

Birney Elementary School

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: *Kristina Montez*

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	44/66	42.93 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	44/67	45.89 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	43/65	48.72 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	37/67	14.81 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	37/67	85.19 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	37/66	46.74 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	34/67	41.03 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
		EL	2- Borderline		Number and percentage of English Learner 1st-12th grade students		35.33

Elementary Redesignation Eligibility Pool [5990](#) who meet borderline eligibility criteria 37/68 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	66/68	29.61 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	52/64	42.86 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	46/68	16.97 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	64/67	21.73 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	58/67	0.5 %

Instructional Superintendent Approval : No Yes | Approval Date :

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action: Birney will implement a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6th 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-3rd via push in and/or pull out. Teachers will begin CCSS Cycle Training in ELA 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, tutoring after-school, and/or CT and Teaching Fellows. (Regional Goal- Reading by 3rd Grade)</i></p>		
SQII Element:#3898	SQII Sub-element(s): #3785, #4674	Site Growth Target: Increase of 10% reading on Grade Level.	Vendor (contracted services) Curriculum Associates, INC. (iReady), Teaching Fellows, Certificated Tutor, Scholastic News, News ELA, Scholastic Reading, Starfall Publications
<input type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By June 2017, multiple measures (DRP, Interim, BAS) will show that Birney will have a 10% increase of students reading on Grade Level to 26% and a decrease of our students scoring moderately below from 63% to 53%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) We will use multiple measures from our FUSD Data (ATLAS, SQII), DIBELS, iReady Data, District Common Assessment to monitor for growth, classroom walkthroughs, observations, feedback, and reflective conversations.</i></p>		Owner(s) Principal, VP, TSA, CT, AC Teams, Teachers	Timeline August 2016 – June 2017
<p><i>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, CYS Counselor, Translators and babysitters for parent meetings, Awards Assemblies, Back to School Night, Literacy/ Math Events, Open House.</i></p>			
<p><i>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,</i></p>			

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.

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 RtI. 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 websites, such as Mobymax, and NewsELA.

K-3 students scoring Intensive on DIBELS and/or significantly below grade level will participate in small group RtI 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.

Specify additional targeted actions for EL 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.6750		Michelle Martin	\$59,292
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.0750		Michelle Martin	\$6,587
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher-Substitute Salaries	\$114

1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher-Supplemental Salaries	\$115
1	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher-Supplemental Salaries	\$115
1	1	Sup & Conc	Instruction	Books & Other Reference				Scholastic Magazine subscription	\$9,000
1	1	Sup & Conc	Instruction	Books & Other Reference				News ELA subscription	\$5,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for ELA instruction	\$15,261
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase new Equipment and Technology	\$20,000
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Other*	Curriculum Associates,INC (iReady)- site license	\$19,788
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	CA TFs: \$27,218 funded through 7091	\$40,782
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Office Equipment Lease, additional Xerox machine	\$7,200
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Study Trips - Transportation	\$1,500
Total									\$184,754

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	Detail the action: By June 2017, Birney will continue to use the District adopted Math Curriculum- GO Math to support mathematical instruction. Teachers will continue to use CCSS Cycle Training in Math 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, tutoring after-school, and/or CT and Teaching Fellows.		
SQII Element: #3789	SQII Sub-element(s): #6258, #6259	Site Growth Target: Decrease the number of D's and F's by 10%	Vendor (contracted services) CA Teaching Fellows
<input type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2017 Birney will show growth in multiple measures (ATLAS Report Cards and District Common Formative Assessment). The number of students receiving a "D" or "F" on their Report Card will decrease by 10% from 34.01% to 24.01% (SQII Element 3789.) Birney will increase the number of students scoring Standard Met or Standard Exceeded on the District CFA by 10% from 15.02 % to 25.02% (SQII Sub-element 6258.)			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) We will use multiple measures from our FUSD Data (ATLAS Report Cards and SQII), the District Common Formative Assessment, and classroom walkthroughs, observations, feedback, and reflective conversations.		Owner(s) Principal, VP, TSA, CT, AC Teams, Teachers	Timeline August 2016-June 2017
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.			
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.)			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Teachers will use the 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 additional targeted actions for EL 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Teacher-Substitute Salaries				Teacher-Substitute Salaries	\$114
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for math instruction	\$12,211
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Funds to support substitutes for teacher professional development.	\$5,713
2	1	EL	Instruction	Books & Other Reference				Technology software such as Edgenuity and APEX programs as well as other software to support student learning.	\$18,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support academic and emotional growth of all students.	\$20,351

2	1	Title 1 Basic	Instruction	Non Capitalized Equipment			Technology to support student mastery of content and academic growth.	\$15,039
2	1	Sup & Conc	Instruction	Non Capitalized Equipment			Technology to support academic improvement.	\$19,315
Total								\$90,743

