

Forkner Elementary School

10621666101109

Principal's Name: Ryan Duff

Principal's Signature:

A handwritten signature in cursive script that reads "Ryan Duff". The signature is written in dark ink and includes a stylized flourish at the end.

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	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	8/67	19.7 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	62/68	42.86 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	42/68	33.33 %
<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	37/68	53.33 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School	1- EIS Green	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and	2/68	57.29

Readiness

Zone Rate

Q2 calculations

%

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	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	48/68	22.22 %
<input type="checkbox"/>	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	44/67	10 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	22/67	4.04 %

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
<p>Action # 1</p>	<p><i>Detail the action:</i> Forkner Elementary staff is committed to providing all students with high quality instruction and working towards a goal of every student reading at or above grade level by 3rd grade. The actions listed below will be implemented to help close the achievement gap in our school and bring us closer to achieving our goal of every student reading at or above grade level.</p> <ol style="list-style-type: none"> 1. The school will continue to implement reading comprehension strategies that will include 9 Write Tools active reading strategies, close reading strategies, cloze reading strategies, vocabulary development, pre-planning effective questioning, and purchase professional reading books in support of teacher growth. (Learning By Doing, Notice & Notes for Non-Fiction, Guided Reading Strategies, Anchor Chart Books) 2. Provide a 30-60 minute daily differentiated ELA instructional block to address K-3 students who are moderately and significantly below grade level according to DIBELS, KAIG, BAS, DRP, and other significant data. (Kinder 4 days, 1st-3rd =3 days a week) 3. Grade level planning and professional development times will be provided for teachers. This time will allow teachers to collaborate, co-plan, observe other teachers, develop assessments, develop interventions, and learn new strategies for implementation of reading comprehension strategies, and subject integration (science, social studies, technology, and the arts). 4. Teacher release time will be provided to TK, K, and 1st grade teachers to administer KAIG and BAS Assessments. (Fall/Spring). This will allow teachers to differentiate instruction according to students various levels. 		

<p>5. Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not be limited to computers, laptops, carts, and online subscriptions.</p>			
<p><i>SQII Element:3898</i></p>		<p><i>SQII Sub-element(s):3899, 3900</i></p>	
		<p><i>Site Growth Target: 75%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, at least 75% of <u>TK-6th</u> grade students will be <u>at or above grade level</u> based on the KSEP, KAIG, BAS, & DRP. By February 2017, KSEP, KAIG, BAS, & DRP data will indicate at least 10% reduction from 23% to 13% of <u>TK-6th</u> grade students who are <u>one grade level below</u>. By February 2017, KSEP, KAIG, BAS, & DRP data will indicate at least 10% reduction from 22% to 12% of <u>TK-6th</u> grade students who are <u>two grade level below</u>.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>1. Grade Level Common Formative Assessments DRP Spring & Fall administrations Quarterly BAS administrations District Illuminate Benchmark Assessments SBAC DIBELS = All Kindergarten 1st grade= BAS 2nd/3rd Grade = DRP & BAS of students below grade level according to DRP Student achievement matrix Student work samples/common assignments & Tasks Accountable Communities & AC Agenda's Classroom Walk-thru Data/feedback/reflective conversations</p>		<p><i>Owner(s)</i></p> <p><i>Principal</i> <i>TSA</i> <i>Teachers</i> <i>CT</i> <i>Aides</i></p>	<p><i>Timeline</i></p> <p>DIBELS will be given to all Kindergarten students the first two weeks of school. BAS Quarterly DRP Fall/Spring District Benchmark</p> <p>Small group Interventions will begin in September 2016 and continue through May 2017.</p>

