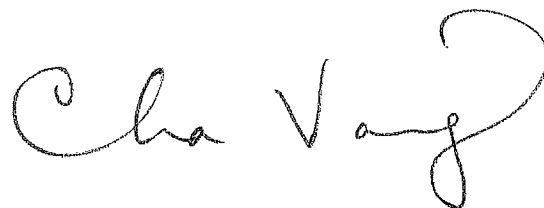


Burroughs Elementary School

10621666006118

Principal's Name: Cha Vang

Principal's Signature:

A handwritten signature in cursive script that reads "Cha Vang". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

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 checked="" 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	47/67	12.5 %
<input checked="" 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	47/67	87.5 %
<input checked="" 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	46/66	42.81 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	45/67	81.74 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	45/67	18.04 %
<input checked="" type="checkbox"/>	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	43/66	11.56 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	35/66	16.81 %
<input checked="" 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	35/66	45.37 %
<input checked="" 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	33/65	54.07 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	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	50/68	29.41 %
<input checked="" type="checkbox"/>	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	41/68	51.4 %

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	43/68	38.05 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	51/68	5.67 %
<input checked="" 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	34/64	65 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	44/67	32.74 %
<input 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)	39/67	47.17 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	36/67	2.88 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

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:</i></p> <p><i>Burroughs will implement a Tiered Instructional Program to support ELA and Math with a focus on the following elements:</i></p> <ol style="list-style-type: none"> <i>1. Rigorous Great First Teaching in all classrooms in both ELA and Math</i> <i>2. Reading by 3rd Grade</i> <i>3. Differentiated intervention and remediation support for students in grades 4-6</i> <p><i>ELA/Math Tiered Instructional Program Components:</i></p> <ol style="list-style-type: none"> <i>1. Tier I-Rigorous and Great “First Teaching” grounded within the tenets of the Instructional Practice Guide (IPG) will support all students in all classrooms. PK- 3 grade teachers will additionally utilize Early Learning strategies to ensure that developmentally appropriate instructional sequences are developed and delivered. Teachers in grades TK- 3 will also ensure the development and mastery of foundational literacy skills to support the goal of reading by 3rd grade. Teachers will progress monitor on a daily basis and meet in ACs bi-weekly to plan for differentiated instruction based on student needs with a focus on AC grounding question “What will we do when they haven’t learned it?” AC will develop operationalized action plans to support SPSA goals.</i> <i>2. Tier II- Teachers will be supported by Administrators, the Student Success Team, and the Intervention Coordinator to systematically analyze data, identified struggling students, and develop Tier II interventions to support identified student needs (resources: Assessments such as BAS/Fluency/ DIBELS/ DRP/Interim, Classroom Student Data Matrix, SST process, reading intervention lab).</i> <i>3. Tier III- Teachers will be supported by the site special education team to analyze data and provide appropriate RSP/SDC support for students meeting the SPED eligibility criteria</i> 		
	<p><i>SQII Element: Reading By 3rd Grade (6062), SBAC ELA/Math (6169,6160,6142), Interim ELA/Math</i></p>	<p><i>SQII Sub-element(s): Grade Level Proficiency, Disproportionality, Borderline Eligibility Pool, Borderline to Grade Level w/in Academic Year, Achievement Level Growth</i></p>	<p><i>Site Growth Target:</i></p> <p><u><i>Metric Results:</i></u></p>

		<p>2015=19% meet/exceed in ELA</p> <p>Target for 2016=29% meet/exceed in ELA</p> <p>2015=13% meet/exceed in Math</p> <p>Target for 2016=18% in Math</p>	<p>Technology Equipment Maintenance/Graphics</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>			
<p>Write a SMART Goal to address each data point: The school will implement a Tiered Instructional Program with an emphasis on:</p> <ol style="list-style-type: none"> 1. Rigorous and Differentiated “Great First Teaching” 2. Reading by 3rd grade in grades TK-3 3. Differentiated reading intervention support for students scoring below grade level in grades 4-6. <p>Teachers will set quarterly reading benchmarks using BAS/Fluency/DIBELS in order to increase the number of student at or above standards in ELA to at least 29% from 19% as measured by SBAC by June 2017.</p> <p>The school will implement a Tiered Instructional Program to increase student achievement in Math. By June 2017, the number of students at or exceeding standards in math will increase to at least 18% from 13% as measured by SBAC.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) The following Test Results will be analyzed quarterly</p> <ul style="list-style-type: none"> • ELA District Interim Assessments • DRP/BAS/Fluency/DIBELS in all grades • Common Writing Assignments • Teacher-Created Common Assessments 	<p>Owner(s) Intervention Coordinator Teaching Fellows Teachers AC Teams Administration</p>	<p>Timeline</p> <ol style="list-style-type: none"> 1. Teachers will do progress monitoring daily/on-going 2. AC teams will monitor student data bi-monthly during 3. SST will monitor student progress monthly 	