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action: 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.</i></p>					
SQII Element: #5942	SQII Sub-element(s): #6038		Site Growth Target: Decrease Chronically Absent students by 5%.	Vendor (contracted services)		
<input type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
<p><i>Write a SMART Goal to address each data point: By June 2016, Birney will decrease the number and percentage of students who are chronically absent (90% or less) from 17% to 12% for a decrease of 5%.</i></p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: Reports from ATLAS, SQII Data, and Sign in sheets from Attendance Meetings</i></p>				<p><i>Owner(s) Principal, VP, CWA, Office Staff, Teachers</i></p>	<p><i>Timeline August 2016-June 2017</i></p>	
<p><i>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.</i></p>						
<p><i>Describe related professional learning:</i></p>						

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 RtI (Tier 1 and Tier 2) foundational strategies to build and strengthen student-teacher and student-school connections.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Principal, VP, CWA, HSL will conference with students 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. 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 additional targeted actions for EL 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Child Aide	0.4375		Sandra Green	\$10,634
3	2	Sup & Conc	Instruction	Books & Other Reference				Site License for Pearson Assessments-School Psychologist	\$1,100
Total									\$11,734

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	Detail the action: Birney will provide PL for staff to continually build and maintain strategies to foster positive relationships with all students in order to decrease in classroom suspensions.					
SQII Element: #843	SQII Sub-element(s): #2317		Site Growth Target: Decrease out of school suspensions by .59%.	Vendor (contracted services) On Site Counseling, Mindfulness Program, Behavior RTI Program, California Teaching Fellows, Quarterly Staff		

								Positive/Negative Ratios & Engagement Reports			
<input type="checkbox"/> New Action		<input type="checkbox"/> On-going		Reasoning:		<input type="checkbox"/> Data		<input type="checkbox"/> Research-based		<input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By June 2017, the percentage of out of school suspension incidents per 100 will decrease from 2.59% to 2%.</p>											
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Birney will utilize multiple measures from our FUSD Data (ATLAS, SQII) and Office Referrals, SSTs, & Behavior RTI and SEL data to monitor and foster positive relationships with all students and their families.</p>						<p>Owner(s) Principal, VP, Teachers, RP TSA, School Psychologist</p>		<p>Timeline August 2016-June 2017</p>			
<p>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. Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.</p>											
<p>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. 4. Mindfulness Program. Restorative Practice Coach will provide PL for teachers and staff on Olweus Prevention Program, Class Meetings, Restorative Circles, Re-entry Meetings, CHAMPS & STOIC. Climate and Culture team will provide PL for teachers and staff on 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.</p>											
<p>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. Teachers will focus on self-selected students to build positive relationships using data from Positive/Negative Ratios and Engagement practice, Teacher quarterly rating scales, CHAMPS, Class meetings, restorative circles, 2nd 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</p>											
<p>Specify additional targeted actions for EL students: Teachers will focus on self-selected EL students to build positive relationships using data from Positive/Negative Ratios and Engagement practice, Teacher quarterly rating scales, CHAMPS, Class meetings, restorative circles, 2nd Step Program, and Olweus Prevention Program.</p>											
Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% for On Site Counseling-- evaluation fees	\$317		

4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	Counseling: On-Site Counseling/FPU	\$18,237
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Credit recovery opportunities for students through either Saturday School or after school classes to work with Edgenuity and/or Apex and other appropriate programs.	\$40,685
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and Supplies to support student growth and parent participation in the educational process.	\$10,000
								Total	\$69,239

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 5	<i>Detail the action: Staff will continue to engage students in arts, activities, and athletics (Goal 2) by continuing to provide established activities as well as implementing new activities.</i>					
<i>SQII Element: #2080</i>		<i>SQII Sub-element(s): #5946</i>		<i>Site Growth Target: Increase Goal 2 Opportunities by 10%</i>		<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point: By June 2016, the number and percentage of Goal 2 opportunities will increase from .83% to 11% for an increase of 10%.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: Reports from ATLAS, SQII Data, and Reports from TSA</i>				<i>Owner(s) Principal, VP, TSA, Teachers, Culture Club</i>		<i>Timeline August 2016-June 2017</i>

*Explain the Targeted Actions for Parent Involvement (required by Title I):
 Parent communication regarding engaging students in arts, activities, and athletics (Goal 2) will be provided through the use of Parent Teacher Conferences, Home School Liaison, Coffee Hour, Edutext, School Messenger, School/Home Communications, and Marquee. Parents will be encouraged and invited to attend Awards Assemblies, Back to School Night, Literacy/ Math Events, and Open House. Translators and babysitters will be used for all events, as needed.*

