers) will serve grades K-4. Instruction to be divided into ELD, at risk and at-level/advanced. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy team will consist of reading teacher and teaching fellow.</p> <p>Tier 3 - Students targeted based on F&P data and teacher assessments. Students pulled out by reading teacher based on minimum of 2 years below grade level. Pull out will take place 30 minutes 2 days a week.</p>	8/10/16 - 6/12/17	Teaching Fellows (2) Classroom Teachers Reading Intervention Teacher (2) After school program	Purchase library books	4000-4999: Books And Supplies	LCFF-SLIP	1,433.59
			Two Teaching Fellows to provide additional targeted reading support for below grade level students	2000-2999: Classified Personnel Salaries	LCFF	11,000
			Two Teaching Fellows to provide additional targeted reading support for below grade level students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,000
			Purchase reading instruction supplemental materials (F&P kits.)	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000
			Purchase reading instruction supplemental materials (F&P kits.)	4000-4999: Books And Supplies	LCFF	5,000
			Technology licenses for Lexia, StudentNest and Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5,000
			Technology licenses for Lexia, StudentNest and Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000
			Technology licenses for Lexia, StudentNest and Accelerated Reader	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	3,000
Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize,	8/10/16 - 6/12/17	Instructional Coach Teachers Admin	Teacher subs for professional development	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>plan and implement strategies from trainings.</p> <p>Teachers in attendance of Kagan training, Kate Kinsella training and EL literacy training will be supported with purchase of materials introduced and used during workshop to better implement practices in classrooms.</p> <p>Proposed Professional development plan includes a reading and writing series as presented by the district office educational services department and professional development conducted by already purchased supplemental materials that have not been updated, including Lexia and accelerated reader.</p> <p>Teacher planning days will be provided for each team to plan out their year based on grade level expectations. Academic coach will work with each grade level in their planning. Curriculum maps will be produced by and for the grade level team.</p>			Certificated staff pay for professional development meetings	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500
			Classified staff pay for professional development meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2500
			Support PD materials for staff training. Including but not limited to; Kagan training materials, Kate Kinsella training, EL literacy training	4000-4999: Books And Supplies	Title I Part A: Allocation	5000
			Additional meeting time with teachers to provide feedback and ongoing support for instruction improvement.	1000-1999: Certificated Personnel Salaries	LCFF	1000
			Teacher Planning Days	1000-1999: Certificated Personnel Salaries	LCFF	9,500
<p>In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP).</p> <p>After school program will utilize superkidz curriculum as supplemental materials to support struggling</p>	8/10/16 - 6/12/17	Teaching Fellows Classroom Teachers Reading Intervention Teacher After school program	Teachers for after school tutorials	1000-1999: Certificated Personnel Salaries	SES-Tutoring	9000
			Teachers for after school tutorials	3000-3999: Employee Benefits	SES-Tutoring	1000
			Supplies for after school tutorials	4000-4999: Books And Supplies	SES-Tutoring	1500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>readers. Teachers will have option to also utilize current adoption (HM) intervention materials that school can purchase.</p> <p>Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills.</p> <p>Saturday school program will be based on students needing to make up attendance, however literacy instruction will be provided by teacher and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts.</p>			<p>Teachers for Saturday school - attendance generated</p> <p>Teaching fellows (ASP)</p>	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2500
<p>Teague will build a culture of literacy. (BB) Students will be given leveled reading goals to achieve through accelerated reader program. Based on goals achieved, students will earn charms and receive recognition for their efforts.</p>	7/1/16 - 6/12/17	Admin Teachers Instructional Coach	<p>Incentive materials for Accelerated Reader program</p> <p>Incentive materials for Accelerated Reader program</p> <p>Technology licenses for Lexia, StudentNest and Accelerated Reader (cost in other goal as reflected).</p>	4000-4999: Books And Supplies	LCFF	1250
				4000-4999: Books And Supplies	Title I Part A: Allocation	1250

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June, 2017, all students will make one years growth or more based on their baseline benchmark data. By June, 2017, all students in grades K-2 will show one year's growth or more based on their ST math scores. By June, 2017, all students in grades 3-6 will show one year's growth or more on the math section of the SBAC.
Data Used to Form this Goal:
2016-17 Benchmark data, ST Math progress, common grade level assessments, 2015-16 performance tasks
Findings from the Analysis of this Data:
School-wide data shows that students in grades K-6 continue to struggle with the application of mathematics concepts as evidenced by the percentage of students proficient on the district benchmark in 15/16 and common grade level assessments.
Means of evaluating progress & group data needed to measure gains:
District Aligned Benchmarks District Adopted Core Curriculum Informal Assessments District assessments and performance tasks SBAC Professional Learning Team meetings (weekly) Teague Leadership Team