<p>Grade level assessments Accountable Community Meeting Agenda Protocols</p>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Teachers will frequently communicate with parents regarding students' progress. Each teacher will review each student's reading level scores at fall parent conferences. Teachers will send home parent reports after each KAIG/BAS/DRP assessment is completed. ATLAS Parent Portal and EDUTEXT will be available for all parents. Information will be given to parents at Back To School Night and during teacher conferences. Student Recognition at Awards Assemblies for meeting reading goals Quarterly Principal Coffee Chats Interpreter's and babysitting service for meetings</p>		
<p><i>Describe related professional learning:</i> Differentiated Instruction Guided Reading & Literature Circles ELA Adoption Common Formative Assessment</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Small group instruction using guided reading and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-3 grade levels intervention block. (RSP Teacher, Certificate Tutor, Instructional Aides, Parent Volunteers) A schedule will be created to accommodate each grade levels.</p> <p>Materials & Supplies</p> <ul style="list-style-type: none"> Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs. 		

Purchases for the school library may include the following materials to support Common Core implementation of complex text, talk, & tasks:

- Variety of complex text sets for grade levels
- Level reading sets for guided reading groups
- Online and print subscriptions
- Reading software to support fluency & comprehension
- Laptops and technology
- Supplemental materials

Specify additional targeted actions for EL students:

- Provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report, ELDA, and CELDT scores with students, and set goals

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				GE - 2 Grade level planning days GE - 1 sub day for peer observations/common assessments/planning intervention. SPED- 1 sub day planning	\$8,638
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Tk-1st grade sub release for KAIG/BAS and planning interventions	\$959
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contract for grade level planning to support action 1 1 day for 21 GE teachers -	\$5,114

								Will be used in August prior to start of duty year	
1	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Supplemental contracts will be given to identified classified personnel to support Action 1 item 2 = grade level intervention/differentiation support	\$2,935
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				funding to create graphic organizers and other tools to support action	\$655
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support instruction	\$9,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				purchase technology to support students learning	\$5,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance for projector bulbs and tech repairs	\$1,000
Total									\$33,301

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	<p><i>Detail the action:</i> Forkner Elementary staff is committed to moving every student one grade level or more each year to ensure every child is a college or career ready graduate. The following actions will be utilized to support the needs of students who are not experiencing academic success.</p> <ol style="list-style-type: none"> The school will set student, class, grade level, and site goals around KAIG, BAS, DRP, SBAC, Grades, and Study Skills. All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting to develop 		

<p>academic and study skills goals and plan strategies to attain the goals. Teachers in grades 2-6 will meet with students two times a year (Fall/Spring).</p> <p>2. The school will develop and provide before or after school intervention to support students in grades 3-6 who are receiving a D or F in any subject area.</p> <p>3. The school will establish a variety of clubs to motivate and meet the needs of all students. (Homework Club, RAZ Kidz Reading Club, Math Masters Club, Peach Blossom, Science Olympiad, and other clubs)</p>			
<p><i>SQII Element: 3789 & 4008</i></p>		<p><i>SQII Sub-element(s): 5998</i></p>	
		<p><i>Site Growth Target:</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>a. By February 2017, Math grades will indicate at least 6% reduction from 12% to 6% of 3rd-6th grade students who earn a D/F in semester 1 math.</p> <p>b. By February 2017, ELA grades will indicate at least 6% reduction from 16% to 10% of 3rd-6th grade students who earn a D/F in semester 1 ELA.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Report Cards/Progress reports/Quiz and Assessment Data</p> <p>Grade level Common Formative Assessments</p> <p>District & Grade Level Benchmark Assessments</p> <p>Student Achievement Conferences & Matrix</p> <p>Student Goal Setting Forms</p> <p>Classroom observations/feedback/reflective conversations</p>		<p><i>Owner(s)</i></p> <p>Teachers</p> <p>Administration</p>	<p><i>Timeline</i></p> <p>Goal Setting will take place quarterly</p> <p>After school intervention will start in September through May</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Teachers will frequently communicate with parents regarding students' progress.</p> <p>Each teacher will review each student's reading level scores at fall parent conferences.</p> <p>Teachers will send home parent reports after each KAIG/BAS/DRP assessment is completed.</p>			