	<p>4. <i>Intervention Coordinator will monitor on-going</i> 5. <i>Staff will monitor quarterly assessments</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): A cohesive parent program will be developed to support student achievement in ELA and Math:</i></p> <p>Structures/Processes/Actions to ensure effective Home-School Communication in Support of the Instructional Program:</p> <ul style="list-style-type: none"> • <i>Parents will be supported to access the ATLAS parent portal and Edutext to ensure that parents are actively engaged with the school in monitoring student progress (SSC/ELAC meetings, Coffee Chats, Parent Meetings/workshops)</i> • <i>ELAC/SSC meetings will be scheduled on a regular basis to support the academic program</i> • <i>Monthly coffee chats will be scheduled to support effective home-school communication regarding the academic program (ELA/Math)</i> • <i>Monthly parent newsletters will be sent home to support the school’s academic vision and promote parent/community support of the academic program</i> • <i>A parent connection board will be provided to ensure that parents/the community is aware of high impact academic actions/activities occurring on campus</i> • <i>Parent workshops will be provided to support the instructional program (collaborate with Parent University)</i> 	
<p><i>Describe related professional learning: Burroughs will focus on relationships and building the capacity of AC Teams.</i></p> <p>Actions to Build Effective AC Teams:</p> <p><i>*Building Effective AC Teams will be a site focus for the year as well as for the Sunnyside Region.</i> <i>*Utilize the Instructional Leadership Team to build Lead Teacher capacity to create true Accountable Learning Communities (ILT will meet monthly to analyze data and support grade –level AC work)</i></p> <ul style="list-style-type: none"> • <i>Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the Scope & Sequence/ State Standards/IPG.</i> • <i>Dual focus: ELA/ELD & Math (Action Plan will be developed by each grade level to address the IPG and the 3 SPSA Goals).</i> • <i>Common Assessments and Common Writing Assignments will be developed by site AC teams and supported by regional ILTs</i> • <i>Data-driven decision making (common assessment data, student artifact data, and student writing).</i> • <i>Good first teaching plan, intervention plan, and advanced/ acceleration plan will be developed by AC Teams (based on the data) to address gaps and extend the learning.</i> • <i>Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation)</i> • <i>Use the ELA and Math Instructional Practice Guide to support instructional planning, delivery, and student learning</i> 	

- *Provide Staff Development in the area of Effective AC's utilizing "Learning by Doing"*
- *Provide time for AC's to develop common planning & common assessments.*
- *Provide ILT time and support to work with the Sunnyside Regional ILT to support integrated writing*
- *Utilize district resources to build capacity with using Illuminate to create common assessments and for data analysis.*
- *Continue to participate in the Early Learning Academy to ensure that developmentally appropriate and rigorous instructional sequences/activities are implemented in the early learning grades*

Structures/Processes/Actions to support AC capacity building, data analysis, instructional delivery, and student learning:

- *Teachers and ACs will engage in professional learning that integrates the theories of Visible Learning, the theories of Learning by Doing, and data analysis to plan for rigorous instructional sequences that integrates best practices as outlined in the Instructional Practice Guided (IPG) and the tenets of the Theory of Change*
- *Teachers will participate in AC meetings regularly to engage in data analysis and instructional planning with the support of resources such as theories found in Learning by Doing, the IPG, and AC agendas. AC will develop operationalized action plans to address student needs and the SPSA goals*
- *Teachers and ACs will ensure that best practices found in the Instructional Practice Guide (IPG) are evident in classroom on a daily basis*
- *Classroom visits and observations will support rigorous instructional sequences using the IPG*
- *Teachers will use classroom student data matrix to analyze data and plan for systematic support of student learning at each Tier*
- *Administrators will attend AC meetings and visit classrooms to provide feedback in support of the 4 Tenets and the IPG to improve student learning*
- *Deconstruction of grade level ELA/Math content standards, Integrated Writing Protocols , and analysis of text complexity rubrics for classroom teachers*
- *Implementation of school wide structures and strategies e.g. annotating, productive talk, Text Dependent Questioning, Integrated Writing Strategies, Write Tools Strategies, Mathematical Practices, 5 E's lesson, etc.*
- *5 Teaching Fellows will support differentiated classroom instruction(ELA and Math) in each grade level within the classroom (TK/K= 1 TF, Grade 1= 1 TF, Grade 2= 1TF, Grades 3 & 4=1 TF, Grades 5&6=1TF)*
- *Classroom teachers will use BAS/Fluency/DIBELS or a researched- based reading assessment tool to specifically identify students' reading levels to plan for instruction*
- *6 Teaching Fellows will be supervised by the Intervention Coordinator to provide pull-out reading intervention support in the reading lab*
- *Students will be identified for Reading Intervention support using the DIBELS assessment*
- *Students meeting the criteria requirement for reading intervention will received reading daily reading intervention support in the intervention lab for 45 minutes daily from the intervention team to include 6 Teaching Fellows and the Intervention Coordinator*
- *Accelerated Reader Program or comparable technology integrated reading programs will be provided to support all students (incentivized reading program protocols will be followed)*

- *One Computer lab assistant will be provided to support the computer lab, technology-integrated programs, and classrooms*
- *One part-time Resource lab assistant will be provided to support instructional activities*
- *Materials/Supplies/Graphics/Equipment Maintenance/Lease/Technology Equipment will be provided as needed to enhance and maintain instructional programs*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Actions/Resources to support the Instructional Program:

- *All students will participate in good “1st Teaching” literacy instruction provided by classroom teachers focused on multiple components of complex text*
- *Students in grades all grades will participate in a balanced instructional reading program with opportunities for independent reading, instructional reading, and challenged reading.*
- *Students in grades TK-3 will have opportunities to engaged in integrated reading and writing through complex text to learn and consolidate critical foundational reading skills (Reading by 3rd Grade-differentiated reading instruction will be provided at Tier 1 in the classroom as needed*
- *Students in grades 4-6 will engage with complex text and have opportunities for remediation of reading skills through differentiated instruction with the teacher and pull-out reading intervention support from the reading lab (teaching fellows). Internal reading mastery/corrective reading assessments will be used to monitor student progress as well as DIBELS and DIBELS next.*
- *Technology equipment and supplemental materials will be used to enhance learning and monitor progress*
- *Students receiving reading intervention support will engage in learning through intervention curriculum such as Reading Mastery, Corrective Reading, and other research-based reading intervention curriculum on an as needed basis (reading lab/teaching fellows)*
- *Students will participate in use of technology-integrated programs to support reading, writing, listening, speaking*
- *Students will participate in the AR program to promote independent reading at home at students’ reading level with set reading goals that foster ongoing reading level progress. Students will take the AR Star test at the beginning, middle, and end of year to monitoring progress towards reading goals. Student reading progress will also be evident in common assessments results, interim data, and SBAC data.*

Specify additional targeted actions for EL students:

- *See actions under EL Action #2*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	1.0000			49,619
1	1	Sup & Conc	Instructional Library, Media & Technology	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750			9,660
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub release for data analysis and instructional planning	7,998
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Extra supplemental contracts for instructional support planning	4,649
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	9,811
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for Academic and social emotional action 1 and 3	43,735
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Equipment Lease	1,500
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows	98,000
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	AR	9,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct maintenance	7,000

1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	1,500
								Total	\$242,472

Domain	<input checked="" 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 # 2	Detail the action: English Language Learners will be supported to acquire academic language to ensure adequate progress for re-designation with a goal of moving at least one performance band as measured by CELDT and District Interim Assessments through the implementation of the ELA/ELD framework in tandem with rigorous ELA/ELA standards- based instruction during designated and integrated ELD time to ensure student learning					
SQII Element: English Learners (6338,6017)	SQII Sub-element(s): 6338, 6017-English Proficiency Growth, Borderline Eligibility Pool, Borderline to Re-designation w/in 365 days, Continuously Enrolled Re-designation Rate		Site Growth Target:	Vendor (contracted services) 2 Part-time HSLs EL Support Material Imagine Learning Teaching Fellows CELDT Assessors Teacher Supplemental Contracts Sub Release BIA and HSL extra time for translating Babysitting Contracts Parent engagement/workshop materials (including refreshments/food)		
<input type="checkbox"/> New Action		<input checked="" type="checkbox"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: English Language Learners will be supported to acquire academic language to ensure adequate progress for re-designation with a goal of moving at least one performance band as measured by CELDT and District Interim Assessments. Teachers will use the ELD framework/EL standards and common assessment/assignments to support instructional sequences that promote language development in all areas to ensure that, by June 2017, there is an EL redesignation rate increase of 63% from the current rate increase of 50%.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)	Timeline		

