

The Single Plan for Student Achievement

School: Teague Elementary School
CDS Code: 10-73965-6007389
District: Central Unified School District
Principal: Ruben Diaz
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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:

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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. Every student at Teague will show PRIDE by; being Proud, showing Respect, having Integrity, being Determined, and showing Empathy.

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 serves the neighborhood of Highway City. Teague Elementary is considered by the city of Fresno to be urban fringe area. Teague Elementary School serves 720 Transitional Kindergarten through sixth grade students on a traditional schedule. Teague Elementary School also houses a state preschool program and shares space with a county special education program. 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 will plan to use the ELPAC 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. Teague will also have the support of the English Learner's Group to support and coach our school site in EL instruction.

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. 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. All tutorial times and dates will be posted on the school's website for parents, staff and students to better plan for upcoming sessions.

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). 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. These surveys are completed annually.

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 adviser 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. All observations are done in alignment with the Central Unified Teachers Association agreed upon contract.

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 two 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 Wonders 2017-18
Social Studies K-6 Houghton-Mifflin 2005-2006
Math K-6 Pearson 2016-17
Science K-6 Scott Foresman Science California 2007-2008

Intervention Materials(two or more year below grade level)
Fountas and Pinnell reading intervention materials

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 from the CCSS (Common Core State Standards), 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 TK 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA Strategic---Grades TK-6 30 minutes
R/LA Intensive---Grades 4-6 45 minutes
ELD Grades TK-6 30 minutes

Mathematics: Core---Grade TK 30 minutes---Grades 1-6 1 hour
Mathematics Strategic---Grades TK-6 15-30 minutes
Mathematics Intensive---Grades 4-6 30-45 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- CCSS) and for mathematics (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.

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.

In addition, eligible migrant students at Teague are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student.

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 measureable 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 again 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. This year will also mark the 2nd year that Teague will offer ESL classes for parents every Friday. The school will again 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)

Teague will include parents, classroom teachers and classified support staff in the development of the school site plan and school safety plan as part of the school site council. This body will be made up of different stake holders from around the school. The school site council will meet quarterly with all meetings being announced publicly at least 72 hours ahead of time.

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 struggle to find a sense of belonging and in need of additional support. As they transition 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 students 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 also struggles with families understanding the importance of pre-school, as over 80% of our incoming kindergartner's have not yet attended any formal educational setting, including pre-school.

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 Pinnell 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	96	112	108	96	111	106	96	111	97.3	100	99.1
Grade 4	100	105	103	98	102	102	98	102	102	98.0	97.1	99
Grade 5	112	88	106	110	88	104	110	88	104	98.2	100	98.1
Grade 6	112	106	100	111	105	99	110	105	99	99.1	98.1	99
All Grades	435	395	421	427	391	416	424	391	416	98.2	98.7	98.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2347.1	2342.3	2369.0	4	4	5.41	11	8	19.82	19	17	24.32	64	71	50.45
Grade 4	2384.3	2387.9	2383.8	1	4	4.90	16	7	11.76	12	24	18.63	70	66	64.71
Grade 5	2419.6	2429.4	2430.9	4	3	4.81	15	18	15.38	13	20	25.00	69	58	54.81
Grade 6	2452.4	2457.9	2453.1	5	4	3.03	14	20	17.17	26	26	28.28	55	50	51.52
All Grades	N/A	N/A	N/A	3	4	4.57	14	13	16.11	18	22	24.04	64	61	55.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	2	6.31	25	29	38.74	70	69	54.95
Grade 4	2	3	4.90	34	32	37.25	64	65	57.84
Grade 5	8	6	6.73	24	31	37.50	68	64	55.77
Grade 6	6	4	4.04	31	30	34.34	63	66	61.62
All Grades	6	4	5.53	28	31	37.02	66	66	57.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	7	8.11	32	25	41.44	64	68	50.45
Grade 4	4	3	5.88	32	39	38.24	64	58	55.88
Grade 5	9	11	6.73	32	32	50.00	59	56	43.27
Grade 6	6	9	6.06	35	42	43.43	59	50	50.51
All Grades	6	7	6.73	33	35	43.27	62	58	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	4	1.80	55	51	64.86	38	45	33.33
Grade 4	3	2	5.88	54	66	40.20	43	32	53.92
Grade 5	3	2	2.88	47	57	50.96	50	41	46.15
Grade 6	5	1	1.01	57	68	55.56	38	31	43.43
All Grades	4	2	2.88	53	61	53.13	42	37	43.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	6	9.01	35	38	52.25	57	56	38.74
Grade 4	3	6	6.86	45	42	39.22	52	52	53.92
Grade 5	11	11	4.81	42	53	48.08	47	35	47.12
Grade 6	9	10	11.11	51	51	38.38	40	38	50.51
All Grades	8	8	7.93	43	46	44.71	49	46	47.36

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	95	112	105	95	111	104	95	111	94.6	100	99.1
Grade 4	100	104	103	98	101	102	98	101	102	98.0	97.1	99
Grade 5	112	88	106	108	88	104	106	88	104	96.4	100	98.1
Grade 6	112	106	100	110	104	99	109	103	99	98.2	97.2	99
All Grades	435	393	421	421	388	416	417	387	416	96.8	98.5	98.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2371.5	2357.9	2391.0	5	3	9.01	16	13	20.72	30	26	27.03	48	58	43.24
Grade 4	2390.5	2388.8	2391.3	0	1	0.98	9	5	12.75	35	31	26.47	56	63	59.80
Grade 5	2421.5	2408.6	2425.3	2	1	0.96	7	0	2.88	19	28	28.85	70	70	67.31
Grade 6	2435.4	2446.6	2446.7	5	5	2.02	3	9	12.12	31	26	29.29	61	60	56.57
All Grades	N/A	N/A	N/A	3	3	3.37	9	7	12.26	29	28	27.88	59	63	56.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	5	18.92	31	25	27.03	56	69	54.05
Grade 4	2	3	3.92	18	14	20.59	80	83	75.49
Grade 5	5	1	1.92	16	16	21.15	79	83	76.92
Grade 6	6	7	6.06	22	25	20.20	72	68	73.74
All Grades	7	4	7.93	22	20	22.36	71	76	69.71

