Bullard Talent K-8

10621666006100

Principal's Name: Eddie Nolen

Principal's Signature: *Eddie Nolen*

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 : [Bullard Talent K-8 ▼] [Select]   [Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	10/66	20.69 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	65/68	50 %
☑	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	62/68	43.75 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	CORE High School Readiness	5- High School Readiness Rate	2524	CORE Waiver: High School Readiness	10/17	39 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	63/68	5.88 %
☐	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
☐	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	44/64	60 %
☐	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	17/17	%
☐	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	13/17	27.27 %
☐	Middle	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	65/67	%
☐	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	14/17	%

Instructional Superintendent Approval : ◉ No ◯ Yes | Approval Date : 02/29/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 1	*Detail the action:* Develop and implement a system of academic support that focuses on reading by 3rd grade. Efforts will be made to ensure all students have the foundational reading skills necessary to be able to read on grade level. We will utilize teachers to provide small group instruction to focus on individual student needs as well as provide release time for teachers to plan instruction and how to best utilize push in support within their classrooms.

SQII Element: Reading by Third Grade	*SQII Sub-element(s)* Borderline to Grade Level Within Academic Year (6034)	*Site Growth Target:* 30%	*Vendor (contracted services)* University of Oregon

☐ *New Action*	■ *On-going*	*Reasoning:* ☐ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year 30% of 1st to 3rd grade students who were not reading on grade level at the end of the last year will become on grade level.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• Based on grade level, the appropriate assessment will be used to determine targeted students and instructional modifications. 　○ BAS – Kinder and 1st 　○ DRP – 2nd and 3rd 　○ DIBELS – Kinder to 2nd (Utilizing DIBELS Data Storage/Disaggregation Information System) 　○ KAIG	Teachers, Admin, CTs	Kinder – 1x/yr, 1st – 2x/yr 1x/year Quarterly
• FUSD Interim Assessments (3x/year) and AC generated common assessments (weekly/Bi-monthly) will be used to measure growth of targeted students in comparison to all students.	Teachers, Admin	Quarterly Ongoing
• Ongoing progress monitoring between classroom teachers and CTs during AC time and classroom push-in support to determine progress and continued areas of support.	Teachers, CTs	Ongoing
• Use of Instructional Practice Guide for classroom observations – school wide trends to be shared with staff	Admin	Daily Use – Trends shared bi-monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Report Cards and Progress Reports sent home each quarter
- Progress monitoring results sent home to identified students

Describe related professional learning:
- Instructional support for newly adopted ELA curriculum (3 hrs Institute Day, 6 hrs Buy Back, 3 hrs PL)
- Planning with RTI team to develop the system of support and articulation with classroom teachers. (10 hrs/1st week of school, 8.5 hrs during AC for year)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Provide push in support in K-3 classrooms by certificated tutors and support staff to provide small group reading intervention.
- Provide support materials to provide differentiation within the classroom as well as monitor student progress.
- Provide DIBELS material and online access to assess and monitor foundational reading skills.
- Provide substitutes for teacher release time to participate in Student Success Team meetings for struggling students

Specify additional targeted actions for EL students:
Daily designated ELD provided by certificated tutor and Integrated ELD

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.4375			42,891
1	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				Subs for teachers to meet for SST and 504 meetings.	378
1	1	Sup & Conc	Instruction	Materials & Supplies				Support materials for RTI in K3	500
1	1	Sup & Conc	Instruction	Books & Other Reference				Online access to DIBELS	250
								Total	$44,019

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 2	*Detail the action:* Plan and provide instruction based on grade level standards using adopted and supplemental resources with a focus on an increase in the quality of DOK level 3 instruction to elevate the rigor and achievement in mathematics in all grade levels. Focus on the use of the AC and Professional Learning opportunities to monitor and adjust instruction based on student results.