ATLAS Parent Portal and EDUTEXT will be available for all parents. Information will be given to parents at Back To School Night and during teacher conferences.
 Student Recognition at Awards Assemblies for meeting reading goals.
 Quarterly Principal Coffee Chats

Describe related professional learning:

Continued Illuminating Assessment System training
 Building Common Formative Assessments using Illuminate

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

- 3-6 grade students receiving a D or F in any subject will be required to attend before or after school intervention.
- Certificated and classified staff will receive stipends or extra pay contracts to support before/after school interventions and clubs.
- Student incentives will be purchased to reward targeted students who are showing improved effort and meeting goals. Incentives will also be used for school wide targets being reached.
- Teacher release time will be provided for teachers to meet with students to set goals.
- Teacher Release time will be provided to participate in Student Success Team meetings for struggling students.

Specify additional targeted actions for EL students:

- *Goal setting will include redesignation goal*
- *Students will be reward and recognized for meeting goals.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Principal will hold SAC's in the Spring & Fall 3 subs for each = 6 subs	\$821

2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries			Teachers in 2nd-6th grade will hold goal setting conferences with each student. (Fall/Spring)	\$3,885
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries			Supplemental contracts will be provide for teacher supporting before school and after school intervention	\$13,948
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental			Supplemental contracts for classified to support after school interventions	\$2,657
2	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				\$508
2	1	Sup & Conc	Instruction	Materials & Supplies			Funding to purchase incentives and rewards for students who attend intervention and show improvement.	\$1,000
Total								\$22,819

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 # 3	<p><i>Detail the action: Forkner Elementary staff is committed to implementing the following strategies to support our English Language Learners.</i></p> <p>1. Certificated Tutor will provide designated English Language Development (ELD) to identified English Learners (EL) students.</p>					
<i>SQII Element:6017 & 917</i>			<i>SQII Sub-element(s):6338, 5990</i>		<i>Site Growth Target: 20%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" 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:</i>						

<p>By February 2017, there will be a 20% increase from 46% to 66% of English Learner students who demonstrated expected growth on the most recent academic and language assessments (SQII 6017) By February 2017, another 20% of English Language Learners will be redesignated. (SQII#917)</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Annual Re-designation Rate. • CELDT levels. • Number of students moving CELDT levels. • ELDA Results • DRP 1, 2, 3 Results • EL Progress Monitoring Tool • Student Achievement Conferences • Classroom observations/feedback/reflective conversations 	<p><i>Owner(s)</i> Administration Teachers Certificated Tutor</p>	<p><i>Timeline</i> CELDT Bootcamp first three weeks of school. Quarterly Goal setting Daily EL services through designated and non-designated times.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Teachers will frequently communicate with parents regarding students' progress. Teachers will send home progress reports to parents after each DRP, ELDA, and CELDT. ATLAS and EDUTEXT will be available for all parents Parent Conferences Progress reports Signed SST Meeting Parent/Admin Conference</p>		
<p><i>Describe related professional learning:</i> Strategies to integrate ELD standards throughout daily content.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Through a pullout model, EL students in K-6 will receive 30-45 minutes of designated ELD focused on supporting ELs with vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class. 		

- Classroom teachers will provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report, ELDA, and CELDT scores with students, and set goals.
- Teachers will utilize the EL Goal Setting Tool to set goals with EL students.
- Classroom teachers will support English Learners through integrated ELD throughout the day.
- Classroom teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.
- Certificated Tutor will provide a CELDT Boot Camp to help prepare EL students for CELDT exam.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1725		CT will provide designated EL services along with a push in model for EL support to identified students.	\$15,727
3	3	EL	Instruction	Teacher-Regular Salaries	Tutor	0.0900		CT will provide designated EL services along with a push in model for EL support to identified students.	\$8,204
3	3	EL	Instruction	Materials & Supplies				Material and supplies for ELD	\$559
Total									\$24,490

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: Forkner Elementary staff is committed to building positive relationships with every student and providing every student with the social emotional support they need in order to succeed both socially and academically.					