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	6	17.12	47	37	44.14	47	57	38.74
Grade 4	2	2	2.94	33	22	37.25	65	76	59.80
Grade 5	4	1	2.88	28	18	28.85	68	81	68.27
Grade 6	4	7	2.02	28	32	46.46	69	61	51.52
All Grades	4	4	6.49	34	27	39.18	62	68	54.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	13.51	46	44	44.14	48	48	42.34
Grade 4	0	2	4.90	36	30	33.33	64	68	61.76
Grade 5	3	0	0.00	33	34	39.42	64	66	60.58
Grade 6	6	5	5.05	38	48	36.36	56	48	58.59
All Grades	4	4	6.01	38	39	38.46	58	57	55.53

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		33			33	17		33	67	***		17			
1	14		11	42	43	44	19	48	22	19	5	17	6	5	6
2		4	7	23	33	40	38	41	40	31	15	13	8	7	
3				17		5	54	58	33	17	25	19	13	17	43
4			6	26	30	12	58	52	47	11	9	24	5	9	12
5	5		6	14	38	47	71	56	35	5		6	5	6	6
6				25	29	18	30	62	64	20	10		25		18
Total	4	2	5	26	31	27	42	51	40	18	10	14	10	6	14

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		6		10	6		29	28		32	38		29	22	
1	13	4		41	38		23	50		18	4		5	4	
2		4		21	36		43	39		29	14		7	7	
3				15			59	58		15	25		11	17	
4				27	29		50	54		18	8		5	8	
5	4			13	41		75	53		4			4	6	
6				24	26		33	61		19	13		24		
Total	3	3		22	26		43	47		19	16		12	9	

Conclusions based on this data:

1.

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL:
By June, 2018, 80% of all students will make one years growth or more based on their baseline benchmark data. By June, 2018, 80% of all students in grades K-3 will show one year's growth or more based on their F&P data scores. By June, 2018, 80% of all students in grades 3-6 will show one year's growth or more on the ELA section of the SBAC. By June, 2018, 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:
2015-2016 Smarter Balanced Assessment (SBAC), Fountas and Pinnell (F&P) performance levels, DIBELS, Accelerated Reader and Illuminate 2016-2017 Smarter Balanced Assessment (SBAC), Fountas and Pinnell (F&P) performance levels, DIBELS, Accelerated Reader and Illuminate 2017-2018 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. Students are entering kindergarten with no literacy skills as assessed in the kinder assessment.
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 receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies.</p> <p>Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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> <p>Tier 3 - Students targeted based on F&P data and teacher assessments. in addition, students will also be invited to extended learning opportunities via tutorials and saturday school sessions.</p>	8/9/17 - 6/7/18	Teaching Fellows (2) Classroom Teachers Reading Intervention Teacher (2) After school program	Purchase library books	4000-4999: Books And Supplies	LCFF-SLIP	1,437.85
			Two Teaching Fellows to provide additional targeted reading support for below grade level students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26,700.00
			Certificated reading teacher for intervention program	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	21,000
			Purchase reading instruction supplemental materials (F&P kits.)	4000-4999: Books And Supplies	Title I Part A: Allocation	10,000
			Technology licenses for Lexia, ESGI, BrainPop, BrainPop Jr. and other supplemental websites.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8,200
			Technology licenses for Lexia, ESGI, and other supplemental websites.	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	3,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>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 training. The focus of this will be students identified as academically at risk and unduplicated students.</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>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>	8/9/17 - 6/7/18	Instructional Coach Teachers Administration	<p>Teacher subs for professional development</p> <p>Certificated staff pay for professional development meetings</p> <p>Classified staff pay for professional development meetings</p> <p>Support PD materials for staff training. Including but not limited to; Kagan training materials, Wonders Training, EL literacy training</p> <p>F&P Subs for grade levels K-3</p> <p>Teacher Planning Days</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>LCFF</p>	<p>2500</p> <p>2500</p> <p>2500</p> <p>5000</p> <p>5,700</p> <p>9,500</p>
<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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide.</p>	8/9/17 - 6/7/18	Teaching Fellows Classroom Teachers Reading Intervention Teacher 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</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>13,000</p> <p>2,000</p> <p>1,500</p> <p>22,005</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<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. Schedule from summer literacy camp will be used as model for program.</p>			<p>Administration for Saturday school</p> <p>Teaching fellows (ASP) for Saturday school</p> <p>Supplies for Saturday school</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>21st Family Literacy Grant</p> <p>LCFF</p>	<p>4,500</p> <p>2,600</p> <p>2,500</p>
<p>Teague will build a culture of literacy. 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. This will also include supplies, materials and duplication for instructional items. The Teague academic challenge of the month will apply to other content areas throughout the school year.</p>	8/9/17 - 6/7/18	Administration Teachers Instructional Coach	<p>Awards and materials for Accelerated Reader program</p> <p>Awards and materials for Accelerated Reader program</p> <p>Supplies and materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>2250</p> <p>2250</p> <p>2000</p>
<p>In support of a culture of literacy, kindergarten classrooms will be provided with an instructional aide. Aides will work under direct supervision of classroom certificated teacher.</p>	8/9/17 - 6/7/18	Administration Teachers Classroom Aides	<p>Classified Instructional Aides for each kindergarten and transitional kindergarten classroom. 5 classrooms for 2017/18</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Allocation</p>	<p>52,000</p>