SQII Element: SBAC – Math	*SQII Sub-element(s):* Standard Met/Exceeded (6139, 6137)	*Site Growth Target:* Elementary 50% Math, Middle School 38% Math	*Vendor (contracted services)* Mind Research Teacher Supplemental Contract for Tutoring

☐ New Action	■ On-going	*Reasoning:*	■ Data	☐ Research-based	☐ Local Knowledge/Context

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year 50% of students in grades 3-5 will meet or exceed standards in Math as determined by the SBAC.
By the end of the 2016-2017 school year 38% of students in grades 6-8 will meet or exceed standards in Math as determined by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• AC Common Formative Assessments will be utilized by each AC a minimum of 2 times per quarter. • Interim Assessments – teachers will create common formative assessments using Illuminate and adjust instruction based on the results discussed during AC time. • Student work will be assessed against criteria for success and the AC teams will use protocols outlined in the Learning By Doing book. • Use of Instructional Practice Guide for classroom observations – school wide trends to be shared with staff • ST Math Progress Report showing student progress of standards mastery • Common Formative assessments (pre and post tests) to determine before or after school tutoring intervention for students	Teachers, Lead Teachers Teachers, Lead Teachers Teachers, Lead Teachers Admin Teachers, Admin Teachers, Admin	Ongoing based on assessments Ongoing based on assessments Weekly during scheduled ACs Daily use – trends shared bi-monthly Monthly End of Units

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Progress Reports sent home once each quarter
• Report Cards sent home once each quarter
• Communicate the importance of checking student planners through weekly BT Times newsletter

- Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.

Describe related professional learning:
- Planning Common Formative Assessments within Accountable Communities (1 hr PL, 1 hr Institute Day)
- Mathematical Practices (1 hr PL)
- Instructional shifts in Mathematics within Focus, Coherence and Rigor (4 hr PL)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Provide supplemental materials to support student achievement in mathematics.
- Provide materials to support professional learning and implementation of effective practice.
- Provide supplemental contracts for mathematics planning time prior to the start of the school year to develop a sequence of instruction and a minimum of one assessment using Illuminate and one common assignment.
- Provide supplemental contracts for tutoring identified students in Math before or after school. A minimum of 8 students per classroom or 20 students per grade level.
- Provide substitutes for ACs to meet with Admin to review student progress.
- Provide substitutes for teacher release time to participate in Student Success Team meetings for struggling students
- Provide substitutes for teacher release time for mathematics planning each quarter to develop a sequence of instruction and a minimum of one assessment using Illuminate and one common assignment.
- Provide online access to ST Math for grades K-5 to promote conceptual understanding and temporal reasoning.
- Purchase planners for grades 4-8 students to record all assignments and projects promoting organization, time management, and work completion.
- Provide Family Math Nights

Specify additional targeted actions for EL student

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Grade level planning each quarter	8,422
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Admin and AC review of student progress	1,204

2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries			Planning prior to start of year	6,639
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries			Tutoring before or after school during the school year	7,588
2	1	Sup & Conc	Instruction	Materials & Supplies			Student planners for grades 4-8	1,650
2	1	Sup & Conc	Instruction	Materials & Supplies			Materials to support PL	500
							Total	$26,003

Domain	▇	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 3		*Detail the action:* Plan and provide instruction based on grade level standards using adopted and supplemental resources with a focus on an increase in the quality of DOK level 3 instruction to elevate the rigor and achievement in all grade level and content areas. Focus on the use of the AC and Professional Learning opportunities to monitor and adjust instruction based on student results. High interest materials will be purchased as well as the use of Accelerated Reader to foster a culture of reading.				

SQII Element: SBAC – ELA	*SQII Sub-element(s):* Standard Met/Exceeded (6140, 6138)	*Site Growth Target:* Elementary 54% ELA Middle School 58% ELA	*Vendor (contracted services)*

☐ *New Action*	▇ *On-going*	*Reasoning:*	▇ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year 54% of students in grades 3-5 will meet or exceed standards in ELA as determined by the SBAC.
By the end of the 2016-2017 school year 58% of students in grades 6-8 will meet or exceed standards in ELA as determined by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline* Ongoing based on assessments

• AC Common Formative Assessments will be utilized by each AC a minimum of 2 times per quarter. • Interim Assessments – teachers will create common formative assessments using Illuminate and adjust instruction based on the results discussed during AC time. • Student work will be assessed against criteria for success and the AC teams will use protocols outlined in the Learning By Doing book. • Use of Instructional Practice Guide for classroom observations – school wide trends to be shared with staff	Teachers, Lead Teachers Teachers, Lead Teachers Teachers, Lead Teachers Admin	Ongoing based on assessments Weekly during scheduled ACs Daily use – trends shared weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Progress Reports sent home once each quarter
- Report Cards sent home once each quarter
- AR Reports sent home each quarter
- Communicate the importance of checking student planners through weekly BT Times newsletter
- Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.

