

## Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

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

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	<b>Kristina Montez</b>	<i>Kristina Montez</i>	<i>3/15/17</i>
<b>SSC Chairperson</b>	<b>Tony Rodriguez</b>	<i>Tony Rodriguez</i>	<i>3-15-17</i>

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



**Birney School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kristina Montez</b>	<b>X</b>				
2. <b>Chairperson - Tony Rodriguez</b>				<b>X</b>	
3. <b>Carolyn Hodge</b>		<b>X</b>			
4. <b>Niki Gerber-White</b>		<b>X</b>			
5. <b>Anna Alconcher</b>		<b>X</b>			
6. <b>Nicole Jones</b>			<b>X</b>		
7. <b>Laura Chhan</b>				<b>X</b>	
8. <b>Mercedes Vega</b>				<b>X</b>	
9. <b>Teresa Ramirez</b>				<b>X</b>	
10. <b>Concepcion Cuatzo</b>				<b>X</b>	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Birney - 0045

**ON-SITE ALLOCATION**

3010	Title I	\$65,049 *
7090	LCFF Supplemental & Concentration	\$234,011
7091	LCFF for English Learners	\$83,058
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$382,118</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,221
Remaining Title I funds are at the discretion of the School Site Council	\$63,828
<b>Total Title I Allocation</b>	<b>\$65,049</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	21/68	N/A <sup>3</sup>	26.51%	32.56%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	24/68	N/A <sup>3</sup>	14.81%	23.72%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	22/66	N/A <sup>3</sup>	22.12%	30.09%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	68/68	0.00% <sup>4</sup>	63.83%	85.79%	58.21%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	11/63	N/A <sup>6</sup>	28.91%	52.17%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	11/63	N/A <sup>6</sup>	44.53%	66.96%	23.02%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	30/67	N/A <sup>7</sup>	N/A <sup>7</sup>	21.60%	33.44%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	34/67	N/A <sup>8</sup>	N/A <sup>8</sup>	20.53%	29.21%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	25/68	5.91%	15.75%	18.08%	14.59%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	45/68*	14.05%	20.37%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	28/68	41.00%	39.57%	40.38%	40.70%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	51/68	94.34%	94.47%	94.37%	94.34%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	51/69	18.91%	16.97%	19.56%	18.44%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	38/68	N/A <sup>10</sup>	N/A <sup>10</sup>	39.20%	38.30%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	4.91%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	54/68	4.91%	2.61%	10.57%	6.79%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	42/68	0.11%	0.00%	0.11%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	5/67	31.26%	21.73%	98.07%	92.48%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	39/68	N/A <sup>13</sup>	N/A <sup>13</sup>	70.56%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	9/69	N/A <sup>13</sup>	N/A <sup>13</sup>	73.69%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	56/68	N/A <sup>13</sup>	N/A <sup>13</sup>	54.15%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	50/68	N/A <sup>13</sup>	N/A <sup>13</sup>	68.65%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

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

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

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

**Elementary Segment Example:**

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

**High School Segment Example:**

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

Instructional supervisor name will appear once approved

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

Last Edit: kristina.montez - 03/07/2017

Save

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

### Action # 1

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

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	32.56	37.5	Curriculum Assoc, LLC (iReady)
3169 - 3rd grade students reading at grade level	30.09	35	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	33.28	38.28	DIBELS, University of Oregon

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

Birney will implement a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6<sup>th</sup> to meet grade level state reading, writing, listening and speaking standards. iReady will allow teachers to utilize a blended learning format to facilitate RtI in their classroom. Certificated Tutor and Teaching Fellows will support RtI for students in K-3<sup>rd</sup> via push in and/or pull out. A.C.'s will continue to give students Common Formative Assessments and analyze the data. Teams will use data from AC created CFA's as well as District Common Formative Assessments to plan for instruction. Small group instruction will be provided by classroom teacher, tutoring after-school, and/or CT and Teaching Fellows. (Regional Goal- Reading by 3<sup>rd</sup> Grade)

#### SMART Goals

2015-2016 ELA SBAC data indicates that 32.56% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Exceeded."

2015-2016, 30.09% of 3rd grade students were reading at grade level. By June 2018, will be a 5% increase in percentage of 3rd grade students reading at grade level.

2016-2017 District Interim ELA CFA#2 data indicatds that 33.28% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Exceeded."