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.
SCHOOL GOAL:
By June, 2018, 80% of all students will make one years growth or more based on their baseline benchmark data. By June, 2018, 80% of all students in grades K-2 will show one year's growth or more based on their ST math scores. By June, 2018, 80% 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>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 teacher trainer.</p>	8/9/17 - 6/7/18	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. All Teague students will use the Pearson math curriculum.</p>	8/9/17 - 6/7/18	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
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.						
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.	8/9/17 - 6/7/18	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 practice and apply concepts.</p>	8/9/17 - 6/7/18	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>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>9000</p> <p>1000</p> <p>1500</p>

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
All English language learners will advance one performance level on the annual ELPAC 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:
2017-18 Benchmark #3 data, 2017-18 ELPAC results, ELD Proficiency Test #3 from 2017-18
Findings from the Analysis of this Data:
Teague 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 new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum.</p> <p>Intervention reading teacher will provide staff instructional PD on SDAIE strategies that will focus on building comprehension and better understanding of language.</p>	8/9/17 - 6/7/18	Administration Teachers	Pay for professional development on differentiation.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000
			Pay for subs to provide colleague observation opportunities.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Subs for ELPAC training and testing	1000-1999: Certificated Personnel Salaries	LCFF	1500
			Intervention Reading Teacher	1000-1999: Certificated Personnel Salaries	LCFF	11000
			Subs for teacher collaboration days (2 days in fall / 1 day in spring)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9000
<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>	8/9/17 - 6/7/18	Administration Teachers	Utilizing EL materials from Wonders, students will be provided with specific materials to address language gap.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	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</p>	8/9/17 - 6/7/18	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	8000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
positive classroom culture. (Teacher Capacity) To include conferences within California focusing on EL strategies. Targeted trainings include CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal is send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.			Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	LCFF	10000
Teachers will be provided with a substitute in order to evaluate their own students using the ELPAC. Teachers who have been previously trained in CELDT will continue role in assessment for grade level.	8/9/17 - 6/7/18	Administration Coaches	Pay for certificated substitutes	1000-1999: Certificated Personnel Salaries	LCFF	4000
Students identified as migrant education students will work with ESL teacher (Melinda Begley) on a weekly basis. Focus will be development of BICS language.	8/9/17 - 6/7/18	Administration Teachers CLASS staff	Pay for materials for students to use	4000-4999: Books And Supplies	Title I Part A: Allocation	2500

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 student performance 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 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and 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 5% from the previous year.
Data Used to Form this Goal:
CDE 5X5 matrix, Student suspensions, PBIS focus student notes, Observation, AERIES discipline reports, Anecdotal notes, SWIS reports.
Findings from the Analysis of this Data:
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 Community. The result of this lack of connectedness is lower academic performance and poor behavior. Social and emotional needs are also identified based on lack of understanding of appropriate behavior in a school setting.
Means of evaluating progress & group data needed to measure gains:
PLC notes, Student suspensions, PBIS focus student notes, Observation, AERIES discipline reports, Anecdotal notes, student grades, student extracurricular activities participation rate, PBIS incentive participation rate

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. Teague Challenge of the Month will also provide students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and other areas.	8/9/17 - 9/6/18	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, sports 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
			Provide students with incentives and awards for winning Teague Challenge contests.	4000-4999: Books And Supplies	LCFF	5000
Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.	8/9/17 - 9/6/18	Administration Classified Staff	pay for yard duty for professional development meetings	2000-2999: Classified Personnel Salaries	LCFF	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	8000

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 multiple opportunities to participate in character building activities throughout the school year. Student support team will support various activities including our PBIS system, check in check out, motivational assemblies and activities.	8/9/17 - 9/6/18	Administration Teachers Classified Support Staff	assemblies for students	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3000
			classified pay working with students on character development and supporting students physical, social, and emotional well being.	2000-2999: Classified Personnel Salaries	LCFF	1200
			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.	8/9/17 - 9/6/18	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	LCFF	1500
			Incentive activities and awards for students recognized with PRIDE criteria	5000-5999: Services And Other Operating Expenditures	LCFF	3000
Students will be provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and provide a positive culture for students. College going culture to be developed via various college and career awareness activities.	8/9/17 - 9/6/18	Administration Teachers	Pay for student field trips to local universities	5000-5999: Services And Other Operating Expenditures	LCFF	2500
			Assembly - Spring behavior	5000-5999: Services And Other Operating Expenditures	LCFF	2000
Students will have the opportunity to work in an alternative environment from their classroom when needed. Based on intervention research, students who exhibit frustration	8/9/17 - 9/6/18	Administration Intervention Teacher	Teacher for PRIDE Intervention	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	31,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
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.						
Teague will develop a positive testing environment and culture. During testing sessions, students will be provided incentives and snacks to support students in their testing environment.	8/9/17 - 9/6/18	Administration Classroom Teachers	Incentives for students during testing windows	4000-4999: Books And Supplies	LCFF	5000
			consumable materials for students during testing windows	4000-4999: Books And Supplies	LCFF	3000