*Describe related professional learning:
 During Professional Learning, 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.*

*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. Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, art supplies, sports equipment, extra pay contracts for certificated and/or classified, incentives and other materials. Also, graphics will be utilized for school wide posters, awards, and/or certificates. Maintenance and upkeep of technology equipment such as, but not limited to: Smartboards, ELMO's, tablets, laptops.*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	EL	Parent Participation	Classified Support-Supplemental				Classified Support-Supplemental	\$117
5	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for Goal 2 activities	\$5,000
5	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance	\$1,000
5	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$1,500
Total									\$7,617

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates	<input checked="" type="checkbox"/>
Action # 6	<p><i>Detail the action: By June 2017, Birney will provide comprehensive support to the EL population during Designated and Integrated ELD Instruction to increase the number of EL students who re-designate to RFEP 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)</i></p>						
SQII Element: #917		SQII Sub-element(s): #926, #927		Site Growth Target: Increase ELD Re-designation by 10%		Vendor (contracted services) iReady, Moby Max, Starfall, News ELA, Scholastic News	
<input type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context					
<p><i>Write a SMART Goal to address each data point: By June 2017 Birney will increase the EL student Re-designation by 10% from 15.75% to 25.75% and will decrease the number of EL students continuously enrolled for more than 5 years by 10% from 31.74% to 21.74%. Birney will increase the number of EL students who met criteria for CELDT re-designation but not the BAS or DRP criteria by 10% from 1.2% to 11.2%</i></p>							
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 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 1st grade, DRP for 2nd-6th, and the District Common Formative Assessment), Classroom walkthroughs, Observations, feedback, and reflective conversations.</i></p>				<p><i>Owner(s) Principal, VP, TSA, CT, Teaching Fellows, Teachers</i></p>		<p><i>Timeline August 2016-June 2017</i></p>	
<p><i>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, CYS Counselor, Translators and babysitters for parent meetings, Awards Assemblies, Back to School Night, Literacy/ Math Events, Open House.</i></p>							
<p><i>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.</i></p>							
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): 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</i></p>							

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.

Specify additional targeted actions for EL students: See above.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$2,800
6	3	EL	Instruction	Non Capitalized Equipment				Purchase new technology/equipment/accessories	\$26,000
6	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	CA Teaching Fellows	\$35,784
6	3	EL	Instruction	Office Equipment Lease				One third cost of equipment lease, copier	\$3,600
6	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for ELD	\$5,000
6	3	EL	Instruction	Materials & Supplies				Materials and supplies	\$14,418
Total									\$87,602

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates	<input checked="" type="checkbox"/>
Action # 7	<p><i>Detail the action: Birney will provide professional learning for all staff around Restorative Practices, Climate and Culture, and Mindfulness to give teachers strategies to 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 the percentage of students who feel connected to the school and that someone cares about them.</i></p>						
SQII Element: #395		SQII Sub-element(s): #397		Site Growth Target: Increase by 10%	Vendor (contracted services) Mindfulness Program		
<input type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context					
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number of students responding 'Most of the Time' or 'All of the time' to "I feel like I am part of the school?", will increase from 79.58% to 90%. By May 2017, the number of students responding 'Most of the Time' or 'All of the time' to "There is a teacher or adult that really cares about me.", will increase from 84.78% to 90%.</p>							
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> SQII Data, SEL Data, ATLAS Behavior Reports (attendance/suspensions/expulsions), & Annual District School Report</p>				<p><i>Owner(s)</i> Principal, VP, Staff, TSA, RP TSA, Culture Club</p>		<p><i>Timeline</i> August 2016-June 2017</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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.</p>							
<p><i>Describe related professional learning:</i> During Professional Learning, 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.</p>							
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 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</p>							

Specify additional targeted actions for EL students:
 Teachers will focus on self-selected EL students to build positive relationships, encourage and motivate to participate in Goal 2 activities and Birney's BEAR Program.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Mindfulness Program	\$10,000
7	2	Sup & Conc	Instruction	Travel				Conference and travel for professional development: CADA Conference, Alternative Education Conference as well as other professional learning opportunities.	\$15,000
Total									\$25,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<p><i>Detail the action: Staff will interact with parents in a positive and courteous manner to foster a positive school climate. School Communications for parents will go out in their primary languages of the school site. A comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. Home School Liaisons for 3.5 hours each day will facilitate parent outreach and Spanish interpretation for parents. HSL's will be utilized for additional time as needed for parent outreach and interpretations.</i></p>		
<p><i>SQII Element: #356</i></p>		<p><i>SQII Sub-element(s):</i></p>	
		<p><i>Site Growth Target: Increase of 6%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the number of parents responding, 'Agree' or 'Strongly Agree' to "I feel respected and welcomed at my child's school", will increase from 83.39% to 90%.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) SQII Data, SEL Data, feedback from parent meetings, and feedback from ELAC, SSC, and PTA.</i></p>	<p><i>Owner(s)</i> Principal, VP, Office Staff, TSA, RP TSA</p>	<p><i>Timeline</i> August 2016-June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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.</p>		
<p><i>Describe related professional learning:</i> Birney will provide Coffee Hours, SSC, Title One, ELAC, and Parent University meetings to build parents capacity and relationship with site.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 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/POs to purchase food and rewards for parents.</p>		
<p><i>Specify additional targeted actions for EL students:</i> Teachers will focus on self-selected EL students to build positive relationships, encourage and motivate to participate in Goal 2 activities and Birney's BEAR Program.</p>		