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Teachers will continue to increase their capacity of teaching conceptual understanding of mathematics through PD opportunities and the Co-Plan/Co-Teach cycle. (Teacher Capacity)</p> <p>In support of new math adoption, all teachers will attend a full day of training session with a Pearson Math trainer. Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum.</p> <p>In support of using multiple math instructional strategies, teachers will have the opportunity to attend CGI math training during the summer at Fresno State. Teachers will be expected to share out best practices with general staff. Continued support will be provided by on-site trainer (teacher trainer).</p>	7/1/16 - 6/12/17	Administration Classroom Teachers Academic Coach	<p>Teacher subs for professional development</p> <p>Registration for Training for CGI math @ Fresno State, August, 2016</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5700-5799: Transfers Of Direct Costs</p>	<p>LCFF</p> <p>LCFF</p>	<p>2000</p> <p>8000</p>
<p>Identified below grade level students in grades TK-6 will receive additional math support through guided instruction, supplemental materials, technology support and other means to build math skill learning gaps.</p> <p>The system will use a tiered approach.</p> <p>Tier 1 - General classroom instruction for all students. General math, computation and literacy instruction using core curriculum for all students.</p>	8/10/16 - 6/12/17	Teaching Fellows Classroom Teachers After school program	<p>ST Math License</p> <p>Support materials and instructional tools. (math practice posters, manipulatives, math journals, etc.)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>LCFF</p>	<p>5,000</p> <p>2,500</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>All Teague students will use the newly adopted Pearson math curriculum.</p> <p>Tier 2 - Students targeted based on benchmarks and common formative assessments data. Based on needs, teachers will target instruction based on specific needs or small group instructional needs.</p>						
<p>Teacher planning days will be provided for each team to plan out their year based on grade level expectations. Academic coach will work with each grade level in their planning. Curriculum maps will be produced by and for the grade level team.</p>	7/1/16 - 6/12/17	Administration Classroom Teachers Academic Coach	Teacher Planning Days	1000-1999: Certificated Personnel Salaries	LCFF	9,500
<p>In support of programs, after school tutorials and Saturday school will also be used. Program support also will be shared with after school program (ASP).</p> <p>After school program will utilize the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students.</p> <p>Saturday school program will be based on students needing to make up attendance, however math literacy instruction will be provided by teachers and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to</p>	8/10/16 - 6/12/17	Administration Teaching Fellows Classroom Teachers After school program	<p>Teachers for after school tutorials</p> <p>Teachers for after school tutorials</p> <p>Supplies for after school tutorials</p> <p>Teachers for Saturday school - attendance generated</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>SES-Tutoring</p> <p>SES-Tutoring</p> <p>SES-Tutoring</p>	<p>9000</p> <p>1000</p> <p>1500</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
practice and apply concepts.						

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
All English language learners will advance one performance level on the annual CELDT assessment. Students classified as Long Term English Language Students will have a monthly check in with classroom teacher on language development.
Data Used to Form this Goal:
2015-2016 Benchmark #3 data, 2015-16 CELDT results, ELD Proficiency Test #3 from 2015-16
Findings from the Analysis of this Data:
Teague ELD teachers must provide students more opportunities to communicate with each other in class to promote the development of oral language as well as provide daily opportunities to read and write to improve language development.
Means of evaluating progress & group data needed to measure gains:
Student Success Team Professional Learning Communities (weekly grade level and morning bi-weekly) Teague Leadership Team District Aligned Benchmarks F&P DIBELS Common curriculum embedded assessment results District Adopted Core Curriculum Informal Assessments Communication between the Intervention program and classroom teacher to determine proper placement CELDT assessment results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies.</p> <p>SDAIE strategies will focus on building comprehension and better understanding of language.</p>	8/10/16 - 6/12/17	Administration Teachers Literacy Team Teaching Fellows	Pay for professional development on differentiation.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500
			Pay for subs to provide colleague observation opportunities.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000
			Subs for CELDT training and testing	1000-1999: Certificated Personnel Salaries	LCFF	1500
			Intervention Reading Teacher	1000-1999: Certificated Personnel Salaries	LCFF	11000
			Intervention Reading Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	11000
<p>Students will participate in learning opportunities to promote the development of speaking, listening, reading, writing, and critical thinking.</p> <p>Tactics to support the development of these goals include small group instruction, differentiated instruction, scaffolding, use of realia and manipulatives.</p>	8/10/16 - 6/12/17	Administration Teachers	Utilizing materials from Language! and ELD materials from HM materials, students will be provided with specific materials to address language gap.	5000-5999: Services And Other Operating Expenditures	LCFF	1500
<p>Teachers will be provided with professional development opportunities in differentiation to meet the diverse needs of our school population, including the needs of at level students, struggling students and ELD students and provide students with real world, relevant opportunities for learning to close the experience gap. To include student engagement, classroom management and development of positive classroom culture. (Teacher</p>	8/10/16 - 6/12/17	Administration Teachers Coaches	Pay for resources for teachers to use in the classroom with students.	4000-4999: Books And Supplies	Title I Part A: Allocation	5000
			Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	LCFF	5000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Capacity)			Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5000