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 student performance 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 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and 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, Valley PBS parenting classes, ELD classes and principal's coffee chat from 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 have a substantially higher attendance rate than those in the afternoon or evening. This could be due to most parents walk their students to school in the morning.
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	8/9/17 - 6/7/18	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. Fall will be paid for 21st century grant.	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	10000
			Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st century grant. Spring will be paid for from Title 1.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10000
			Childcare for parent workshops and meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1000
			Classified pay for interpreting for parent workshops and meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2500
			Provisions and supplies for parental meetings, classes and workshops.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5500
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.	8/9/17 - 6/7/18	Administration Parent Liaison	Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18000
			Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14000
			Technology to use to communicate with parents and create informational resources for parents.	4000-4999: Books And Supplies	Title I Parent Involvement	500
			Duplication costs for parent communication and student information	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Cost for paper and duplication for parent communication.	4000-4999: Books And Supplies	Title I Parent Involvement	1000
Provide English classes for parents at the school during morning time after student drop off. Teacher to be provided by CLASS adult education.	8/9/17 - 6/7/18	Administration (Teague & CLASS)	Consumable materials to be distributed at parent classes provided by food services.	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1000
Host several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights	8/9/17 - 6/7/18	Administration Teachers Classified Staff	Food to be served at evening events	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000
			Awards for various entries at student showcase events	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			Various supplies for events	4000-4999: Books And Supplies	Title I Part A: Allocation	2000

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	114,775.04	125.04
21st Family Literacy Grant	17,229.00	1,629.00
LCFF-SLIP	1,437.85	0.00
Title I Part A: Allocation	319,858.65	5,003.65
Title I Parent Involvement	3062.00	562.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	15,600.00
LCFF	114,650.00
LCFF-SLIP	1,437.85
Title I Part A: Allocation	314,855.00
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	163,905.00
2000-2999: Classified Personnel Salaries	129,500.00
3000-3999: Employee Benefits	3,000.00
4000-4999: Books And Supplies	64,937.85
5000-5999: Services And Other Operating Expenditures	42,500.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating	37,200.00

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	2,600.00
5000-5999: Services And Other Operating	21st Family Literacy Grant	10,000.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	38,700.00
2000-2999: Classified Personnel Salaries	LCFF	10,200.00
4000-4999: Books And Supplies	LCFF	28,250.00
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	21,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,437.85
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	125,205.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	116,700.00
3000-3999: Employee Benefits	Title I Part A: Allocation	3,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	33,750.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	23,000.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	13,200.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,500.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	204,642.85
Goal: Mathematics	38,500.00
Goal: English Language Development	57,500.00
Goal: School Culture	74,900.00
Goal: Parent Engagement	73,500.00

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
Setora Baza				X	
Beatrice Barajas			X	X	
Elvira Hernandez				X	
Esparanza Sustaita				X	
Lizette Lorenti				X	
Ben Avila		X			
Scott Eller		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 September 20, 2017.

Attested:

Ruben Diaz

Typed Name of School Principal

Signature of School Principal

9/20/17

Date

Lizette Lorenti

Typed Name of SSC Chairperson

Signature of SSC Chairperson

9/20/17

Date

Teague Elementary **Parental Involvement Policy**

The intent of this policy is to clearly define current practices in a more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between the parents, students, community and Teague Elementary.

Home School Compact and Implementation Components:

Teague Elementary will take the following actions to involve parents in the development of the school site *policy and home-school compact*.

- ❖ Teague School and parents will agree to create and maintain a positive two-way communication between school and home.
- ❖ Teague will develop and present the home-school compact and parental involvement policy to the SSC. Public input and participation is welcomed in the development of these documents.
- ❖ A copy of the parent involvement policy will be sent home with each student at the beginning of the school year.
- ❖ At the last SSC meeting of the year, the school parent involvement policy will be revisited and updated with input from the SSC and any other community members.
- ❖ Parents will be informed of curriculum used at Teague during Back-to-School Night and parent conferences.
- ❖ Parents will be informed of evaluative tests and procedures used at the school to assess the academic progress of the students.
- ❖ Parents will be informed of the academic progress of students through the use of written forms four times per year (report cards and progress reports) as well as provided with student updates on progress from the teacher as needed.
- ❖ Teague will provide parents with an overview of the various advisory groups at Teague.
- ❖ Teague will provide interpreters, when available and necessary to parents at school.
- ❖ Teague will continue to have opportunities for parents to volunteer in the classroom activities.
- ❖ Teague will provide opportunities for parents to collaborate with staff during but not limited to SSTs, IEPs, 504s and other meetings.

Parent Involvement and Shared Responsibilities for High Academic Achievements:

Teague will build a community atmosphere for strong parental involvement. In order to ensure effective involvement and to support a partnership among the school, parents and community, we will improve academic development through the following activities.

- ❖ Teague will provide parents with opportunities to support and reinforce our Teague Behavior expectations.
- ❖ Teague teachers will present and discuss the home-school compact with parents and students at the first parent-teacher conference of the year.
- ❖ Teague Elementary will give parents opportunities to provide input on a variety of school issues including academic achievement, behavior, environment, and safety through parent surveys given out each spring.
- ❖ Teague will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- ❖ Teague will provide, to the extent possible, information related to school and parent programs, meetings, and other activities that will be sent home in the language the parents understand.
- ❖ Teague will provide parents with opportunities to serve at the school, in the classroom, and in a variety of school activities.