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Anthony Ruiz	\$12,101
8	3	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				for parent meetings--food service-nutrition center	\$1,000
8	3	EL	Instruction	Materials & Supplies				Materials and supplies to support EL learners.	\$9,149
8	3	EL	Instruction	Travel				Professional development opportunities to support	\$2,000

								academic growth for EL students.	
8	3	EL	Instruction	Non Capitalized Equipment				Technology to support EL learners.	\$20,000
								Total	\$44,250

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$63,517 *
7090	LCFF Supplemental & Concentration	\$192,635
7091	LCFF for English Learners	\$89,535
		\$345,687
TOTAL 2016/17 ON-SITE ALLOCATION		\$345,687

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,382
Remaining Title I funds are at the discretion of the School Site Council	\$62,135
Total Title I Allocation	\$63,517

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0045 Birney Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : CA TFs: \$27,218 funded through 7091	40,782.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.675	Michelle Martin	59,292.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher-Substitute Salaries	114.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher-Supplemental Salaries	115.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Scholastic Magazine subscription	9,000.00
1	1	Sup & Conc	Instruction	Bks & Ref			: News ELA subscription	5,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for ELA instruction	15,261.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Purchase new Equipment and Technology	20,000.00
1	1	Sup & Conc	Instruction	Subagreements			Other* : Curriculum Associates,INC (iReady)- site license	19,788.00
1	1	Sup & Conc	Instruction	Direct Trans			: Study Trips - Transportation	1,500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease, additional Xerox machine	7,200.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.075	Michelle Martin	6,587.00
1	1	EL	Instruction	Teacher-Supp			Teacher-Supplemental Salaries	115.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for math instruction	12,211.00
2	1	EL	Instruction	Teacher-Subs			Teacher-Substitute Salaries	114.00
3	2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof., Child Aide	0.438	Sandra Green	10,634.00
3	2	Sup & Conc	Instruction	Bks & Ref			: Site License for Pearson Assessments-School Psychologist	1,100.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% for On Site Counseling--evaluation fees	317.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : Counseling: On-Site Counseling/FPU	18,237.00
5	3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Goal 2 activities	5,000.00
5	3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	1,000.00
5	3	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
5	3	EL	Parent Participation	Cls Sup-Sup			Classified Support-Supplemental	117.00
6	3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for ELD	5,000.00
6	3	EL	Instruction	Mat & Supp			Materials and supplies	14,418.00
6	3	EL	Instruction	Nc-Equipment			: Purchase new technology/equipment/accessories	26,000.00
6	1	EL	Instruction	Subagreements			Teaching Fellows : CA Teaching Fellows	35,784.00
6	3	EL	Instruction	Off Eq Lease			: One third cost of equipment lease, copier	3,600.00
6	3	EL	Instruction	Direct-Other			CELDT Assessors	2,800.00
7	3	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Mindfulness Program	10,000.00
8	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	Anthony Ruiz	12,101.00
8	3	Sup & Conc	Parent Participation	Direct-Food			: for parent meetings--food service-nutrition center	1,000.00

\$345,687.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,517.00
Sup & Conc	7090	\$192,635.00
EL	7091	\$89,535.00
Grand Total		\$345,687.00

Domain Totals	Budget Totals
Academic	\$232,863.00
Culture & Climate	\$82,536.00
Social/Emotional	\$30,288.00
Grand Total	\$345,687.00

E.1. 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 received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kristina Montez	X				
2. Chairperson – Monica Velazquez				X	
3. Gina Fisher				X	
4. Yolanda Ramirez				X	
5. Veronica Brito				X	
6. Connie Espinoza				X	
7. Maria Calderon		X			
8. Susana Lopez		X			
9. Niki Gerber-White		X			
10. Nicole Jones			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: <i>Birney</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Kristina Montez	<i>Kristina Montez</i>	3/30/16
SSC Chairperson	Monica Velazquez	<i>Monica Velazquez</i>	3/30/16

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