Describe related professional learning:
- Instructional support for newly adopted ELA curriculum (3 hrs Institute Day, 6 hrs Buy Back, 3 hrs PL)
- Planning Common Formative Assessments within Accountable Communities (1 hr Institute Day)
- Planning implementation of complex text, task, and talk. (ie. Making Thinking Visible Routines) (2 hrs PL)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Provide supplemental materials to support student achievement in core academic areas, rigorous units of study, and differentiated instruction. (ie. Time for Kids, Text Sets, TCI)
- Provide access to Accelerated Reader to encourage independent reading at individualized levels.
- Provide materials to support professional learning and implementation of effective practice.
- Provide supplemental contracts for ELA planning time prior to the start of the school year to develop a sequence of instruction and a minimum of one assessment using Illuminate and one common assignment.
- Provide supplemental contracts for tutoring identified students in ELA before or after school. A minimum of 8 students per classroom or 20 students per grade level.
- Provide substitutes for ACs to meet with Admin to review student progress.
- Provide substitutes for teacher release time to participate in Student Success Team meetings for struggling students
- Provide substitutes for teacher release time for ELA planning each quarter to develop a sequence of instruction and a minimum of one assessment using Illuminate and one common assignment.
- Purchase planners for grades 4-8 students to record all assignments and projects promoting organization, time management, and work completion.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Support Materials for classroom instruction	10,143
3	1	Sup & Conc	Instruction	Materials & Supplies				Communication folders	1,100
3	1	Sup & Conc	Instruction	Books & Other Reference				Time for Kids	1,500
3	1	Sup & Conc	Instruction	Books & Other Reference				Online access to AR	8,200
								Total	$20,943

Domain ☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	■ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 4	*Detail the action:* We will provide a wide array of opportunities for students to be exposed to the Arts from grades K through 8. As students' progress through the program, the opportunities will expand in number and complexity. The opportunities provided at school coupled with a positive relationship with the adults on campus will provide them with a connection to our school.		
SQII Element: Culture and Climate SBAC – ELA SBAC – Math	*SQII Sub-element(s):* Overall Student Participation (395) Standard Met/Exceeded (6139, 6137) Standard Met/Exceeded (6139, 6137)	*Site Growth Target:* 85%, Elementary 54% ELA Middle School 58% ELA, Elementary 50% Math, Middle School 38% Math	*Vendor (contracted services)*
☐ *New Action* ■ *On-going*	*Reasoning:* ☐ *Data* ☐ *Research-based* ■ *Local Knowledge/Context*		
Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, 85% of Elementary students will respond "Most of the Time" or "All of the Time" and Secondary students will respond "Agree or Strongly Agree" to "I feel like I am part of this school?"			

By the end of the 2016-2017 school year 50% of students in grades 3-5 will meet or exceed standards in Math as determined by the SBAC.
By the end of the 2016-2017 school year 54% of students in grades 3-5 will meet or exceed standards in ELA as determined by the SBAC.
By the end of the 2016-2017 school year 38% of students in grades 6-8 will meet or exceed standards in Math as determined by the SBAC.
By the end of the 2016-2017 school year 58% of students in grades 6-8 will meet or exceed standards in ELA as determined by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
• SQII - number of students involved in a goal 2 activity • Placement of students into elective classes (Grades 6-8) • Placement of students into elective classes (Grades 3-5) • Survey Data	Admin MS Scheduler VPAC Coord. Admin	End of each quarter Beginning of each semester Beginning of each semester End of the school year

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Opportunities for parents to attend performances, sporting events, and other schoolwide activities.
- Opportunities for parents to volunteer in classroom and school activities; participate in school leadership roles such as SSC, ELAC, PTSA, Room Parents and Event Coordinators.
- Parent informational meetings, orientations, and conferences.
- Communication of school events in red folders, weekly school newsletter, SchoolMessenger, marquee sign

Describe related professional learning:
- Alignment of VAPA standards and elective classes (6 hrs prior to start of school)
- Developing and maintaining positive relationships to support overall student learning ie. Class Meetings, Second Step, Bullying Prevention (1 hr PL, 2 hrs Institute Days, 1 hr Buyback)
- Support staff will receive PL on positive behavior interventions ie. Instructional Aides, NTAs, and classified staff (1/2 hr each quarter)
- District provided Arts Integration training