Name _____

Grade _____

Teague Elementary School
SCHOOL – FAMILY COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included 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 you self and your students.
- Provide high-quality curriculum and rigorous instruction
- Endeavor to 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 and extend 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:

- Ensure 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.
- Provide a quiet place & time for my child to complete his/her homework and monitor TV viewing
- 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 K-3, and 30 minutes for grades 4-6)
- Regularly monitor my child's progress with homework and in school
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher Conferences (SSC, ELAC, Family Nights, Meet and Greet, Open House, Carnival support and PTC
- Respect the school, staff, and families

Parent's / Guardian's Signature_____
Date

Teague Elementary SCHOOL SITE COUNCIL (SSC) MINUTES
September 20, 2017

1. Call the Meeting to Order:

- The meeting was called to order at 7:38am by Mrs. Lorenti Everyone was welcomed.
Present were:

	Parent/Guardian	Present		Staff		Present
1	Beatrice Barajas	x	1	Ben Avila	Teacher	x
2	Setora Baza		2	Lisa Cunningham	Teacher	x
3	Elvira Hernandez	x	3	Scott Eller	Teacher	x
4	Lizett Lorenti	x	4	Patricia Hernandez	ASP	x
5	Esparanza Sustaita		5	Ruben Diaz	Principal	x

	Guest		Non member staff	Position
1	Diego Moreno GIA	1		
2		2		
3		3		
4		4		

a. **Roll Call:**

(Sign in Sheet).

Mrs. Lorenti announced

- 6 members are needed to establish a quorum
- 6 members are present 2 member was absent

b. A quorum has been established

2. Approval of Agenda

- i. No changes or additions were made to the agenda
- ii. Ms. Barajas motioned to approve the agenda, 2nd by Mr. Avila
- iii. Vote yes 6 no 0 abstain

3. Approval of Minutes from April 15, 2016

- i. The date was changed on the Minutes from September 13, 2017 to April 15, 2017.
- ii. Ms. Barajas motioned to approve the Minutes with the date change, 2nd by Mr. Avila
- iii. Vote yes 6 no 0 abstain

4. Discussion of proposed program budgets and expenditures

Mr. Diaz went through the budget amounts in the Single Plan. Members looked through the plan and Mr. Diaz specifically discussed the Allocation of

funds on page 35. Mr. Diaz pointed out that there is money left to spend and that members can share suggestions and ideas of what to spend the money on.

5. Discussion and approval of Single Plan for Teague Elementary School SSC

Mr. Diaz explained the Planned Improvements for Student Performance English Language Arts goals starting on page 17. He pointed out and explained that the LEA GOAL; LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student, means one year of growth from where they are at the beginning of the grade they are in. EX. If a 3rd grader starts 3rd grade reading at a 1st grade reading level, they will **at least** leave 3rd grade reading at a 2nd grade reading level. Pages 18-20 show how money will be spent to help students reach these goals.

Mr. Diaz also explained the Planned Improvements in Student Performance goals for Mathematics starting on page 21. The goal again is for at least 1 year of growth. Pages 23-24 show how money will be spent to help students reach these goals.

Mr. Diaz then discussed the Planned Improvements in Student Performance English Language Development (ELD) goals. He explained that the statement, Students classified as Long Term English Language Students means they have been classified as an ELD student for 3 years. Now that we have Transitional Kindergarten that can be students in 2nd grade as well as 3rd grade now. Mr. Diaz explained that for our EL's that are New Comers will now be able to meet with the teacher of our Parent ESL classes. The teacher has agreed to stay an hour after the ESL class and work with the New Comer, along with their parent.

Mr. Diaz then discussed the Planned Improvements in Student Performance goal of School Culture, starting on page 28. He stated that the school goal is to reduce suspensions by 5% this year. He mentioned that Mr. Clemmons and Mr. Villalobos are getting permission slips out to parents of students recommended by teachers for their small group counseling sessions.

Mr. Diaz then discussed the Planned Improvement in Student Performance Parent Involvement goal starting on page 32. He highlighted that we have many parents that attend the ESL classes that also now attend the Principal Coffee Chat. He mentioned that the questions that parents are asking now are more academics related, not so much about recess times or lunch items, now it is about reading levels and reading level groups their children are in and should be in for their grade level. Asking what level their child should be reading at in F&P (Fontes and Pinnell), if their child can get tutoring to improve their reading level to get to their actual grade level if they are below where they should be.

Mr. Diaz explained that this Site Plan is a "living" document that can constantly change when needed. If members ever have any suggestions, please bring them to this committee for discussion and approval.

Mr. Eller motioned to approve the Single Plan for Teague Elementary School SSC, 2nd by Ms. Barajas

iii. Vote yes 6 no 0 abstain ____

6. Discussion and Approval of Teague District Advisory Committee (DAC) member

Mr. Diaz explained that unless someone else would like to be the DAC representative for Teague Elementary, Miss Cunningham has agreed to attend again this year. He explained that since no one else has stated interest we will take a vote for Miss Cunningham to be the DAC representative for Teague.

Ms. Barajas motioned to approve Miss Cunningham as Teague's DAC representative, 2nd by Mrs. Lorenti.

Vote yes 6 no 0 abstain ____

7. Discussion of Student/Parent Handbook

Mr. Diaz questioned that every parent/student had received their handbook. He stated that if anyone wants to add anything to the handbook for next year to please let him know. He already has edits for next year.

8. Discussion and Approval of Parent/School Compact

It was pointed out that the first line under Teacher Pledge needs to be corrected from stating BELIEVE in you self to yourself.

There was a lot of discussion about homework and the differing amounts given by the teachers. Miss Cunningham stated that TK/Kinder teachers are working on an activity calendar to send home as homework for the students to do each night. There will be a notebook that the students will complete some of the activities in and return to the teacher weekly for monitoring for completion.