<ol style="list-style-type: none"> 1. School will address Tier III Social-Emotional supports needs through counseling services focused on building social and emotional skills of students to support students in need. Service will be provided by Family Foundations 2. School will provide a School Based Adult Mentoring Program to mentor students who are receiving a D or F <u>and/or</u> need social emotional support. 3. All teachers will consistently implement Class Meetings and Second Step curriculum to provide social emotional supports for all students. 4. Teachers and Staff will enter positive behaviors on ATLAS and make phone calls home to report something positive to parents to encourage students and parents. 			
<i>SQII Element: 3789 & 4008</i>	<i>SQII Sub-element(s):6302</i>	<i>Site Growth Target: 10%</i>	<i>Vendor (contracted services) Family Foundations Counseling</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <i>a. By January 2017, Math grades will indicate at least 6% reduction from 12% to 6% of 3rd-6th grade students who earn a D/F in semester 1 math. (SQII#3789)</i> <i>b. By January 2017, ELA grades will indicate at least 6% reduction from 16% to 10% of students who earn a D/F in semester 1 ELA. (SQII4008)</i> <i>c. By June 2017, we will reduce suspensions by 50% through the identification of our Tier II moving towards Tier III, and Tier III students for behavior and provide mentoring/counseling to decrease misbehaviors, office referrals, and suspensions.(SQII#6302)</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Attendance rates • Grade level Common Formative Assessments • Quarterly grades • Student surveys/Social Emotional Learning Surveys • ATLAS • SQII 		<p><i>Owner(s)</i></p> <p>Administration Teachers</p>	<p><i>Timeline</i></p> <p>Mentor Program will start in September and run through May.</p> <p>Class Meetings and Second Step Weekly</p>

<ul style="list-style-type: none"> • Suspension Rates • Teacher social emotional ratings of students • SST's • Behavior Plans • A2A tools/data 		<p>Positive ATLAS entries and phone calls weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Face to face meetings with parents of identified TK-6th graders who have received more than 2 referrals from 3 or more teachers in a month. (Connect with families for support)</i> <i>Counseling service clinician will be in direct and consistent contact with parents.</i> <i>Parents will have access to the ATLAS Parent Portal and EduText.</i> <i>Parents and community members will be recruited to be mentors.</i> <i>Students who receive mentors will receive prior notification and invited to a mentor meeting.</i></p>		
<p><i>Describe related professional learning:</i></p> <ol style="list-style-type: none"> 1. Teachers will be provided professional learning on CHAMPS, MAC, and Tough Kid strategies. 2. Adult Mentors will be trained by FUSD Mens Alliance staff 3. Family Foundations referral and monitoring process 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Targeted students will be provided an adult mentor or group mentoring weekly. The mentor program will focus on character, leadership development, self-management, and positive growth mindset. • All students will be provided with weekly social/emotional lessons focus on the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness. • Second Step & Olweus Bullying Prevention curriculum will be utilized weekly. <p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for Adult mentoring program	\$500
4	2	Sup & Conc	Instruction	Materials & Supplies				Items for incentives and rewards Action 6	\$1,000
4	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Family Foundations	\$19,563
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Family Foundations	\$957
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA eval charges	\$411
Total									\$22,431

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 # 5		<p><i>Detail the action:</i> Forkner Elementary staff will implement the following actions to encourage students to attend school every day.</p> <ol style="list-style-type: none"> The school will encourage good attendance through the following activities: <ul style="list-style-type: none"> Awards Assembly recognition Bike Award through Kiwanis Club Student support programs through arts, athletics and activities. Principal will hold Conferences with parents of students with excessive absences. Goal setting and incentives for improved attendance will take place at the conferences. 				

