Kirk Elementary

10621666006324

Principal's Name: Carla Manning

Principal's Signature:

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

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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.

Centralized Services - No Centralized Services are utilized at this time.
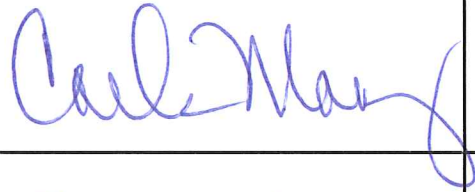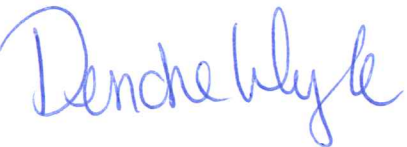
Consolidated Program Assurances

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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
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 student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Kirk Elementary   Title I School

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carla Manning	X				
2. Chairperson - Diedre Wyrick-Reyes		X			
3. Molly Knuffke		X			
4. Esther Chavez		X			
5. Jorge Orozco			X		
6. Abel Martinez				X	
7. Sydney Phipps				X	
8. Flor De Maria Garcia				X	
9. Cherella Nicholson				X	
10. Veronica Robles				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Carla Manning	*Carla Manning*	3/8/17
SSC Chairperson	Diedre Wyrick-Reyes	*Denche Wyrick*	3/8/17

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

Kirk Elementary   Title I School

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	$27,324 *
7090	LCFF Supplemental & Concentration	$93,539
7091	LCFF for English Learners	$56,388

TOTAL 2017/18 ON-SITE ALLOCATION   **$177,251**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$513
Remaining Title I funds are at the discretion of the School Site Council	$26,811
Total Title I Allocation	$27,324

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Kirk ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	56/68	N/A[3]	10.90%	19.02%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	54/68	N/A[3]	10.83%	14.37%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	59/66	N/A[3]	19.05%	15.38%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	31/68	0.00%[4]	47.78%	51.60%	36.51%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	41/63	N/A[6]	21.28%	28.57%	0.00%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	42/63	N/A[6]	34.04%	44.90%	2.22%	•LCAP Dashboard - 4PupilAchievement
☑	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	26/67	N/A[7]	N/A[7]	23.08%	28.78%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☑	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	36/67	N/A[8]	N/A[8]	19.92%	28.74%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	56/68	7.52%	14.29%	11.26%	9.15%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	60/68*	22.73%	17.09%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☑	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	55/68	26.83%	40.48%	47.76%	50.36%	•LCAP Dashboard - 4PupilAchievement
☑	48	ADA Attendance Rate	41/68	94.78%	94.83%	94.86%	95.18%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	47/69	17.37%	17.66%	18.59%	10.70%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	57/68	N/A[10]	N/A[10]	48.70%	28.18%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	11.68%	0.00%	0.00%	0.26%	•LCAP Dashboard - 6SchoolClimate

☑	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	12/68	10.18%	9.12%	2.79%	5.15%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.30%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	36/67	86.23%	67.81%	48.19%	9.02%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	44/68	N/A[13]	N/A[13]	70.07%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	21/69	N/A[13]	N/A[13]	67.97%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	4/68	N/A[13]	N/A[13]	69.53%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	44/68	N/A[13]	N/A[13]	69.84%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

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

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

Instructional supervisor name will appear once approved

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

Last Edit: carla.manning - 02/17/2017

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	11.83	9	Other - Please specify within action
48 - Attendance rate	95.53	96	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Detail the action: To reduce the rate of chronic and truant absenteeism by engaging targeted K-3 students/parents in My Brother's Keepers Mentoring programs and attendance monitoring activities. Kirk staff will meet with parents and students with chronic absences and set goals for improved attendance. **CWA & Vista Volunteer** *will closely work with attendance clerk and classified staff to support parent involvement, school connectedness and good school attendance. Academic supports will be assigned to students by community volunteers, once attendance improves and teachers begin to see gaps in learning.*

SMART Goals

By June 2018, attendance rates for chronic and truant targeted students will decrease by 2.83% and the schoolwide attendance rate will increase to 96%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Using Atlas & MBK SQII data, students with high chronic absenteeism will monitored by site admin. & Child Welfare Specialist Quarterly. • After parent attendance meeting, students will be monitored for improvement by classroom teacher.. • Daily check ins with site classified staff • Via the SST process, those that do not will be referred to CYS Counselor for tier 3 intervention.	*Administration,* *Safe and Civil Team,* Vista Attendance check in calendars *VP/SST team*	*Quarterly* Each Semester *Daily* *Monthly*

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

Vista Volunteer will retain daily attendance check in records and consult with site mentors who will connect with assigned students on a daily basis.