After much discussion the following changes to the compact were agreed upon:

- Homework times stated in the compact - remove the times/minutes listed for the different grade levels regarding homework; in bullet 7 under Teacher Pledge.
- Change Limit my TV watching to Limit use of personal devices; in bullet 5 under Student Pledge

- Change TV viewing to distractions; bullet 3 in Parent/Guardian Pledge
Mr. Avila motioned to approve the Parent/School Compact, 2nd by Ms. Barajas
Vote yes 6 no 0 abstain

9. **Discussion and approval of Comprehensive School Safety Plan**

Mr. Moreno went over this with the committee. He explained this is our Plan of Action in a major emergency when evacuation is necessary. He pointed out to all members that the phone tree contains all staff's phone numbers and must be kept confidential! He went over the campus map and explained that a new "flipped" map with the arrows flipped to face the accurate direction will be handed out to all staff.

It was pointed out that some of the teachers on the phone tree no longer worked at Teague and some new teachers were not listed. Mr. Moreno stated that would be updated and handed out to all staff.

Mr. Eller motioned to approve the School Safety Plan with the changes and updates mentioned, 2nd by Mrs. Hernandez

Vote yes 6 no 0 abstain 0

10. **Public Input**

There was no public input

11. **Next Meeting**

Wednesday, November 29, 2017

13. **Adjournment**

Ms. Barajas motioned to adjourn the SSC meeting. Mrs. Hernandez 2nd the motion.

All members voted: yes - 6 no - 0 abstain - 0

Mrs. Lorenti adjourned the Teague SSC meeting at 8:17am

Respectfully submitted,

Lisa Cunningham

Lisa Cunningham
SSC Secretary
October 6, 2017



CENTRAL UNIFIED SCHOOL DISTRICT

Teague Elementary

4725 N. Polk Ave · Fresno, CA 93722

Phone: (559) 276-5260 · Fax: (559) 275-9116



Ruben Diaz, Principal
Diego Moreno, GIA

Teague School Site Council Meeting

September 20, 2017

Agenda

1. Call to Order ✓
 - a. Roll-Call (sign-in sheet) ✓
 - b. Establish a Quorum ✓

2. Approval of Agenda

Discussion / action

Motion Betty Second Ben
Vote yes 7 no 0 abstain —

3. Approval of Minutes from ~~September 13, 2017~~ April 15, 2017

Discussion / action

Motion Betty Second Ben
Vote yes 7 no 0 abstain —

4. Discussion of proposed program budgets and expenditures

5. Discussion and approval of Site Plan for Teague Elementary School SSC

Discussion / action

Motion Eller Second Betty
Vote yes 7 no 0 abstain —

6. Discussion and approval of Teague District Advisory Committee (DAC) member

Discussion / action

Motion Betty Second Lizett
Vote yes 7 no 0 abstain —

7. Discussion of Student / Parent Handbook

8. Discussion and approval of Parent / School Compact

Discussion / action

Motion Ben Second Betty
Vote yes 7 no 0 abstain —

District Administration

Mark G Sutton, Superintendent

Laurel Ashlock, Ed.D, Assistant Superintendent, Chief Academic Officer · Ketti Davis, Assistant Superintendent, Professional Development

Jack Kelejian, Assistant Superintendent, Human Resources · Kelly Porterfield, Assistant Superintendent, Chief Business Officer

Paul Birrell, Director, 7-12 and Adult Education · Tami Boatright, Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services

4605 N Polk Avenue · Fresno, California 93722

TK
H/W ⇒ 2nd / 4th yes
Everyone else no.
Differentiated H/W



CENTRAL UNIFIED SCHOOL DISTRICT

Teague Elementary

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Phone: (559) 276-5260 · Fax: (559) 275-9116

9. Discussion and approval of Comprehensive School Safety Plan

Discussion / action

Motion Elker Second Hernandez
Vote yes 7 no 0 abstain —

10. Public Input —

11. Next meeting – set for Nov 29th - 7:30 AM

12. Adjournment

Motion Bethy Second Pat H.
Vote yes 7 no 0 abstain —

District Administration

Mark G Sutton, Superintendent

Laurel Ashlock, Ed.D, Assistant Superintendent, Chief Academic Officer · Kelli Davis, Assistant Superintendent, Professional Development

Jack Kelejian, Assistant Superintendent, Human Resources · Kelly Porterfield, Assistant Superintendent, Chief Business Officer

Paul Birrell, Director, 7-12 and Adult Education · Tami Boatright, Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services

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Phone: (559) 276-5260 · Fax: (559) 275-9116



Ruben Diaz, Principal
Diego Moreno, GIA

Teague School Site Council

Sign In Sheet

September 20, 2017

Parents

Setora Baza

Setora Baza

Beatrice Barajas

Beatrice Barajas

Elvira Hernandez

Esparanza Sustaita

Lizette Lorenti

Lizette Lorenti

Staff

Ben Avila

Ben Avila

Lisa Cunningham

Lisa Cunningham

Teresa Massaro

Teresa Massaro

Patricia Hernandez

Patricia Hernandez

Scott Eller

Scott Eller

Administrator

Ruben Diaz

Ruben Diaz

Diego Moreno

Diego Moreno

District Administration

Mark G Sutton, Superintendent

Ketti Davis, Assistant Superintendent, Professional Development

Jack Kelejian, Assistant Superintendent, Human Resources · Kelly Porterfield, Assistant Superintendent, Chief Business Officer

Paul Birrell, Director, 7-12 and Adult Education · Tami Boatright, Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services

4605 N Polk Avenue · Fresno, California 93722



**Teague Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**

Date of Posting: August 28, 2017

Meeting Date: Friday, September 1, 2017

Location: Room 12

Starting Time: 10:30am

Ending Time: 11:30am

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members (new officials needed). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business <ol style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. 15% rule (if applicable) o. Site items p. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	Principal	45 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, progress reports, Site plan EL goals, .