<p><i>The following Data Results will be analyzed to plan for differentiated instructional support for English Learners:</i></p> <ul style="list-style-type: none"> <i>*CELDT</i> <i>*BAS/Fluency/DIBELS</i> <i>*Common Writing Assignments</i> <i>*Teacher-Created Common ELD Assessments</i> 	<p><i>Classroom Teachers Administrators</i></p>	<ol style="list-style-type: none"> <i>1. Teachers will do progress monitoring daily/on-going and communicate student progress towards EL goals to parent quarterly or more frequently as needed</i> <i>2. AC teams will monitor student data bi-monthly during</i> <i>3. SST will monitor student progress monthly</i> <i>4. EL Rep/VP will monitor on-going</i> <i>5. Staff will monitor quarterly assessments</i> <i>6. Staff will monitor CELDT results</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>• 2 part-time HSLs will be provided to support home-school communication around EL, ELD instructional programs, and student progress</i> <i>• CELDT scores will be provided to all parents with an explanation of its meaning</i> <i>• Parent conferences will be scheduled to discuss academic progress regarding ELLs</i> <i>• CELDT chats will be held with students and communicated to parents with the support of 2 Home School Liaisons</i> <i>• Parent will be informed of the Re-designation process and given strategies to promote language at home</i> <i>• ELAC and SSC Meetings are held no less than 4x per year</i> <i>• Parent Involvement activities will support English Learner strategies conducive to student language practice at home</i> <i>• CELDT scores will be provided to all parents with an explanation of its meaning</i> <i>• Parent conferences will be scheduled to discuss academic progress regarding ELs</i> <i>• CELDT chats will be held with students and communicated to parents with the support of 2 Home School Liaisons</i> <i>• Extra time for translating will be provided for BIAs and HSLs to communicate with parents regarding student needs/progress</i> <i>• Parent workshop materials will be provided (including refreshments/food)</i> <i>• Babysitting contracts will be provided to support parent engagement and learning</i> <i>• Parent will be informed of the Re-designation process and given strategies to promote language at home</i> <i>• ELAC and SSC Meetings are held no less than 4x per year</i> <i>• Parent Involvement activities/Parent workshops will support English Learner strategies conducive to student language practice at home</i> 		

- *Parents will be supported to access the ATLAS parent portal and Edutext to ensure that parents are actively engaged with the school in monitoring student progress*

Describe related professional learning:

Actions to develop High Expectations in every Classroom for EL students

1. *Provide time for AC common planning and data analysis*
2. *Implementation of ELA/ ELD Framework strategies and processes such as “RIRA, language frames, student discourse structures, language analysis, Tier 2 vocabulary development process, summarizing, text construction-deconstruction, etc*
3. *A CELDT Camp will be provided at the beginning of the year and CELDT Assessors will administer the CELDT Assessment.*
4. *Provide supplemental materials and supplies to support classroom instruction (chart paper, white boards and markers, journals, etc...).*
5. *Utilize Imagine Learning as an after school ELD learning tool for EL Students*

Structures/Processes to support EL student learning:

- *Under the Tenets of the Theory of Change, ACs will engage in professional learning and analyze student data to plan lessons for Designated and Integrated ELD instruction using the ELD Framework/EL Standards to ensure rigorous instructional sequences that support student learning*
- *Materials will be provided to support instruction*
- *CELDT assessors will be provide to assess student performance on CELDT*
- *Provide staff development for grade teams/ILT around ELD integrated complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for cloze reading, daily writing practice to process and grow language development)*
- *ACs will create lessons aligned with ELD and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks*
- *Teachers will be provided with time to analyze the new adopted Language Art program, the ELD framework/standards and ELD focus areas to plan for differentiated ELD instruction.*
- *AC/PL time will be available to use for developing best teaching practices for implementing ELD standards using the ELD framework and content standards*
- *Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan for future lessons to address learning gaps. Teachers will also deconstruct subsequent quarterly standards and plan for lessons that support ELD.*
- *Teachers will conduct CELDT chats and EL Re-designation goal setting with EL students to plan for progress*
- *Teachers will be provided training to support Imagine Learning*
- *Imagine Learning opportunities may be provided afterschool for select groups of students such as Long Term ELs*
- *Support from Teaching Fellows will be provided to support ELD/ELA/ Math differentiated support in the classroom.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Specify additional targeted actions for EL students:

- *EL students will participate in CELDT chats and CELDT prep in August, September and October*
- *EL students will receive Designated and Integrated EL instruction*
- *EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills*
- *Students will participate in CELDT chat and EL Re-designation goal setting with classroom teachers/administrators*
- *Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be grouped for EL instruction to allow for appropriate interventions including EL strategies, and accelerations of groups of students.*
- *Students who meet the identification criteria will additionally receive instruction through Imagine Learning*
- *Long-Term ELs will be invited to attend afterschool Imagine Learning sessions*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide-Extra Time Salaries				IA/BIA/Classified extra time	5,221
2	3	EL	Parent Participation	Classified Support-Extra Time				Babysitting contracts	5,221
2	3	Title 1 Basic	Parent Participation	Classified Support-Extra Time				Classified extra support (HSL)- translating, extra time, etc	2,609
2	3	EL	Instruction	Materials & Supplies				Materials and supplies	54,979
2	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	6,000
2	3	EL	Instruction	Prof/Consulting Svc & Operating			Other*	Imagine Learning	10,000
Total									\$84,030

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" 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 # 3	<i>Detail the action: The school will create a comprehensive support structure with an emphasis on Restorative Practices to increase student engagement, increase attendance rates, and reduce the percentages of office referrals and out of school suspensions.</i>					

<p><i>SQII Element: Student Engagement (5944, 2080), Chronic Absenteeism, Suspension Rates 6109, 3684)</i></p>	<p><i>SQII Sub-element(s): Social Emotional, School Climate</i></p>	<p><i>Site Growth Target:</i> <i>Metric Results:</i></p> <p>2015=12% Chronic Absenteeism</p> <p>Target for 2016=7% Chronic Absenteeism</p> <p>2015=5.38 % Suspension Rates</p> <p>Target for 2016=2.99% Suspension Rates</p>	<p><i>Vendor (contracted services)</i> <i>Resource Lab Assistant</i> <i>Supplemental Contracts</i> <i>Sub Release</i> <i>Materials/Supplies (such as radios or other communication devices)</i> <i>Student Incentives/Food Services</i> <i>Extra time and training for classified staff/NTAs</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>			
<p><i>Write a SMART Goal to address each data point:</i> <i>Through collaboration of the staff and the school Culture and Climate team a comprehensive support structure will be created with an emphasis on Restorative Practices to increase student engagement, increase attendance rates, and reduce the percentages of office referrals and out of school suspensions. By June 2017, chronic absenteeism rates will decrease to at least 7% from the current 12% and suspension rates will decrease to at least 2.99% from the current 5.38%</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <i>*School Climate Team will review and monitor discipline data monthly and quarterly to support staff in planning behavioral interventions. Data monitored by teachers and the school climate team will include the SEL ratings as well as ATLAS discipline/referral data</i> <i>*School Climate Team will review all SEL, ATLAS behavior, and school climate surveys and report to staff bi-monthly</i></p>	<p><i>Owner(s)</i> <i>SC Team</i> <i>All Staff</i> <i>Teachers</i> <i>Administrators</i> <i>CWA</i> <i>Students</i> <i>Parents</i></p>	<p><i>Timeline:</i> <i>1. Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student needs</i> <i>2. SC team will monitor data bi-weekly and report out to</i></p>	