Owner(s):

Hands On Central Volunteer

Timeline:

Daily

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

- *Support for foster and homeless youth, including enrollment, placement and access to support services*
- *Parents are invited to A2A meeting in an effort to improve attendance.*
- *SSC & ELAC meeting topics will include the importance of good attendance in student success.*

Describe Related Professional Learning:

MBK information on chronic attendance

Staff updates during PL meetings regarding targeted families.

Implement schoolwide incentives to increase student attendance

Restorative practices training for certificated and classified in support students with social/emotional issues

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

Kirk will provide incentives to students with increased attendance. Quarterly Awards Assembly, School Wide Programs (i..e., Purple & Green Celebrations, Friday raffles). CYS Counselor will service students with chronic absenteeism & truancy issues, as needed. Classroom teachers will contact students after 2nd consecutive day of absence to develop positive interactions with parents.

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

SQII MBK data

CYS & CWA will support homeless/foster youth students and their families through out reach, home visits and other related services.

Daily Attendance check in progress monitoring calendars

Kirk Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting/translating	$ 602.00
								Total	$ 602.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	4.43	3	Other - Please specify within action
2080 - Students engaged in a goal 2 activity	48.19	63.19	

○ New-Action	⦿ On-going	**Reasoning:**	☐ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Detail the Action

Kirk will provide positive identification with school, sense of belonging, communication and norms to develop greater participation in school life for students and families. Provide professional learning for all staff on school-wide culture and climate procedures, including the continued implementation of a new disciplinary referral form utilizing the Restorative Practices Model.

*Provide school wide incentives for positive school behavior, monthly. Use the services of a **Resource Counseling Assistant** to work with small groups of student exhibiting tier 3 behavior issues.*

SMART Goals

By the end of the 2017-18 school year, there will be an 20% increase in the staff members selecting there is a discipline program measured by the 2016-17 Climate/Culture Staff Survey. The percentage of unique students who are engaged in goal 2 activities will increase by 15%

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Monthly purple & green schoolwide behavior& attendance celebration data* • *SQII-EIIS* • *Continued decrease in student attendance (ATLAS)* • *Quarterly goal 2 data*	*RP Counselor,* *Administration* *Safe and Civil Team*	*Monthly* *Quarterly* *Quarterly* *Quarterly*

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

District-provided training for parents on Restorative Practices ,**Resource Counseling Assistant** to provide families in resolving issues to support student achievement.

Describe Related Professional Learning:

- Support Staff will receive Q1 training through School Climate and Restorative Practices Offices.
- Restorative Practices Coach will provide 3 professional learnings for staff throughout the year.
- NTA will be provided professional learning to build their capacity in working with students on the playground in a more positive manner.
- Regional RT drop in groups will be maintained for regional teachers to develop strategies to work

with students on targeted social/emotional issues.

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

Posters, the Wheel of Choice. RCA referral for students meeting tier 3 social/emotional intervention.

Boys to Men and Girl Power mentoring for leadership skills for African American and Hispanic students.

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

Referral forms in Spanish and Spanish Wheel of Choice.

Bilingual RCA preferred

Kirk Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375		Resource Counseling asst.	$ 24,117.00
2	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3125		Resource Counseling asst.	$ 17,227.00
2	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				subs	$ 2,325.00
2	1	Title 1 Basic	Other Pupil Services	Local Mileage				Vista volunteer - Local Mileage	$ 600.00
								Total	$ 44,269.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	9	15	Other - Please specify within action
863 - EL's attaining English proficiency in less than five years	31	36	California Teaching Fellows Foundation