*****Thank you for coming*****

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

TEAGUE ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for Friday, September 1, 2017

Total Number of ELAC Members:

5 ELAC parents/guardians of English learners
0 ELAC parents/guardians of other students
2 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

5 ELAC parents/guardians of English learners
0 ELAC parents/guardians of other students
2 School staff

A quorum of four members must be present in order to conduct business. The number of committee members in attendance is four:

- ☐ **Has been met**
☐ Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9/1	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services. 2017-2018 school year – orientation on September 13, meeting 1 Sept 20
9/1	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
9/1	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9/1	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
9/1	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

This first page is the cover page for the minutes.

1. Call the Meeting to Order:

The meeting was called to order at 10:15am by Mr. Diego Moreno.

A quorum of the members was present. The G.I.A. welcomed all ELAC representatives.

2. Changes/Additions to the Meeting Agenda:

No changes / additions

3. Secretary's Report:

None.

4. Committee Reports:

None.

5. Public Comments:

The following public comments were presented to the ELAC:

- *Within the last year or two, a famous psychologist came to Teague. Many parents attended this meeting. Parents would like to know whom the psychologist was and if he will come again.*
- *Parent University*
- *Parents asked about more variety for Wednesday parent education classes.*

6. Unfinished Business:

7. New Business

- Type here

8. Evaluation:

Evaluation forms feedback.

- *Scanned and attached*

9. Adjournment

The meeting was adjourned at 11:20 am

Respectfully submitted,

Navpreet Dhillon,

ELAC Teacher member

Date Submitted/Revised

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

Sign In Form/ Registro de Asistencia



Teague 2017-2018
ELAC Meeting Q1 - Room 12
Friday, September 1, 2017 10:30am



Parent/Guardian Name (Printed) Escribir Nombre del Padre/Tutor	Parent /Guardian Signature Firma del Padre/Tutor	Student Name/Nombre del Estudiante	Contact Information/Información para contactarlo
1 Yarasct Villa		Abraham Ayala	(559) 8356390.
2 Miriam Pedrosa		Miguel A. Gonzalez	(559) 277-1415
3 Ana M. Maldonado		Emiliano Maldonado	(559) 907 8346
4 Maria Jimenez		Vernice Lopez	(559) 284-6292
5 Nany Diaz		Valeria Diaz	(559) 321-5010
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Budget By Expenditures

Teague Elementary School

Funding Source: 21st Family Literacy Grant

\$17,229.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology licenses for Lexia, ESGI, and other supplemental websites.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.
Teaching fellows (ASP) for Saturday school	2000-2999: Classified Personnel Salaries	\$2,600.00	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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.

Teague Elementary School

Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st century grant. Fall will be paid for 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
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21st Family Literacy Grant Total Expenditures: \$15,600.00

21st Family Literacy Grant Allocation Balance: \$1,629.00

Funding Source: LCFF

\$114,775.04 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$8,000.00	English Language Development	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 Capacity) To include conferences within California focusing on EL strategies. Targeted trainings include CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal is send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.
Conferences and training opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	English Language Development	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 Capacity) To include conferences within California focusing on EL strategies. Targeted trainings include CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal is send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.

Teague Elementary School

Pay for certificated substitutes	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Development	Teachers will be provided with a substitute in order to evaluate their own students using the ELPAC. Teachers who have been previously trained in CELDT will continue role in assessment for grade level.
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)Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum.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 teacher trainer.
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)Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum.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 teacher trainer.
Incentives for students during testing windows	4000-4999: Books And Supplies	\$5,000.00	School Culture	Teague will develop a positive testing environment and culture. During testing sessions, students will be provided incentives and snacks to support students in their testing environment.
consumable materials for students during testing windows	4000-4999: Books And Supplies	\$3,000.00	School Culture	Teague will develop a positive testing environment and culture. During testing sessions, students will be provided incentives and snacks to support students in their testing environment.

Teague Elementary School

Supplies for Saturday school	4000-4999: Books And Supplies	\$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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.
Awards and materials for Accelerated Reader program	4000-4999: Books And Supplies	\$2,250.00	English Language Arts	Teague will build a culture of literacy. 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. This will also include supplies, materials and duplication for instructional items. The Teague academic challenge of the month will apply to other content areas throughout the school year.
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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.

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, supplemental materials, technology support and other means to build math skill learning gaps. The system will use a tiered approach. Tier 1 - General classroom instruction for all students. General math, computation and literacy instruction using core curriculum for all students. All Teague students will use the Pearson math curriculum. 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.
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.
Subs for ELPAC training and testing	1000-1999: Certificated Personnel Salaries	\$1,500.00	English Language Development	Teachers will be provided with a new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that 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 new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that will focus on building comprehension and better understanding of language.
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. Teague Challenge of the Month will also provide students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and other areas.
Provide students with activities including before school and after school walking, sports 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	\$2,500.00	School Culture	Students will be provided with opportunities to connect with school activities outside of the classroom. Teague Challenge of the Month will also provide students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and other areas.

Teague Elementary School

Provide students with incentives and awards for winning Teague Challenge contests.	4000-4999: Books And Supplies	\$5,000.00	School Culture	Students will be provided with opportunities to connect with school activities outside of the classroom. Teague Challenge of the Month will also provide students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and other areas.
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.
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.
Classified staff will be utilized to provide proper supervision of students.	2000-2999: Classified Personnel Salaries	\$8,000.00	School Culture	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.
assemblies for students	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	School Culture	Students will be provided multiple opportunities to participate in character building activities throughout the school year. Student support team will support various activities including our PBIS system, check in check out, motivational assemblies and activities.
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. Student support team will support various activities including our PBIS system, check in check out, motivational assemblies and activities.
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. Student support team will support various activities including our PBIS system, check in check out, motivational assemblies and activities.
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

Incentive activities and awards for students recognized with PRIDE criteria	5000-5999: Services And Other Operating Expenditures	\$3,000.00	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.
Pay for student field trips to local universities	5000-5999: Services And Other Operating Expenditures	\$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. College going culture to be developed via various college and career awareness activities.
Assembly - Spring behavior	5000-5999: Services And Other Operating Expenditures	\$2,000.00	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. College going culture to be developed via various college and career awareness activities.