<p><i>*Teachers will rate all students on SEL and monitor progress with the support of their AC team and the School Climate Team</i></p> <p><i>* Teachers will implement Restorative Practice strategies to support school climate and behavior</i></p> <p><i>*All classrooms will engage in class meetings weekly (to include Restorative Practices Meetings)</i></p> <p><i>*School climate team will work with staff to develop structures to promote positive student/staff interactions, problem solving, and student mentoring (Resource Lab Assistant will support with this)</i></p> <p><i>*Materials/supplies such as radios or other communication devices will be provided to promote positive climate and safety</i></p> <p><i>*Extra time and training will be provided to classified staff/NTAs to support school climate and safety</i></p> <p><i>*Provide a quiet play room for students during recess (calming/soothing activities provided)</i></p> <p><i>*Student incentives will be provided for attendance and behavior:</i></p> <ol style="list-style-type: none"> <i>1. Perfect attendance awards/trophies</i> <i>2. One bike will be raffled to students with over 95% attendance rate per quarter (partnership with Walmart)</i> <i>3. CWA will monitor and provided support to students and families</i> <i>4. Student Store provided every Friday- student use Bronco good behavior tickets</i> <i>5. Reading incentives will be provided to support reading growth as reflected in data sources</i> 		<p><i>staff during PL sessions/Staff meetings/AC meetings</i></p> <ol style="list-style-type: none"> <i>3. ACs will monitor monthly within the context of addressing the 4 AC grounding questions</i> <i>4. CWA will monitor attendance daily</i> <i>5. Quarterly monitoring</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>*Monthly coffee hour to discuss current events and trends on campus</i></p> <p><i>*HSLs will coordinate parent participation/volunteer program</i></p>		
<p><i>Describe related professional learning: Teachers will be provided with release time and supplemental contracts to support the following professional learning/planning as needed</i></p> <ul style="list-style-type: none"> <i>• Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships</i> <i>• All staff will engage in Restorative Practices professional learning</i> <i>• School Climate team will receive professional learning to support grade level teams</i> <i>• Intervention Coordinator will receive specialized training from SPED to provide a social emotional center to support behavioral intervention</i> 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 *Students will participate in the quiet room
 *Students will participate in Second Step lessons with classroom teachers
 *Students will practice Restorative Practices strategies with staff

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			15,224
3	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			13,083
3	2	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Food services for student incentives	1,000
Total									\$29,307

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

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$62,039 *
7090	LCFF Supplemental & Concentration	\$184,042
7091	LCFF for English Learners	\$109,728
TOTAL 2016/17 ON-SITE ALLOCATION		\$355,809

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,349
Remaining Title I funds are at the discretion of the School Site Council	\$60,690
Total Title I Allocation	\$62,039

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 0070 Burroughs Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	9,811.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.000		49,619.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub release for data analysis and instructional planning	7,998.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Extra supplemental contracts for instructional support planning	4,649.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for Academic and social emotional action 1 and 3	43,735.00
1	1	Sup & Conc	Instruction	Direct Trans			: Equipment Lease	1,500.00
1	1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance	7,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows	98,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : AR	9,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.375		9,660.00
2	3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified extra support (HSL)- translating, extra time, etc	2,609.00
2	1	EL	Instruction	Ins Aide-Ext			IA/BIA/Classified extra time	5,221.00
2	3	EL	Instruction	Mat & Supp			Materials and supplies	54,979.00
2	3	EL	Instruction	Direct-Other			CELDT Assessors	6,000.00
2	3	EL	Instruction	Cons Svc/Oth			Other* : Imagine Learning	10,000.00
2	3	EL	Parent Participation	Cls Sup-Ext			Babysitting contracts	5,221.00
3	2	Sup & Conc	Parent Participation	Direct-Food			: Food services for student incentives	1,000.00
3	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,083.00
3	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		15,224.00
\$355,809.00								

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,039.00
Sup & Conc	7090	\$184,042.00
EL	7091	\$109,728.00
Grand Total		\$355,809.00

Domain Totals	Budget Totals
Academic	\$247,693.00
Culture & Climate	\$107,116.00
Social/Emotional	\$1,000.00
Grand Total	\$355,809.00

E.1. Assurances

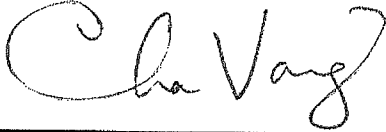

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Cha Vang	X				
2. Chairperson - Irma Fernandez		X			
3. SSC Staff Member- Maria Mata-Webb		X			
4. SSC Staff Member-Melissa Yeverino		X			
5. SSC Staff Member-Lynette Lomeli			X		
6. SSC Parent Member- Carmen Salazar				X	
7. SSC Parent Member- Yolanda Castenada				X	
8. SSC Parent Member-Laurie Lopez				X	
9. SSC Parent Member-Laura Murray				X	
10. SSC Parent Member-Sarah Saenz				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Burroughs Elementary			
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	Cha Vang		3/31/16
SSC Chairperson	Irma Fernandez		3/31/16

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