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
Teague Elementary students will understand school behavioral expectations and have positive behaviors reinforced through our PBIS plan in an effort to reduce suspensions by 10% from the previous school year.
Data Used to Form this Goal:
Student suspensions, PLC notes, PBIS focus student notes, Observation, AERIES discipline reports, Anecdotal notes
Findings from the Analysis of this Data:
Students come to school with little knowledge of acceptable behavior in the classroom, on the playground, and other school site locations. The result is student misbehavior resulting in students being out of the classroom for discipline. Students that struggle with behavior at school are not connected to school in any way and don't feel like they belong to the Teague school community. The result of this lack of connectedness is lower academic performance and poor behavior.
Means of evaluating progress & group data needed to measure gains:
Student suspensions, PLC notes, PBIS Committee notes; student grades;

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will be provided with opportunities to connect with school activities outside of the classroom. (SL)	8/10/16 - 6/12/17	Administration Teachers Classified support staff	Registration costs for extended learning opportunities to include but not limited to Odyssey of the Mind and Science Olimpiad.	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			Provide students with activities including before school and after school walking and running clubs. Students will be provided with incentives and awards for achieving healthy goals of walking and running. Purchases to include licenses, rewards and incentives for students.	4000-4999: Books And Supplies	LCFF	2500
Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development. (TC)	8/10/16 - 6/12/17	Administration Classified Staff	pay for yard duty for professional development meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1000
			safety equipment and tools to support the maintenance of a safe campus (radios, signage,etc.)	4000-4999: Books And Supplies	LCFF	4000
			Classified staff will be utilized to provide proper supervision of students.	2000-2999: Classified Personnel Salaries	LCFF	7000
Students will be provided multiple opportunities to participate in character building activities throughout the school year. (SL)	8/10/16 - 6/12/17	Administration Teachers Classified Support Staff	classified pay working with students on character development and supporting students physical, social, and emotional well being.	2000-2999: Classified Personnel Salaries	LCFF	1200

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			certificated pay for teachers to plan for character education and differentiation.	1000-1999: Certificated Personnel Salaries	LCFF	1200
Students and staff will be exposed to character building language and activities throughout the year. Character development program is designed for students to know proper expectations in classroom and around general areas of the school in order to maximize instructional time. Students exhibiting proper behavior will be recognized through student achievement awards.	8/10/16 - 6/12/17	Administration Teachers Classified Support Staff	Certificates and awards will be presented to students for displaying character traits presented as part of PRIDE.	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
Students will be provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and provide a positive culture for students.	8/10/16 - 6/12/17	Administration Teachers	Pay for student field trips to local universities Speakers - Kevin Bracy	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF LCFF	2500 6000
Students will have the opportunity to work in an alternative environment from their classroom when needed. Based on intervention research, students who exhibit frustration based on lack of understanding and need additional immediate support will be supported through PRIDE center. Small group or one to one instruction will be provided to students. PRIDE center will work with students exhibiting social difficulties with other students thereby relieving the classroom of disruptions. PRIDE center will focus on preventative measures versus reactive measures.	8/10/16 - 6/12/17	Administration Intervention Teacher	Pay for PRIDE Intervention Teacher Pay for PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation LCFF	14000 14000