LCFF Total Expenditures: \$114,650.00

LCFF Allocation Balance: \$125.04

Funding Source: LCFF-SLIP

\$1,437.85 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Teague Elementary School

Purchase library books	4000-4999: Books And Supplies	\$1,437.85	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.
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LCFF-SLIP Total Expenditures: \$1,437.85

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$319,858.65 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Teague Elementary School

Two Teaching Fellows to provide additional targeted reading support for below grade level students	2000-2999: Classified Personnel Salaries	\$26,700.00	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.
Certificated reading teacher for intervention program	1000-1999: Certificated Personnel Salaries	\$21,000.00	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.

Teague Elementary School

Purchase reading instruction supplemental materials (F&P kits.)	4000-4999: Books And Supplies	\$10,000.00	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.
Technology licenses for Lexia, ESGI, BrainPop, BrainPop Jr. and other supplemental websites.	5800: Professional/Consulting Services And Operating Expenditures	\$8,200.00	English Language Arts	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. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. 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. Tier 3 - Students targeted based on F&P data and teacher assessments. In addition, students will also be invited to extended learning opportunities via tutorials and Saturday school sessions.

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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.
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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.
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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.

Teague Elementary School

Support PD materials for staff training. Including but not limited to; Kagan training materials, Wonders Training, EL literacy 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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.
F&P Subs for grade levels K-3	1000-1999: Certificated Personnel Salaries	\$5,700.00	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 training. The focus of this will be students identified as academically at risk and unduplicated students. 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. 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.
Teachers for after school tutorials	1000-1999: Certificated Personnel Salaries	\$13,000.00	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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.

Teague Elementary School

Teachers for after school tutorials	3000-3999: Employee Benefits	\$2,000.00	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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.
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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.

Teague Elementary School

Teachers for Saturday school	1000-1999: Certificated Personnel Salaries	\$22,005.00	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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.
Administration for Saturday school	1000-1999: Certificated Personnel Salaries	\$4,500.00	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 various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide. Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. 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. Schedule from summer literacy camp will be used as model for program.
Awards and materials for Accelerated Reader program	4000-4999: Books And Supplies	\$2,250.00	English Language Arts	Teague will build a culture of literacy. 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. This will also include supplies, materials and duplication for instructional items. The Teague academic challenge of the month will apply to other content areas throughout the school year.

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Supplies and materials	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Teague will build a culture of literacy. 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. This will also include supplies, materials and duplication for instructional items. The Teague academic challenge of the month will apply to other content areas throughout the school year.
Classified Instructional Aides for each kindergarten and transitional kindergarten classroom. 5 classrooms for 2017/18	2000-2999: Classified Personnel Salaries	\$52,000.00	English Language Arts	In support of a culture of literacy, kindergarten classrooms will be provided with an instructional aide. Aides will work under direct supervision of classroom certificated teacher.
Teacher for PRIDE Intervention	1000-1999: Certificated Personnel Salaries	\$31,000.00	School Culture	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.
Subs for teacher collaboration days (2 days in fall / 1 day in spring)	1000-1999: Certificated Personnel Salaries	\$9,000.00	English Language Development	Teachers will be provided with a new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that will focus on building comprehension and better understanding of language.
Utilizing EL materials from Wonders, 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.

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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 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 Capacity) To include conferences within California focusing on EL strategies. Targeted trainings include CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal is send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.
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 by teachers and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts.
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 by teachers and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts.

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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 by teachers and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts.
Pay for professional development on differentiation.	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Development	Teachers will be provided with a new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that will focus on building comprehension and better understanding of language.
Pay for subs to provide colleague observation opportunities.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Development	Teachers will be provided with a new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that 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, supplemental materials, technology support and other means to build math skill learning gaps. The system will use a tiered approach.Tier 1 - General classroom instruction for all students. General math, computation and literacy instruction using core curriculum for all students. All Teague students will use the Pearson math curriculum.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.
Pay for materials for students to use	4000-4999: Books And Supplies	\$2,500.00	English Language Development	Students identified as migrant education students will work with ESL teacher (Melinda Begley) on a weekly basis. Focus will be development of BICS language.
Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st century grant. Spring will be paid for from Title 1.	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

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Childcare for parent workshops and meetings	2000-2999: Classified 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
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
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
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.
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.
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.
Food to be served at evening events	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Host several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights
Awards for various entries at student showcase events	4000-4999: Books And Supplies	\$2,000.00	Host several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights
Various supplies for events	4000-4999: Books And Supplies	\$2,000.00	Host several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights

Title I Part A: Allocation Total Expenditures: \$314,855.00

Title I Part A: Allocation Allocation Balance: \$5,003.65

Funding Source: Title I Parent Involvement

\$3,062.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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.

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Consumable materials to be distributed at parent classes provided by food services.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Provide English classes for parents at the school during morning time after student drop off. Teacher to be provided by CLASS adult education.
Technology to use to communicate with parents and create informational resources for parents.	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.

Title I Parent Involvement Total Expenditures:	\$2,500.00
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Title I Parent Involvement Allocation Balance:	\$562.00
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Teague Elementary School Total Expenditures:	\$449,042.85
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