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

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

We will use multiple measures from our FUSD Data (ATLAS, SQI), IPG Summary, **DIBELS, iReady Data**, District Common Assessment to monitor for growth, classroom walkthroughs, observations, feedback, and reflective conversations.

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

Parent communication regarding instruction, student learning and school events will be provided through the use of Parent Teacher Conferences, Home School Liaison, Parent University, Coffee Hour, Student Success Team, Edutext, School Messenger, School/Home Communications, Marquee, IEPs, Scholastic Book Fair, **Translators and babysitters for parent meetings, Awards Assemblies**, Back to School Night, Literacy/ Math Events, Open House, SSC, and ELAC.

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

All teachers will utilize the blended learning format in the classroom for a minimum of 45 minutes daily to aide in facilitating Rtl. Teachers will use **iReady** as the on line component and **Ready Common Core Material/Tool Box** to guide small group instruction. In addition, teachers will utilize supplemental reading materials to engage students in grade appropriate text, as well as on line web sites, this would include but not limited to: **Starfall and Scholastic News**

K-3 students scoring Intensive on **DIBELS** and/or significantly below grade level will participate in small group Rtl for a minimum of 30 minutes daily. The **Certificated Tutor**, TSA, and **Teaching Fellows** will facilitate and provide this support. Teachers will provide differentiated instruction while utilizing on line programs such as **Starfall** in a blended learning format to support student learning in the classroom. District provided aides will be utilized to support student learning by working with students in small group to provide differentiated instruction. **Materials and Supplies** will include, but not limited to: **lease of copy machine**, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs. Also, purchase of technology items not limited to: **Elmo's, projectors, tablets, laptops, Smartboard, and/or accessories.**

**Owner(s):**

Principal, VP, TSA, CT, ILT, AC Teams, Teachers

**Timeline:**

August 2017 – June 2018

**Describe Related Professional Learning:**

Implement school-wide professional learning opportunities to build capacity in all teachers to support reading comprehension through complex text, talk and task, DOK levels 2, 3, and 4, use of close reading strategies, text dependent questions, foundational skills in reading and writing, blended learning, digital literacy, supporting struggling readers in intervention, small group differentiated instruction, integrated and designated ELD as aligned to the CA ELA/ELD Framework. In addition, we will continue to provide PL around IPG to deepen knowledge. We will continue to strengthen AC's by working through but not limited to: Learning by Doing and Visible Learning.

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

EL students qualifying for these services will receive intervention that supports reading comprehension as well as English Language Development. EL Re-designation Goal Setting Chats will be held with students. Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework. Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.

**Birney Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				substitute contracts for teachers	\$ 117.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental teacher contracts	\$ 118.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				substitute contracts for teachers	\$ 117.00
1	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				supplemental contracts for teachers	\$ 118.00
1	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				baby-sitting for parent meetings	\$ 121.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Pacific Northwest Publishing Co-06013 vendor # plus Scholastic Magazine #84728 quote#-93703020	\$ 6,700.00
1	1	Sup & Conc	Instruction	Materials & Supplies				supply line	\$ 72,581.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Supply line	\$ 11,644.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	\$ 19,135.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Split fund between 7091 and 3010	\$ 38,558.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Curriculum Assoc, LLC (iReady)	\$19,788 iReady- reading intervention program	\$ 20,440.00
1	1	LCFF: EL	Instruction	Office Equipment Lease				Ricoh lease	\$ 3,600.00
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh lease	\$ 7,200.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 20,000.00
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation for field trips	\$ 1,500.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				maintance for FUSD	\$ 500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 500.00
1	1	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				FUSD food services	\$ 1,000.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	split fund between Title 1 (3010) and 7091-LCFF	\$ 40,782.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				supply line-no food and no incentives	\$ 2,107.00
								<b>Total</b>	<b>\$ 246,838.00</b>



**Action # 2**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23.72	28.72	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29.3	34.3	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Birney will continue to use our District adopted Math Curriculum- GO Math to support mathematical instruction. Teachers will continue to develop and implement Common Formative Assessments that are created by AC Teams. Teams will use data from AC created CFA's as well as District Common Formative Assessments to plan for instruction. Small group instruction will be provided by classroom teacher and/or CT.

SMART Goals

2015-2016 Math SBAC data indicates that 23.72% of student scored "Standards met or Exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Exceeded."