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
Teague parents will be provided with increased opportunities to participate in workshops, training, and/or events that promote and support academic, social/emotional, and physical well being. Teague parents will also be provided with opportunities to be involved with the school and support school academics, activities and classrooms.
Data Used to Form this Goal:
Sign in sheets from parent meetings from 2015/16 and 2016/17. Analysis from Raptor sign in program to measure how many parents are signing to volunteer at school.
Findings from the Analysis of this Data:
Parent involvement at Teague elementary school is lacking. Data from previous years indicates that when refreshments and child care is provided, attendance increases. Meetings held in the morning and the afternoon yield similar attendance rates.
Means of evaluating progress & group data needed to measure gains:
Parent workshop sign in sheets, response data for site surveys, parent meeting sign in sheets, parent volunteer records. Also using Raptor sign in computer program to measure parental involvement in the classroom. All parents must sign in with computer system, data can be used to measure how many parents have signed in, how often they are signing in and which classes are getting the most support from parents.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights	8/10/16 - 6/12/17	Administration After school Program Teachers Parent Liaison	Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st century grant.	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	10000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Provisions and supplies for parental meetings, classes and workshops.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5500
			Childcare for parent workshops and meetings	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000
			Family academic nights (math night, reading night, etc)	4000-4999: Books And Supplies	Title I Parent Involvement	2500
			Classified pay for interpreting for parent workshops and meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2500
Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.	8/10/16 - 6/12/17	Administration Parent Liaison	Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18000
			Parent Liaison	2000-2999: Classified Personnel Salaries	LCFF	14000
			Technology to use to communicate with parents and create informational resources for parents.	4000-4999: Books And Supplies	LCFF	500
			Duplication costs for parent communication and student information	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Cost for paper and duplication for parent communication.	4000-4999: Books And Supplies	LCFF	1000

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	126,089.53	439.53
21st Family Literacy Grant	16,025.90	525.90
LCFF-SLIP	1,433.59	0.00
Title I Part A: Allocation	112076.00	4,326.00
Title I Parent Involvement	2,561.00	61.00
SES-Tutoring	23765.00	765.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	15,500.00
LCFF	125,650.00
LCFF-SLIP	1,433.59
SES-Tutoring	23,000.00
Title I Part A: Allocation	107,750.00
Title I Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	101,200.00
2000-2999: Classified Personnel Salaries	70,700.00
3000-3999: Employee Benefits	2,000.00
4000-4999: Books And Supplies	43,933.59
5000-5999: Services And Other Operating Expenditures	28,000.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating	22,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,500.00
5000-5999: Services And Other Operating	21st Family Literacy Grant	13,000.00
1000-1999: Certificated Personnel Salaries	LCFF	49,700.00
2000-2999: Classified Personnel Salaries	LCFF	33,200.00
4000-4999: Books And Supplies	LCFF	19,250.00
5000-5999: Services And Other Operating	LCFF	8,500.00
5700-5799: Transfers Of Direct Costs	LCFF	8,000.00
5800: Professional/Consulting Services And	LCFF	7,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,433.59
1000-1999: Certificated Personnel Salaries	SES-Tutoring	18,000.00
3000-3999: Employee Benefits	SES-Tutoring	2,000.00
4000-4999: Books And Supplies	SES-Tutoring	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	35,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	17,750.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	6,500.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	15,000.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	82,933.59
Goal: Mathematics	38,500.00
Goal: English Language Development	42,500.00
Goal: School Culture	55,900.00
Goal: Parent Engagement	56,000.00

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

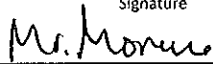
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ana Maldonado				X	
Beatriz Barajas			X	X	
Elvira Hernandez				X	
Joe Escobedo				X	
Liz Lorenti				X	
Ben Avila		X			
Teresa Massaro		X			
Lisa Cunningham		X			
Patricia Hernandez			X		
Ruben Diaz	X				
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

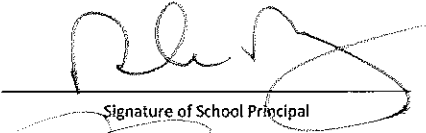
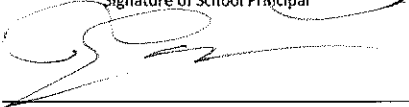
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee	_____ Signature
X English Learner Advisory Committee	 _____ Signature
Special Education Advisory Committee	_____ Signature
Gifted and Talented Education Program Advisory Committee	_____ Signature
District/School Liaison Team for schools in Program Improvement	_____ Signature
Compensatory Education Advisory Committee	_____ Signature
Departmental Advisory Committee (secondary)	_____ Signature
Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 5, 2016.