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Required Arts electives in Grades 6-8 (3-4 per semester: music, drama, visual and media arts, dance/movement)
- Required Arts electives in Grades 3-5 (2 per semester: music, drama, visual and media arts, dance/movement)
- Performing Group opportunities by audition in grades 3-8
- Art specialist for grades K-5
- Cultural Music for grade 5
- Math and Music Keyboarding for grades 1-3
- Math and Music Computer Lab for grades K-5
- Classroom Music training for grades K-4
- Grade level performances
- Provide weekly classroom meetings

- Provide counseling with TSA and Academic Counselor
- Provide WEB activities and events
- Provide noontime activities and events
- Purchase incentives to recognize positive character traits through Character Counts program
- Provide awards and incentives to encourage student performance, behavior, attendance, and participation

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Awards	200
4	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for noontime activities	400
4	3	Sup & Conc	Parent Participation	Materials & Supplies				Materials for parent communication	500
								Total	$1,100

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 5		*Detail the action:* Increase digital literacy of students in alignment of FUSD Scope and Sequence for Technology. We will increase the amount of technology for student use as well as the professional learning necessary for teachers to incorporate the use of technology within instruction. We will continue to build on the progress made of utilizing Google Docs across all grade levels.				

SQII Element: SBAC – Math SBAC – ELA	*SQII Sub-element(s):* Standard Met/Exceeded (6139, 6137) (6140, 6138)	*Site Growth Target:* Elementary 50% Math, 54% ELA Middle School 38% Math, 58% ELA	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	☐ *Data*	☐ *Research-based*	■ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year 50% of students in grades 3-5 will meet or exceed standards in Math as determined by the SBAC.
By the end of the 2016-2017 school year 54% of students in grades 3-5 will meet or exceed standards in ELA as determined by the SBAC.
By the end of the 2016-2017 school year 38% of students in grades 6-8 will meet or exceed standards in Math as determined by the SBAC.
By the end of the 2016-2017 school year 58% of students in grades 6-8 will meet or exceed standards in ELA as determined by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
• Interim Assessments – teachers will create common formative assessments using Illuminate and adjust instruction based on the results discussed during AC time. • AC Formative Assessments – teachers will determine at least one culminating activity each quarter that incorporates the use of technology.	Teachers, Lead Teachers Teachers, Lead Teachers	Ongoing based on assessments Each quarter

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Progress Reports sent home once each quarter
• Report Cards sent home once each quarter
• Communicate the importance of checking student planners through weekly BT Times newsletter
• Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.

Describe related professional learning:
• Implementing technology into planned units of instruction utilizing the technology scope and sequence (2 hrs. Institute Day)
• Developing Interim Assessments using Illuminate (1 hr PL)
• Student use of tablets for presentations, online learning, writing, etc using Google Docs and Google Classroom (1 hr PL)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
• Provide technology and related supplies to support student achievement
• Provide maintenance of existing technology

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				Equipment to support digital literacy	1,397
5	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Equipment/Technology to support digital literacy	6,861

		Title 1 Basic	Instruction	Non Capitalized Equipment			Equipment to support digital literacy	
5	1	Title 1 Basic	Instruction	Non Capitalized Equipment			Equipment to support digital literacy	13,403
5	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)			Maintenance of existing technology	791
							Total	$22,452

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6	Detail the action: Increase the number of students who are high school and middle school ready with a focus on decreasing the number of D's and F's. Support will be provided for students in grades 6-8 who are struggling in their core academic classes. Under the direction of the TSA, Teaching Fellows will provide tutoring groups for identified students while TSA monitors their progress and counsels with students.

SQII Element: Middle School Readiness High School Readiness	*SQII Sub-element(s):* CORE Middle School Readiness Rate (6385) EIIS Green Zone Rate (6339)	*Site Growth Target:* 35% Middle 48% High	*Vendor (contracted services)* Teaching Fellows Contract Supplemental Tutoring Contracts for Certificated Teachers

☐ *New Action*	☐ *On-going*	*Reasoning:* ☐ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year 35% of students in grade 6 will meet the Middle School Readiness Rate criteria.
By the end of the 2016-2017 school year 48% of students in grades 7-8 will meet the EISS Green Zone Rate criteria.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
• Progress Reports will be reviewed to determine students with D's and F's in core classes.	TSA, Teachers, Counselor, Admin	End of each reporting period
• Report Cards will be reviewed to determine students with D's and F's in core classes.	TSA, Teachers, Counselor, Admin	End of each quarter
Explain the Targeted Actions for Parent Involvement (required by Title I): • Progress Reports sent home once each quarter		