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Detail the Action

Kirk will implement a comprehensive, balanced language acquisition program that will include Productive talk, integrated & Designated ELD time with deployment when needed. Provide a Fall and Spring ELD Boot camp to assist English learners to provide specific focus on ELD standards. The school will provide student incentives for EL progress to redesignation. **CA Teaching Fellows & Certificated tutor** *will provide intervention to EL students on specific Reading & Language skills.* **IXL software** *will be utilized for practice in foundational reading skills.*

SMART Goals

EL student redesignation rate will increase by 15%(20 students) by the Spring of 2018 as measured by the 2018 Fall assessment.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
We will meet quarterly through April to analyze student progress towards Redesignation. The team will conduct quarterly reviews for targeted students needing intervention.	*Administration* *EL Committee*	*From August 2017 through April 2018*

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

Professional Learning for parents(TK-3) this would involve teaching fellows and teachers during the first part of the day with a focus on foundational skills and designated ELD

Student EL data and information regarding redesignation is shared with parents during ELAC & SSC meetings.

Describe Related Professional Learning:

PL on EL strategies focused on the ELD standards.

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

- *Small group instruction with CT and Teaching Fellows*
- *designated differentiated strategies to meet student needs*

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

CT CFA's around specific CELDT skills

FUSD EL goals setting forms

- *incentives for students making growth on EL assessment*
- *K-6 IXL reading program*

Kirk Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Babysitting/translating	$ 602.00
3	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	$ 1.00
3	1	LCFF: EL	Instruction	Books & Other Reference				IXL ELA software K-6	$ 2,945.00
								Total	$ 3,548.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	19.02	24	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	28.67	34	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Kirk will support the district goal of every child moving one grade level in Reading by engaging our students in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

Via AC teams, Kirk teachers will be Using the CCI process to analyze illuminate data, identify areas of focus, develop SMART goals, with a plan of action. Common formative assignments will be used to monitor the progress. Use designated schools hours to provide cross age articulation regarding student performance, essential standards and development of CFA's..

"Learning By Doing" will be used as professional learning with staff to build more effective teams.

*A .4375 **Certificated Tutor** will provide tier 3 reading intervention as part of 3-6 RTI model. IXL software will be utilized during tier 2 intervention to strengthen instruction of foundational /basic reading and grammar skills. Technology standards will be integrated through ELA reading and writing instruction with the goal of one writing performance tasks each quarter to be completed on the tablet (grades 3-6).*

*Classrooms will us **IXL software** to support foundational reading/grammar skills.*

SMART Goals

Percentage of 3-6 grade students meeting or exceeding grade level standards on district SBAC ELA assessment will increase to 25%.

- By Winter ELA common assessment administration, we will reduce the disproportionality of student scores from 63.23% to 53.23%. (SQII 6277)
- By Winter 2016, the percentage of students scoring standards met or exceeded on ELA Common Formative Assessment will increase by 5%. (SQII 6256)
- By Spring 2017, BAS & DRP Assessment results will show, African American students scoring significantly below grade level s will decrease by 10%.

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

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

- DRP (2-6)
- BPST (2-3)
- Dibels (4-6)
- Illuminate
- BAS (K-1)
- Quarterly Writing samples
- Common formative Assignments
- AC grade level data chats
- Administrative Walkthroughs using IPG
- SQII data
- IXL classroom reports

Owner(s):

Teachers, Cert. Tutor

Teachers/Teaching Fellows, Cert. Tutor

Teachers/ TSA/RSP, CT

Teachers/Teaching Fellows

Teachers/Lead Teachers

Teachers/Lead Teachers/Principal/VP/TSA

Principal/VP/TSA

Teachers

Timeline:

Twice a year

3-4 week cycles

2 times a year

3 times a year

Quarterly

Ongoing

Quarterly

Quarterly

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

- Parent University modules (Edutext trng.)
- analysis of data during SSC & ELAC meetings
- Back to School Night & Back to School Night
- Open House
- Fall parent /teacher conference
- Quarterly progress reports
- Quarterly awards assemblies
- SST team meetings

Describe Related Professional Learning:

- Teacher selected district training on ELA instruction
- Seven step voc. development strategy.
- Building effective PLC's (Marc Johnson)
- Using AC time to assess student data based on required quarterly grade level focus standards to provide intervention and/or enrichment. Learning by Doing (Book study)
- Making Thinking Visible (monthly staff meeting agenda item)
- Vertical A/C Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards.