Attested:

Ruben Diaz _____ Typed Name of School Principal	 _____ Signature of School Principal	10/5/16 _____ Date
Elvira Hernandez _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/5/16 _____ Date

Budget By Expenditures

Teague Elementary School

Funding Source: 21st Family Literacy Grant

\$16,025.90 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology licenses for Lexia, StudentNest and Accelerated Reader	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Arts	Identified below grade level readers in grades K-6 will receive
Teaching fellows (ASP)	2000-2999: Classified Personnel Salaries	\$2,500.00	English Language Arts	In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize superkidz curriculum as supplemental materials to support struggling readers. Teachers will have option to also utilize current adoption (HM) intervention materials that school

Teague Elementary School

Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st century grant.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights
---	--	-------------	--

21st Family Literacy Grant Total Expenditures: \$15,500.00

21st Family Literacy Grant Allocation Balance: \$525.90

Funding Source: LCFF

\$126,089.53 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Registration costs for extended learning opportunities to include but not limited to Odyssey of the Mind and Science Olimpiad.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	School Culture	Students will be provided with opportunities to connect with school activities outside of the classroom. (SL)
Provide students with activities including	4000-4999: Books And Supplies	\$2,500.00	School Culture	Students will be provided with opportunities to connect with school activities outside of the classroom. (SL)
Pay for student field trips to local universities	4000-4999: Books And Supplies	\$2,500.00	School Culture	Students will be provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and provide a positive culture for students.
Speakers - Kevin Bracy	5000-5999: Services And Other Operating Expenditures	\$6,000.00	School Culture	Students will be provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and provide a positive culture for students.
Parent Liaison	2000-2999: Classified Personnel Salaries	\$14,000.00		Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.
Technology to use to communicate with	4000-4999: Books And Supplies	\$500.00		Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.

Teague Elementary School

Pay for PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$14,000.00	School Culture	Students will have the opportunity to work in an alternative environment from their classroom when needed. Based on
Cost for paper and duplication for parent communication.	4000-4999: Books And Supplies	\$1,000.00		Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.
Incentive materials for Accelerated Reader program	4000-4999: Books And Supplies	\$1,250.00	English Language Arts	Teague will build a culture of literacy. (BB) Students will be given leveled reading goals to achieve through accelerated reader program. Based on goals achieved, students will earn charms and receive recognition for their efforts.
Technology licenses for Lexia, StudentNest and Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	English Language Arts	Identified below grade level readers in grades K-6 will receive

Teague Elementary School

Additional meeting time with teachers to provide feedback and ongoing support for instruction improvement.

1000-1999: Certificated
Personnel Salaries

\$1,000.00

English Language
Arts

Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.

Teacher Planning Days

1000-1999: Certificated
Personnel Salaries

\$9,500.00

English Language
Arts

Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.

Teague Elementary School

Two Teaching Fellows to provide additional targeted reading support for below grade level students

2000-2999: Classified Personnel Salaries

\$11,000.00

English Language Arts

Identified below grade level readers in grades K-6 will receive

Purchase reading instruction supplemental materials (F&P kits.)

4000-4999: Books And Supplies

\$5,000.00

English Language Arts

Identified below grade level readers in grades K-6 will receive

Teague Elementary School

Support materials and instructional tools. (math practice posters, manipulatives, math journals, etc.)	4000-4999: Books And Supplies	\$2,500.00	Mathematics	Identified below grade level students in grades TK-6 will receive additional math support through guided instruction,
Teacher Planning Days	1000-1999: Certificated Personnel Salaries	\$9,500.00	Mathematics	Teacher planning days will be provided for each team to plan out their year based on grade level expectations. Academic coach will work with each grade level in their planning. Curriculum maps will be produced by and for the grade level team.
Teacher subs for professional development	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	Teachers will continue to increase their capacity of teaching conceptual understanding of mathematics through PD opportunities and the Co-Plan/Co-Teach cycle. (Teacher Capacity)In support of new math adoption, all teachers will attend a full day of training session with a Pearson Math trainer. Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum.In
Registration for Training for CGI math @ Fresno State, August, 2016	5700-5799: Transfers Of Direct Costs	\$8,000.00	Mathematics	Teachers will continue to increase their capacity of teaching conceptual understanding of mathematics through PD opportunities and the Co-Plan/Co-Teach cycle. (Teacher Capacity)In support of new math adoption, all teachers will attend a full day of training session with a Pearson Math trainer. Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum.In