2016-2017 District Interim Math CFA#2 data indicates that 29.30% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase in the percentage of student scoring "Standards met or Exceeded."

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

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

We will use multiple measures from our FUSD Data (ATLAS Report Cards and SQI), IPG Summary, the District Common Formative Assessment, A.C. CFA's, classroom walkthroughs, observations, feedback, and reflective conversations.

Owner(s):

Principal, VP, TSA, CT, ILT, AC Teams, Teachers

Timeline:

August 2017-June 2018

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

Parent communication regarding instruction, student learning and school events will be provided through the use of Parent Teacher Conferences, Home School Liaison, Parent University, Coffee Hour, Student Success Team, Edutext, School Messenger, School/Home Communications, Marquee, IEP'S, Translators and babysitters for parent meetings, Awards Assemblies, Back to School Night, Literacy/ Math Events, Open House, SSC, and ELAC.

Describe Related Professional Learning:

Implement school-wide professional learning opportunities to build capacity in all teachers to support their need understanding grade-level CCSS in Mathematics. AC Teams will continue work in the area of creating grade-level Common Formative Assessment which may include: Exit Tickets, Chapter Tests, Unit Tests, Performance Tasks, and Creating Assessments using Illuminate. AC Teams will analyze data based on the results of CFA's to create next steps and best practices for teaching the standards. TSA will lead Professional Learning in the area of Creating Math Tasks that align to the standards but meet the rigor of District Wide and State Assessments (CASSP.) In addition, we will continue to provide PL around IPG to deepen knowledge. We will continue to strengthen AC's by working through but not limited to: Learning by Doing and Visible Learning.

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

Teachers will use our District adopted curriculum in GO Math to teach CCSS in Mathematics. Teachers will provide differentiated instruction using tools in GO Math to meet the needs of their students. Teachers will provide small group instruction and tutoring to meet these needs. Tutoring will be offered to students by teacher and or **CT**. Groups will focus on student needs with an emphasis on math facts and foundational skills centered on mathematics. AC's will create and administer Assessments using the Illuminate Itembank to provide additional support in CCSS Mathematics Instruction. **Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support Math program needs. Also, purchase of technology items not limited to: Elmo's, projectors, tablets, laptops, Smartboard, and/or accessories.**

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

Teachers will utilize appropriate ELD strategies to teach math. Teachers will frontload vocabulary when necessary, use technology, media, videos, small group instruction, and ELD Supported instruction provided by GO Math. **Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support Math program needs.**

### Action # 3

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

#### School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.37	95.37	
5942 - Chronic absenteeism rate	19.56	14.5	
2080 - Students engaged in a goal 2 activity	91.93	96.93	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

#### Detail the Action

*Birney Staff (CWA, HSL's, Teachers, Admin.) will meet with chronically absent students weekly to discuss the importance of attendance and goal set for improved attendance individually and/or in groups. Meetings and/or conferences will be documented onto ATLAS. The Home School Liaison and CWA will make weekly visits to homes of chronically absent students. Designated staff will make daily phone calls to parents of chronically absent students. SART meetings will continue to be held bi-monthly with parents for chronically absent students. We will continue to offer incentives for students who are at school and on time.*

#### SMART Goals

2015-2016 had a 94.37% attendance rate. By June 2018, there will be a .63% increase in our attendance rate to 95%.  
 2015-2016 data indicates that 19.56% of students are chronically absent (90% or less). By June 2018, there will be a 5% decrease in chronically absent students for a total of 14.5%  
 2016-2017 Qtr. 3 SQII data indicates that 91.93% of our students are engaged in a goal 2 activity. By June 2018, there will be a 5% increase in students participating a goal 2 activity.

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

**Details: Explain the data which will specially monitor progress toward each indicator target**  
 Reports from ATLAS, SQII Data, and Sign in sheets from Attendance Meetings

**Owner(s):**  
 Principal, VP, CWA, Office Staff, Teachers, Parents

**Timeline:**  
 August 2017-June 2018

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

*Principal, VP, CWA, HSL, will present Attendance Information/Data to parents at Coffee Hour, SSC, ELAC, SST, and during Parent-Teacher Conferences. Meetings will be scheduled with parents of students who are classified as Chronic and/or Severe Chronic. The CWA and HSL will contact parents and make home visits, as necessary to promote positive attendance. CWA and HSL will communicate with parents in their primary language, as needed.*