<p>3. To encourage good attendance the school will provide all students in grades 1-6 with extended learning opportunities (in areas of science, technology, math, writing, languages, leadership, and the arts) through an Enrichment/Elective Wheel Program.</p> <ul style="list-style-type: none"> 1st-6th grade students will attend 1 elective wheel class per week for 2 sessions of 10 weeks each. 			
<p>SQII Element:6331</p>		<p>SQII Sub-element(s):5959</p>	
		<p>Site Growth Target: 17%</p>	<p>Vendor (contracted services)</p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p>Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point: By March 2017, there will be a 50% reduction from 34% to 17% of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Attendance Rates DRP results Quarterly Report Cards GOAL 2 data SQII A2A tools/data ATLAS 		<p>Owner(s) Administration teachers</p>	<p>Timeline Principal/ Timeline: August 2016 – June 2017</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p>			
<p>Describe related professional learning: Social Emotional Learning</p>			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Specify additional targeted actions for EL students:</p>			

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
<h2>Action # 6</h2>	<p><i>Detail the action:</i> Forkner Elementary staff is committed to providing a positive school culture and climate that provides students with a variety of activities to help connect students to school. The following actions will be implemented to enhance our school culture and climate.</p> <ol style="list-style-type: none"> 1. The school will provide SEL Professional Learning around the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness. 2. School will create student jobs to engage students in activities that make them feel connected and part of our school. 3. All students will be given opportunities to engage in GOAL 2 activities. The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students. 4. School will Implement programs that promote positive school culture: 5. Safe and Civil programs 6. Character Counts 7. Bullying prevention 8. Student Council 9. Safety Patrol 10. Student Jobs/Careers for cowboys & cowgirls 11. Peer Mediation 12. Athletics 13. Band/Strings/Choir 14. Musical Programs 15. Clubs 		
	SQII Element:395 & 397	SQII Sub-element(s):356	Site Growth Target:95%
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point:			

<p>By March 2017, 95% of students will respond "Most of the time" or "All of the time" to "I feel like I am part of this school?"</p> <p>By March 2017, 95% of students will respond "Most of the time" or "All of the time" to "There is a teacher or some other adult who really cares about me?"</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Attendance rates • Quarterly grades • Student surveys/Social Emotional Learning Surveys • ATLAS • SQII • Suspension Rates • Teacher social emotional ratings of students • SST's • Behavior Plans • A2A tools/data 	<p><i>Owner(s)</i></p> <p>Administration Teachers</p>	<p><i>Timeline</i></p> <p>August 2017 - June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Communication with Parents through phone calls, letters, and conferences.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • 4 social emotional competencies • Class meetings • Second step 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Small group Social Skills lessons • Class Meetings • Semester Awards • Positive ATLAS entries 		

- Peer Mediation
- Student Jobs

Specify additional targeted actions for EL students:

EL students will be monitored for participation in GOAL 2 activities

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 # 7	<p><i>Detail the action:</i> Forkner Elementary staff is committed to meeting the needs of and challenging identified gifted students by offering extended learning opportunities.</p> <ol style="list-style-type: none"> 1. Identified Gate Students will be selected to participate on the site Science Olympiad Team and compete in the Fresno County Science Olympiad. 2. During grade level intervention time gifted students will be provided extended learning opportunities. 3. The site will purchase software that allows students to go above and beyond grade level. 4. Elective wheel courses will offer provide all students in grades 1-6 with extended learning opportunities (in areas of science, technology, math, writing, languages, leadership, and the arts) through an Enrichment/elective wheel program. 		
	<p><i>SQII Element:</i> 3898, 5269, 6169</p>		<p><i>SQII Sub-element(s):</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By May 2017, at least 75% of <u>TK-6th</u> grade students will be <u>at or above grade level</u> based on the KSEP, KAIG, BAS, & DRP.</p> <p>By May 2017, at least 70% of students will be scoring Standard Met or Standard Exceeded on the ELA SBAC.</p> <p>By May 2017, at least 65% of students will scoring Standard Met or Standard Exceeded on the math SBAC.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>Student work samples/common assignments & Tasks</p>		<p><i>Owner(s)</i></p> <p>Administration</p>	<p><i>Timeline</i></p>