- Report Cards sent home once each quarter
- Communicate the importance of checking student planners through weekly BT Times newsletter
- Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.
- Letters mailed home quarterly for students with failing grades

Describe related professional learning:
- Planning with intervention staff to develop RTI model for support and articulation with teachers
- Training for Teaching Fellows to provide support based on the developed RTI model

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Provide Teaching Fellows to work under the direction of support staff to provide academic support to identified students.
- Provide supplemental materials to support student achievement

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Materials & Supplies				Materials to support RTI for grades 6-8	500
6	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows from 8/12/16 to 5/12/17	13,000
								Total	$13,500

Domain		*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*		*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*		*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 7		*Detail the action:* Implement a comprehensive support system for EL that leads to redesignation. A certificated tutor will provide pull out ELD instruction for all EL students. The CT will work with classroom teachers to align content to be used during ELD time.				
SQII Element: EL Redesignation		*SQII Sub-element(s):* English Proficiency Growth (4071)		*Site Growth Target:* 65%		*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	■ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017 school year, 65% of English Learners will advance at least one proficiency level.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
• Based on grade level, the appropriate assessment (BAS, DRP, DIBELS) will be used to determine targeted students and instructional modifications.	Teachers, ELD CT	End of each quarter
• FUSD Interim Assessments will be used to measure growth of ELD students in comparison to all students.	Teachers	End of each quarter
• CELDT will be used to establish proficiency level	ELD CT	Based on CELDT scores

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Progress Reports sent home once each quarter
• Report Cards sent home once each quarter
• Communicate the importance of checking student planners through weekly BT Times newsletter
• Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.
• ELD Tutor and parent meeting to discuss student progress

Describe related professional learning:
• Integration of ELD into daily instruction (2x year during AC)
• Alignment of instruction with ELD standards with CT for designated ELD

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
• Provide Certificated Tutor to provide daily ELD instruction
• Provide supplemental contract for ELD teacher to meet with parents to discuss progress
• Provide substitutes to administer CELDT administration
• Provide interpreters/translators to support parent communication and build relationships with parents of English Learners

Specify additional targeted actions for EL students:
• Daily designated ELD provided by certificated tutor and Integrated ELD by classroom teachers across grade levels
• Conduct CELDT data chats with targeted students
• CT will utilize EL redesignation goal setting report to set goals with students.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2700			26,403
7	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1050			10,267
7	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				CT to meet with parents of ELD	173
7	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translators	816
7	1	EL	Instruction	Direct-Other (Dr)				REA Charges for Subs to administer CELDT	782
7	1	Sup & Conc	Instruction	Materials & Supplies				Materials to support ELD instruction	512
								Total	$38,953

Domain		1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	■ 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates		3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 8		*Detail the action:* Improve student attendance so more students meet or exceed the FUSD goal of 95% daily attendance. Incentive will be provided to encourage students to be at school on time and to stay in school for the entire day. In particular targeting students who are tardy and are checked out early from school.			
SQII Element: Chronic Absenteeism		*SQII Sub-element(s):* Attendance Growth (6038)		*Site Growth Target:* 86%	*Vendor (contracted services)*
■ *New Action* ☐ *On-going*		*Reasoning:* ■ Data ☐ Research-based ☐ Local Knowledge/Context			
Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, 86% of students in grades K-8 will have an attendance rate of 95% or higher.					

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
• SQII – to access specific attendance data attached to SMART Goal • ATLAS – monitoring of students with tardies • Self-collected data for students checked out early from school (K-5) • Self-collected data for students checked out early from school (6-8)	Admin Att. Secretary Teachers Office Staff	End of each quarter End of each quarter End of each quarter End of each quarter

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Progress Reports sent home once each quarter
- Report Cards sent home once each quarter
- Communicate the importance of checking student planners through weekly BT Times newsletter
- Communicate the importance of utilizing ATLAS Parent Portal and Edutext for monitoring student progress through weekly BT Times newsletter.
- A2A Attendance Meetings
- Attendance letters mailed home each quarter

Describe related professional learning:
- Process for monitoring student attendance including tardies and early checkouts with office staff and K-5 teachers (½ hr Institute Day)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Provide quarterly rewards and incentives for students who are in class each day from bell to bell.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Materials & Supplies				Quarterly rewards and incentives for attendnace	800
								Total	$800

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	$34,080
7090	LCFF Supplemental & Concentration	$122,641
7091	LCFF for English Learners	$11,049

TOTAL 2016/17 ON-SITE ALLOCATION   **$167,770**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$816
Remaining Title I funds are at the discretion of the School Site Council	$33,264
Total Title I Allocation	$34,080

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.