#### Describe Related Professional Learning:

*Ongoing PL in Safe and Civil School strategies and Restorative Practices to help connect students to school, resulting in improved attendance. Ongoing PL by school psychologist on Behavior Rtl (Tier 1 and Tier 2) foundational strategies to build and strengthen student-teacher and student-school connections. In addition, we will have a whole school re-boot of our Olweus Anti-Bullying Program.*

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

Principal, VP, CWA, HSL will conference with students and parents that have Chronic or Severe Chronic attendance to discuss the importance of attendance and goal setting. Staff will provide incentives to students to promote and celebrate improved student attendance. Identified students will be targeted to participate in Goal 2 activities (clubs and meaningful work). Staff will monitor attendance and reward outstanding attendance at quarterly awards assemblies. Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, incentives, notebooks, paper, pencils, crayons, markers, pens, and other materials

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

Parents of our EL students will have the same Targeted Actions above in Parent Involvement, but it will be communicated in their home language. Teachers will focus on self-selected and/or identified EL, Economically disadvantaged and/or Foster Home students to build positive relationships, encourage and motivate to participate in Goal 2 activities, our Birney BEARS Program, and/or our Behavior RTI Program (Behavior Interventionist, Connections Program, Meaningful Jobs, Counselor, and/or Social Worker).

Birney Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		please add Llamas, Graciela Rivera ID # 1062932	\$	11,178.00
3	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Child Aide	0.4375			\$	10,982.00
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.6750			\$	62,011.00
3	1	LCCF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.0750			\$	6,890.00
								<b>Total</b>	\$	<b>91,061.00</b>

**Action # 4**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	10.57	5.57	
2080 - Students engaged in a goal 2 activity	91.93	96.93	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Birney Staff will be provided ongoing P.L. to build and maintain strategies to foster positive relationships with all students in order to decrease our suspension rate. We will utilize CHAMPS, Class Meetings, 2nd Step, Restorative Practices, Lunch recess will have structure play for primary, while providing intramural sports for Intermediate, we will re-launch our Olweus Anti-Bullying campaign, and post Whole School Guidelines for Success throughout the school. In addition, we will fund a Resource Counseling Assistant position to support our students who struggle behaviorally, while supporting all students through connecting activities.

SMART Goals

2015-2016 data shows a suspension rate of 10.57%. By June 2018, our suspension rate will decrease by 5% to 5.57%.  
 2016-2017 Qtr. 3 SQI data indicates that 91.93% of our students are engaged in a goal 2 activity. By June 2018, there will be a 5% increase in students participating a goal 2 activity.

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

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

Birney will utilize multiple measures from our FUSD Data (ATLAS, SQI) and Office Referrals, SSTs, & Behavior RTI and SEL data to monitor and foster positive relationships with all students and their families.

Owner(s):

Principal, VP, Teachers, RP TSA, School Psychologist, Parents

Timeline:

August 2017-June 2018

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

Administration/HSL will present suspension data for parents at Coffee Hours, ELAC and SSC meetings. In addition, provide strategies for parents to utilize, as well as provide any needed resources. Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.

Describe Related Professional Learning:

School psychologist will provide PL for teachers and staff on: 1. strategies for redirecting Tier 2 and Tier 3 behaviors. 2. Positive/Negative Ratios and Engagement Participation, 3. Teacher Quarterly Rating Scales and Behavior Response to Intervention. Restorative Practice Coach and Climate/Culture Team will provide PL for teachers and staff on Olweus Prevention Program, Class Meetings, Restorative Circles, Re-entry Meetings, CHAMPS & STOIC, levels or misbehaviors and responses. TSA will provide PL for teachers and staff on Birney's BEARS Program to engage students in school activities that promote academic success, school pride, and builds positive relationships with all students.



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

Administration will meet with severely and chronic and chronic behavior students. **Resource Counseling Assistant** position will be added to support our students with behavior challenges.

Teachers will focus on self-selected students to build positive relationships using data from Positive/Negative Ratios and Engagement practice. Identified students will be targeted to participate in Goal 2 activities (clubs and meaningful work). Teacher quarterly rating scales, CHAMPS, Class meetings, restorative circles, 2<sup>nd</sup> Step Program, and Olweus Prevention Program, Special Friends. Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials

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

Teachers will focus on self-selected and/or identified EL, Economically disadvantaged and/or Foster Home students to build positive relationships, encourage and motivate to participate in Goal 2 activities, our Birney BEARS Program, and/or our Behavior RTI Program (Behavior Interventionist, Connections Program, Meaningful Jobs, Counselor, and/or Social Worker).