Teague Elementary School

Subs for CELDT training and testing	1000-1999: Certificated Personnel Salaries	\$1,500.00	English Language Development	Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies. SDAIE strategies will focus on building comprehension and better understanding of language.
Intervention Reading Teacher	1000-1999: Certificated Personnel Salaries	\$11,000.00	English Language Development	Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies. SDAIE strategies will focus on building comprehension and better understanding of language.
Utilizing materials from Language! and ELD materials from HM materials, students will be provided with specific materials to address language gap.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	English Language Development	Students will participate in learning opportunities to promote the development of speaking, listening, reading, writing, and critical thinking. Tactics to support the development of these goals include small group instruction, differentiated instruction, scaffolding, use of realia and manipulatives.
Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	English Language Development	Teachers will be provided with professional development
safety equipment and tools to support the maintenance of a safe campus (radios, signage,etc.)	4000-4999: Books And Supplies	\$4,000.00	School Culture	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development. (TC)
Classified staff will be utilized to provide proper supervision of students.	2000-2999: Classified Personnel Salaries	\$7,000.00	School Culture	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development. (TC)
classified pay working with students on character development and supporting students physical, social, and emotional well being.	2000-2999: Classified Personnel Salaries	\$1,200.00	School Culture	Students will be provided multiple opportunities to participate in character building activities throughout the school year. (SL)
certificated pay for teachers to plan for character education and differentiation.	1000-1999: Certificated Personnel Salaries	\$1,200.00	School Culture	Students will be provided multiple opportunities to participate in character building activities throughout the school year. (SL)
LCFF Total Expenditures:		\$125,650.00		
LCFF Allocation Balance:		\$439.53		

Teague Elementary School

Funding Source: LCFF-SLIP

\$1,433.59 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase library books	4000-4999: Books And Supplies	\$1,433.59	English Language Arts	Identified below grade level readers in grades K-6 will receive

LCFF-SLIP Total Expenditures: \$1,433.59

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$23,765.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Teague Elementary School

Teachers for after school tutorials	1000-1999: Certificated Personnel Salaries	\$9,000.00	English Language Arts	In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize superkidz curriculum as supplemental materials to support struggling readers. Teachers will have option to also utilize current adoption (HM) intervention materials that school
Teachers for after school tutorials	3000-3999: Employee Benefits	\$1,000.00	English Language Arts	In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize superkidz curriculum as supplemental materials to support struggling readers. Teachers will have option to also utilize current adoption (HM) intervention materials that school
Supplies for after school tutorials	4000-4999: Books And Supplies	\$1,500.00	English Language Arts	In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize superkidz curriculum as supplemental materials to support struggling readers. Teachers will have option to also utilize current adoption (HM) intervention materials that school

Teague Elementary School

Teachers for after school tutorials	1000-1999: Certificated Personnel Salaries	\$9,000.00	Mathematics	In support of programs, after school tutorials and Saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students.Saturday school program will be based on students needing to make up attendance, however math literacy instruction will be provided
Teachers for after school tutorials	3000-3999: Employee Benefits	\$1,000.00	Mathematics	In support of programs, after school tutorials and Saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students.Saturday school program will be based on students needing to make up attendance, however math literacy instruction will be provided
Supplies for after school tutorials	4000-4999: Books And Supplies	\$1,500.00	Mathematics	In support of programs, after school tutorials and Saturday school will also be used. Program support also will be shared with after school program (ASP).After school program will utilize the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students.Saturday school program will be based on students needing to make up attendance, however math literacy instruction will be provided

SES-Tutoring Total Expenditures: \$23,000.00

SES-Tutoring Allocation Balance: \$765.00

Teague Elementary School

Funding Source: Title I Part A: Allocation

\$112,076.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay for professional development on differentiation.	1000-1999: Certificated Personnel Salaries	\$1,500.00	English Language Development	Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies. SDAIE strategies will focus on building comprehension and better understanding of language.
Pay for subs to provide colleague observation opportunities.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Development	Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies. SDAIE strategies will focus on building comprehension and better understanding of language.
Intervention Reading Teacher	1000-1999: Certificated Personnel Salaries	\$11,000.00	English Language Development	Teachers will be provided with a push-in literacy team that will provide support for classroom instruction. Classroom teachers will utilize time to work with EL students utilizing ELD / SDAIE strategies. SDAIE strategies will focus on building comprehension and better understanding of language.
ST Math License	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Mathematics	Identified below grade level students in grades TK-6 will receive additional math support through guided instruction,
Certificates and awards will be presented to students for displaying character traits presented as part of PRIDE.	4000-4999: Books And Supplies	\$1,500.00	School Culture	Students and staff will be exposed to character building language and activities throughout the year. Character development program is designed for students to know proper expectations in classroom and around general areas of the school in order to maximize instructional time. Students exhibiting proper behavior will be recognized through student achievement awards.