February 12, 2016

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0060 Bullard Talent K-8 (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		42,891.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers to meet for SST and 504 meetings.	378.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Online access to DIBELS	250.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Support materials for RTI in K3	500.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Admin and AC review of student progress	1,204.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Grade level planning each quarter	8,422.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Planning prior to start of year	6,639.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Tutoring before or after school during the school year	7,588.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials to support PL	500.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Student planners for grades 4-8	1,650.00
3	1	Sup & Conc	Instruction	Bks & Ref			: Online access to AR	8,200.00
3	1	Sup & Conc	Instruction	Bks & Ref			: Time for Kids	1,500.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Communication folders	1,100.00
3	1	Sup & Conc	Instruction	Mat & Supp			Support Materials for classroom instruction	10,143.00
4	3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for noontime activities	400.00
4	3	Sup & Conc	Instruction	Direct-Graph			Awards	200.00
4	3	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent communication	500.00
5	1	Title 1 Basic	Instruction	Nc-Equipment			Equipment/Technology to support digital literacy	6,861.00
5	1	Title 1 Basic	Instruction	Nc-Equipment			: Equipment to support digital literacy	13,403.00
5	1	Sup & Conc	Instruction	Nc-Equipment			Equipment to support digital literacy	1,397.00
5	1	Sup & Conc	Instruction	Direct-Maint			Maintenance of existing technology	791.00
6	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows from 8/12/16 to 5/12/17	13,000.00
6	1	Sup & Conc	Instruction	Mat & Supp			: Materials to support RTI for grades 6-8	500.00
7	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators	816.00
7	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.270		26,403.00
7	1	Sup & Conc	Instruction	Teacher-Supp			CT to meet with parents of ELD	173.00
7	1	Sup & Conc	Instruction	Mat & Supp			Materials to support ELD instruction	512.00
7	1	EL	Instruction	Teacher-Regu	Tutor	0.105		10,267.00
7	1	EL	Instruction	Direct-Other			REA Charges for Subs to administer CELDT	782.00
8	2	Sup & Conc	Instruction	Mat & Supp			: Quarterly rewards and incentives for attendnace	800.00

$167,770.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$34,080.00
Sup & Conc	7090	$122,641.00
EL	7091	$11,049.00
Grand Total		**$167,770.00**

Domain Totals	Budget Totals
Academic	$165,870.00
Culture & Climate	$1,100.00
Social/Emotional	$800.00
Grand Total	**$167,770.00**

04/19/2016

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Eddie Nolen	X				
2. Chairperson – Sandra Cloney-Munoz				X	
3. Lilia DeLaCerda				X	
4. Martha Garcia			X		
5. Traci Diaz				X	
6. Ariceli Alvarado				X	
7. DeeDee Buchanan				X	
8. Jared Kaiser		X			
9. Ann Canfield		X			
10. Kathy Eastwood		X			
11.					
12.					
13.					
14.					
15.					
☐ ELAC operated as a school advisory committee.	☐ ELAC voted to fold into the SSC - Date_____.				
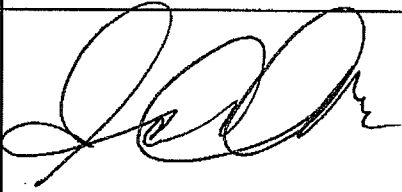
Title I School Site:
☐   This site operates as a non-Title I school.

E.3. Required Signatures

13.					
14.					
15.					
☐ ELAC operated as a school advisory committee.	☐ ELAC voted to fold into the SSC - Date_____.				

Title I School Site	
☐ This site operates as a non-Title I school.	

E.3. Required Signatures

School Name: Bullard TALENT K-8

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	Eddie Nolen	*Eddie Nolen*	4-5-16
SSC Chairperson	Sandra Cloney-Munoz	*[signature]*	4/5/16

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