Birney Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500				\$ 41,344.00
									Total	\$ 41,344.00

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	18.08	25	
2358 - EL's not advancing at least one proficiency level in Re-designation	40.17	30.17	

New-Action   
  On-going   
  Reasoning:   
  Strong Evidence   
  Moderate Evidence   
  Promising Evidence

Detail the Action

Birney will provide comprehensive support to our EL students during Designated and Integrated ELD Instruction to increase the number of EL students who re-designate to RFEF Status during the year. Teachers will utilize small group instruction as well as targeted scaffolding techniques specifically designed to support ELD students. Birney will implement an intense ELD Boot camp at the beginning of the year to support Domains tested on the CELDT. (Regional Goal- Re-designation of EL's )

SMART Goals

2015-2016 End of Year English Learner Redesignation rate indicates that 18.08% of English Learner students were Redesignated. By June 2018, there will be a 7% increase in the redesignation rate.  
 2015-2016 End of Year English Learners rate indicates that 40.17% of EL students did not advance at least one proficiency level. By June 2018, there will be a 10% decrease in this rate.

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

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

In order for students to meet the Re-designation Criteria students must meet the criteria using State-wide Assessment Data (CELDT) as well as District Data (BAS for 1<sup>st</sup> grade, DRP for 2<sup>nd</sup>-6<sup>th</sup>, and the District Common Formative Assessment), Classroom walkthroughs, Observations, feedback, and reflective conversations.

Owner(s):

Principal, VP, TSA, CT, Teaching Fellows, Teachers

Timeline:

August 2017-June 2018

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

Parent communication regarding instruction, student learning and school events will be provided through the use of Parent Teacher Conferences, Home School Liaison, Parent University, Coffee Hour, Student Success Team, Edutext, School Messenger, School/Home Communications, Marquee, IEPs, Scholastic Book Fair, **Translators and babysitters for parent meetings, Awards Assemblies, Back to School Night, Literacy/ Math Events, Open House.**

Describe Related Professional Learning:

Teachers will be provided with Learning Opportunities to further their understanding and implementation of Integrated and Designated ELD Instruction, use of ELA/ELD Frameworks, Structures for Engaging Students in Academic Conversations, and proper use of scaffolding techniques in the classroom.

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

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

*Birney will begin an ELD Boot camp in August to target Domains tested on the CELDT. Small groups will be created to focus on CELDT Domains (Reading, Writing, Listening, and Speaking.) Teachers will utilize best practices in teaching both Designated and Integrated ELD Instruction. Teachers will use ELD/ELA Frameworks, AC Collaboration and scaffolding when planning ELD Instruction. Close-reading strategies will be implemented in all subject areas to support BAS and DRP ELD goals and AC's will create and administer assessments using Illuminate to support ELD growth in the District Common Formative Assessment. Teachers will use school-wide Close Reading Strategies to support comprehension for BAS and DRP growth. Teachers will also have regular Data Chats with students to monitor progress and give feedback to students. Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials. Also, PO's for incentives and awards. Also, purchase of technology items not limited to: Elmo's, projectors, tablets, laptops, Smartboard, and/or accessories.*

See Direct Instructional Services to Students

**Action # 6**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
7134 - Elementary students self-efficacy survey results for questions 14-17	54.15	64.15	
2080 - Students engaged in a goal 2 activity	91.93	96.93	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Birney will provide professional learning for all staff around Restorative Practices and Climate Culture, which will include: 2nd Step, Class Meetings, SEL Modules, and Olweus Anti-Bullying Program. This will build knowledge and give teachers strategies to build Self-Efficacy and connect with kids. In addition to continuing Meaningful Work, extra-curricular activities, and other, we will also provide an enrichment program with activities in the arts and athletics to increase Self-Efficacy.

SMART Goals

2015-2016 Social Emotional Learning & School Culture/Climate Student survey showed 54.15% of students responded positively on the Self-Efficacy construct of the elementary survey. By June 2018, there will be a 10% increase in students responding positively on the Self-Efficacy construct of the elementary survey.