Teague Elementary School

Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	English Language Development	Teachers will be provided with professional development
Pay for resources for teachers to use in the classroom with students.	4000-4999: Books And Supplies	\$5,000.00	English Language Development	Teachers will be provided with professional development
Incentive materials for Accelerated Reader program	4000-4999: Books And Supplies	\$1,250.00	English Language Arts	Teague will build a culture of literacy. (BB) Students will be given leveled reading goals to achieve through accelerated reader program. Based on goals achieved, students will earn charms and receive recognition for their efforts.
Technology licenses for Lexia, StudentNest and Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	English Language Arts	Identified below grade level readers in grades K-6 will receive

Teague Elementary School

Two Teaching Fellows to provide additional targeted reading support for below grade level students

2000-2999: Classified Personnel Salaries

\$11,000.00

English Language Arts

Identified below grade level readers in grades K-6 will receive

Purchase reading instruction supplemental materials (F&P kits.)

4000-4999: Books And Supplies

\$5,000.00

English Language Arts

Identified below grade level readers in grades K-6 will receive

Teague Elementary School

Teacher subs for professional development	1000-1999: Certificated Personnel Salaries	\$2,500.00	English Language Arts	Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.
---	--	------------	-----------------------	---

Certificated staff pay for professional development meetings	1000-1999: Certificated Personnel Salaries	\$2,500.00	English Language Arts	Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.
--	--	------------	-----------------------	---

Teague Elementary School

Classified staff pay for professional development meetings	2000-2999: Classified Personnel Salaries	\$2,500.00	English Language Arts	Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.
Support PD materials for staff training.	4000-4999: Books And Supplies	\$5,000.00	English Language Arts	Staff will be provided with on-going training in reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from trainings.
Duplication costs for parent communication and student information	5000-5999: Services And Other Operating Expenditures	\$1,000.00		Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.
Classified pay for interpreting for parent workshops and meetings	2000-2999: Classified Personnel Salaries	\$2,500.00		Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights

Teague Elementary School

Parent Liaison	2000-2999: Classified Personnel Salaries	\$18,000.00		Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.
Pay for PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$14,000.00	School Culture	Students will have the opportunity to work in an alternative environment from their classroom when needed. Based on
pay for yard duty for professional development meetings	2000-2999: Classified Personnel Salaries	\$1,000.00	School Culture	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development. (TC)
Provisions and supplies for parental meetings, classes and workshops.	5000-5999: Services And Other Operating Expenditures	\$5,500.00		Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights
Childcare for parent workshops and meetings	1000-1999: Certificated Personnel Salaries	\$1,000.00		Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights

Title I Part A: Allocation Total Expenditures: \$107,750.00

Title I Part A: Allocation Allocation Balance: \$4,326.00

Funding Source: Title I Parent Involvement

\$2,561.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Family academic nights (math night, reading night, etc)	4000-4999: Books And Supplies	\$2,500.00		Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class, ESL classes, as well as EL Parent Nights, Literacy Nights, GATE Nights, and Technology nights

Teague Elementary School

Title I Parent Involvement Total Expenditures:	\$2,500.00
Title I Parent Involvement Allocation Balance:	\$61.00
Teague Elementary School Total Expenditures:	\$275,833.59

TEAGUE ELEMENTARY SCHOOL

Title I

Parent Involvement Policy



Teague's Title I Parental Involvement Policy with input from Title I parents in preparation for the new school year and the development of the following year's School Plan for Student Achievement (SPSA). In the spring, the previous year's policy is reviewed by school site council member for revisions. The School Site Council (SSC) consists of parents representing Title I students, community members, support staff, and teachers at Teague.

The parents and other school site member are asked to preview the policy prior to the school site council meeting and to come prepared to give input for revisions to the policy. Again, at the last SSC meeting the team reviews for any last revisions. The means in which Teague will carry out the plan are stated below:

Title I Meetings at Teague Elementary School:

- Annual meeting held during the month of September

Parental Involvement:

- Beginning of the school year Teague will have meeting to explain programs
- Beginning of the school year Teague will send home information about programs
- Each quarter, the principal will schedule coffee hour for parents to chat in a non-threatening environment about programs. Discussions will be guided by an agenda.
- Knighly News will focus on a PBIS community blog, tips for parents, and student recognition.
- SSC, ELAC, and PTA will send an officer to each of the meetings to build connectivity.