<p>Accountable Communities & AC Agenda's Classroom Walk-thru Data Grade level assessments District Benchmark Assessments SBAC GATE Assessment Classroom observations/feedback/reflective conversations</p>	<p>Teachers</p>	<p>Science Olympiad - January-May Grade Level intervention 3 times a week Elective wheel September - March Software purchased in August 2016</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I)

Describe related professional learning:
Strategies to differentiate for Gifted Students

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Gifted students will be provided a variety of extended learning opportunities throughout the school year. Teachers will differentiate instruction and provide their gifted students extended learning opportunities within their weekly instruction.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Instruction	Materials & Supplies				funding to purchase computer and other curriculum to support needs of gifted learners	\$2,000
Total									\$2,000

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

Forkner - 0165

ON-SITE ALLOCATION

3010	Title I	\$20,071
7090	LCFF Supplemental & Concentration	\$76,207
7091	LCFF for English Learners	\$8,763
TOTAL 2016/17 ON-SITE ALLOCATION		\$105,041

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$507
Remaining Title I funds are at the discretion of the School Site Council	\$19,564
Total Title I Allocation	\$20,071

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 0165 Forkner Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			GE - 2 Grade level planning days GE - 1 sub day for peer observations/common assessments/planning intervention. SPED- 1 sub day planning	8,638.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Tk-1st grade sub release for KAIG/BAS and planning interventions	959.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for grade level planning to support action 1 1 day for 21 GE teachers - Will be used in August prior to start of duty year	5,114.00
1	1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts will be given to identified classified personnel to support Action 1 item 2 = grade level intervention/differentiation support	2,935.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	9,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			purchase technology to support students learning	5,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance for projector bulbs and tech repairs	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			funding to create graphic organizers and other tools to support action	655.00
2	1	Title 1 Basic	Parent Participation	Oth Cls-Supp				508.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Principal will hold SAC's in the Spring & Fall 3 subs for each = 6 subs	821.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Teachers in 2nd-6th grade will hold goal setting conferences with each student. (Fall/Spring)	3,885.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts will be provide for teacher supporting before school and after school intervention	13,948.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified to support after school interventions	2,657.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Funding to purchase incentives and rewards for students who attend intervention and show improvement.	1,000.00
3	3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.173	CT will provide designated EL services along with a push in model for EL support to identified students.	15,727.00
3	3	EL	Instruction	Teacher-Regu	Tutor	0.090	CT will provide designated EL services along with a push in model for EL support to identified students.	8,204.00
3	3	EL	Instruction	Mat & Supp			: Material and supplies for ELD	559.00
4	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Family Foundations	19,563.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Adult mentoring program	500.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Items for incentives and rewards Action 6	1,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA eval charges	411.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Family Foundations	957.00
7	1	Sup & Conc	Instruction	Mat & Supp			: funding to purchase computer and other curriculum to support needs of gifted learners	2,000.00

\$105,041.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,071.00
Sup & Conc	7090	\$76,207.00
EL	7091	\$8,763.00
Grand Total		\$105,041.00

Domain Totals	Budget Totals
Academic	\$58,120.00
Culture & Climate	\$24,490.00
Social/Emotional	\$22,431.00
Grand Total	\$105,041.00

E.1. Assurances

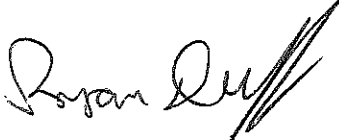

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Ryan Duff	X				
2. Chairperson - Julie Wong				X	
3. Michele Markarian			X		
4. Keith Rogers				X	
5. Joe Lang		X			
6. Jessica Drew		X			
7. Hillary Conners				X	
8. Eric Grijalua				X	
9. Allen Moran				X	
10. Diane Abbott		X			
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Forkner 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	Ryan Duff		30 Mar 2016
SSC Chairperson	Julie Wong		30 Mar 2016

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