2016-2017 Qtr. 3 SQI data indicates that 91.93% of our students are engaged in a goal 2 activity. By June 2018, there will be a 5% increase in students participating a goal 2 activity.

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

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

SQI Data, SEL Data, ATLAS Behavior Reports (attendance/suspensions/expulsions), & Annual District School Report

Owner(s):

Principal, VP, Staff, TSA, RP TSA, Culture Club

Timeline:

August 2017-June 2018

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

Parent communication regarding instruction, student learning and school events will be provided through the use of Parent Teacher Conferences, Home School Liaison, Parent University, Coffee Hour, Student Success Team, Edutext, School Messenger, School/Home Communications, Marquee, IEPS, Scholastic Book Fair, On Site Counselor, Translators and babysitters for parent meetings, Awards Assemblies, Back to School Night, Literacy/Math Events, and Open House.

Describe Related Professional Learning:

Professional Learning will be provided around SEL Modules, Restorative Practice, and Class Meetings. Also, staff will be presented with some various opportunities to provide Goal 2 opportunities for our students, such as but not limited to: Peach Blossom, Spelling Bee, Traffic Patrol, and various clubs and activities. Teachers and staff members will receive Professional Learning regarding Birney's BEARS Program.

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

Students will have the opportunity to have more Goal 2 Engagements to choose from in various areas. Students will also have multiple opportunities throughout the year to participate in a variety of BEARS activities before school, during morning/lunch recess and after school. Material/Supplies: Extra pay contracts for teachers/staff, POs to purchase rewards and incentives for students/various PE equipment/books

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

Teachers will focus on self-selected and/or identified EL, Economically disadvantaged and/or Foster Home students to build positive relationships, encourage and motivate to participate in Goal 2 activities, our Birney BEARS Program, and/or our Behavior RTI Program (Behavior Interventionist, Connections Program, Meaningful Jobs, Counselor, and/or Social Worker).

Birney Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT Assessors charges by REA	\$	2,875.00
Total									\$	2,875.00



## 2017-2018 Budget for SPSA/School Site Council

### State/Federal Dept 0045 Birney Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: supply line-no food and no incentives	2,107.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : split fund between Title 1 (3010) and 7091-LCFF	40,782.00
1	1	Sup & Conc	Instruction	Teacher-Subs			substitute contracts for teachers	117.00
1	1	Sup & Conc	Instruction	Teacher-Supp			supplemental teacher contracts	118.00
1	1	Sup & Conc	Instruction	Bks & Ref			Pacific Northwest Publishing Co-06013 vendor # plus Scholastic Magazine #84728 quote#-93703020	6,700.00
1	1	Sup & Conc	Instruction	Mat & Supp			supply line	72,581.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,000.00
1	1	Sup & Conc	Instruction	Subagreements			Curriculum Assoc, LLC (iReady) : \$19,788 iReady- reading intervention program	20,440.00
1	1	Sup & Conc	Instruction	Direct Trans			transportation for field trips	1,500.00
1	1	Sup & Conc	Instruction	Direct-Maint			maintance for FUSD	500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh lease	7,200.00
1	1	Sup & Conc	Parent Participation	Direct-Food			FUSD food services	1,000.00
1	1	LCFF: EL	Instruction	Teacher-Subs			substitute contracts for teachers	117.00
1	1	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for teachers	118.00
1	1	LCFF: EL	Instruction	Mat & Supp			Supply line	11,644.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Technology	19,135.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Split fund between 7091 and 3010	38,558.00
1	1	LCFF: EL	Instruction	Off Eq Lease			Ricoh lease	3,600.00
1	1	LCFF: EL	Parent Participation	Cls Sup-Sup			baby-sitting for parent meetings	121.00
3	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.438		10,982.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	please add Llamas, Graciela Rivera ID # 1062932	11,178.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.675		62,011.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.075		6,890.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		41,344.00
6	1	LCFF: EL	Instruction	Direct-Other			CELDT Assessors charges by REA	2,875.00

\$382,118.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,049.00
Sup & Conc	7090	\$234,011.00
LCFF: EL	7091	\$83,058.00
<b>Grand Total</b>		<b>\$382,118.00</b>

Domain Totals	Budget Totals
Academic	\$329,596.00
SEL / Culture & Climate	\$52,522.00
<b>Grand Total</b>	<b>\$382,118.00</b>