In-depth with California Standards and Common Core:

- At the September Title I meeting Teague will take the time to explain Standards and Common Core
- At Back to School Night teachers will also talk about 3 major standards, in ELA and Math, that will be taught and mastered over the school year.
- Each meeting will be an opportunity to explain to parents the process of teaching, assessing and next steps.

Home-school Liaison:

- Home contact to parents
- Student contact in the classroom to be able to communicate progress toward mastery of standards
- Every morning and afternoon outside meeting with parents (for those uncomfortable to come in office)
- Pushes in to the classroom to support student learning and connect student/parents to teacher and education
- Student support for those she builds relationships with.

Title I parents are offered many evening opportunities to participate in learning as well to technology at the school to access learning opportunities:

- Family Knights to teach parents skills and allow for parent opportunities to be on campus.
- GATE Night
- AR access
- STMath
- At Title I meetings we will teach parents how to participate in the parent-teacher conference
- Small group sessions at meetings will occur so parents feel less intimidated as needed
- Parent workshops provided about being involved at school
- Workshops to develop digital literacy provided free of charge on the Teague campus

Acknowledge parents work with teachers and other school personnel:

- We will acknowledge parents that participate in learning at school in the Knighly News
- Parents will earn credits for field trips when they attend events that are educational based

TEAGUE ELEMENTARY SCHOOL SCHOOL – PARENT COMPACT

Teague Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students

1. Teague's responsibility is to provide high-quality curriculum and instruction that is based on California State Standards. Teachers ensure students are engaged in learning and site administration support instruction by doing weekly classroom observations.
2. The parents' responsibility to support their children's learning is to ensure students are present at school daily and on time for school. Parents should also provide a place in the home where students can work on homework and read daily. Lastly, parents must work in tandem with education team at school to make certain that students are present for extra learning opportunities.
3. Parents and teachers will increase communication because it is important for ongoing communication between parents and teachers by, at least, annual conferences, where teacher and parent can communicate on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Building Capacity for Involvement

Teague Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Teague does this through Family Nights, our teachers come to school in the evening to teach parents how to help their children at home. Our back to school night allows for families to meet the teacher and learn the expectations for the students.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. During extended vacations like winter and spring, our students and parents are given support materials to provide opportunities to practice at home.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Teague Elementary School along with Central Unified provides professional development to all teachers with a minimum of 4 opportunities per year.
4. Teague coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. We provide opportunities to all students where by opening all Family Knights, OTM and homework center to all students.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Teague conducts many parent meetings that are specifically designed to teach parents about data they receive on their students. Teague explains what the data means for the student and what the next step is for increased learning.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services, California has two PIRCs: PIRC1 Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.bilingualeducation.org/directories/CA-7.html>

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at

<http://www.bilingualeducation.org/programs/parent.pl111>. **are available in multiple languages.**

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

**TEAGUE ELEMENTARY SCHOOL
SCHOOL – PARENT COMPACT**

Name: _____

Grade: _____

It is important that families and schools work together to help students achieve high-academic standards through a process that includes teachers, families, students and community representatives. The following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Teacher Pledge:

- BELIEVE in yourself and your students
- Provide high-quality curriculum and rigorous instruction
- Endeavor motivate my students to learn
- Have high expectations and help every child to develop a love of learning
- Provide a safe, positive, and healthy learning environment
- Communicate regularly with families about student progress
- Provide meaningful daily homework assignments to reinforce extended learning (30 minutes for grades 1 – 3 and 60 minutes for grades 4 – 6)
- Actively participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make our school accessible and welcoming places for families which help our students achieve the school’s high academic standards
- Respect the school, students, staff and families

Teacher’s Signature

Date

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn and work hard
- Bring necessary materials, completed assignments and homework DAILY
- Know and follow school and class rules
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Limit my TV watching and instead, study and read every day after school and on the weekends
- Talk to the teacher if you need help or are having trouble with class work, friends or family
- Respect the school, classmates, staff and families

Student’s Signature

Date

Parent/Guardian Pledge

I will continue to carry out the following responsibilities to the best of my ability:

- Be sure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition
- Communicate the importance of education and learning to my child by providing a quiet time and place for homework
- Communicate with the teacher, school or administrator when I have a concern
- Read to my child or encourage my child to read every day (20 minutes for grades K – 3 and 30 minutes for grades 4 – 6)
- Regularly monitor my child’s progress with homework and in school
- Participate in after-school activities such as school-decision making, volunteering, attending Parent-Teacher Conferences (SSC, ELAC, Family Nights, Meet and Greet Open House, Carnival support and PTC
- Respect the school, staff and families

Parent/Guardian’s Signature

Date