Kirk Leadership Team will be reconfigured and meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis. Lead Teachers will:

- Develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
- Analyze data, determine needs, and plan for action
- Engage in planning in order to support the leading of the Accountable Community
- School-Wide CCI process will be implemented to:
- Ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
- Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
- Vertically collaborate on successful instructional strategies
- Ensure lesson progression and rigor across grade levels.

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

ELA and math journals, highlighters, color pencils for graphing. Imbed technology test taking skills during core subjects. Using IXL as a support resource for ELA and Math. Small group instruction based on performance data.

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

Celdt Bootcamp for EL Students

Tier 3 & 4 interventions ELA

Cross grade AC team articulation

Kirk Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2650		provide tier 3 reading support for 3-6 grades	$ 24,103.00
4	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1750		provide tier 3 reading support for 3-6 grades	$ 15,917.00
4	1	Sup & Conc	Instruction	Materials & Supplies				instructional materials	$ 25,924.00
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	$ 1.00
								Total	$ 65,945.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	15.38	20	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	28.9	34	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

Kirk will continue to focus on Early Literacy and foundational skills to support the district goal of K-3 student reading on grade level by:

1. *Instituting a differentiated grade level sight word development for students to review daily,*
2. *Utilize the 7 step vocabulary strategy (or Marzano voc. development strategy) with Tier 2 words to improve reading skills and comprehension*
3. *Provide Teaching Fellows at 1-3 grade levels as a part of a RTI program to provide focused Reading Intervention for students K-3 who are significantly below grade level. either individually or small group support.*
4. *Monthly assessments to progress monitor student progress and program effectiveness (BPST, KAIG, Read Works, BAS, Sight word recognition)*
5. *Using designated schools hours to provide cross age articulation regarding student performance, essential standards and development of CFA's.*
6. *Students not making adequate progress with Tier II interventions will be referred to Tier III support via SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.*
7. *Use of **IXL software** for students K-3 to support mastery of foundational reading skills.*
8. *K-3 teachers will integrate the FUSD basic technology standards and monitor the mastery of those skills through the year.*

SMART Goals

By the end of June 2018,, District CFA (illuminate) will show an increase of 5% of students K-3 meeting/exceeding grade level standards.

- *By Spring 2018, 90% of Kindergarten students will master all KAIG ELA skills*
- *By Spring 2018, 75% of 1st graders will be on grade level as measured by the BAS.*
- *By Spring 2018, 50% of 2nd and 3rd graders will be on grade level as measured by DRP.*

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

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

Data	Owner(s):	Timeline:
KAIG	K-3 classroom teacher	4 times a year
BAS	"	3 times a year
DRP	"	Twice a year
BPST	"	3-week cycle of instruction and assessment
Illuminate	Principal (PL)	2 times a year
Sight word monitoring tool	Lead teachers & AC teams	monthly

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

Teachers will provide learning activities for parents to assist at home. Parent University module for early learning. Americorp volunteer training

Describe Related Professional Learning:

Reading intervention small group intervention with the teacher, supported by CA Teaching Fellows

Reading software (IXL)

Materials for voc. Development instruction

Leveled books

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

Small group intervention provided by CA Teaching Fellows

CELDT bootcamp

Designated ELD

Integrated ELD

IXL reading software for foundational skills practice & review (also for African American students)

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

Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from Making Thinking Visible and Number Talks.

Kirk Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				subs	$ 1,163.00
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				subs	$ 1.00
5	1	LCFF: EL	Instruction	Materials & Supplies				instructional supplies	$ 18,533.00
5	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	provide tier 2 and 3 reading intervention for 1-3 grades-CATF	$ 14,069.00
5	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	To provide tier 2 and 3 reading intervention for 1-3 grade students - CATF	$ 18,832.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation. NO FOOD nor INCENTIVES	$ 513.00
								Total	$ 53,111.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	14.37	19.37	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	19.92	24.92	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Kirk Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices and making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.   IXL software will be purchased using special

SMART Goals

By June 2017, the number of students meeting or exceeding Standards according to SBAC in math will increase from 14.37% to 19.37%.

By June 2017, the percentage of students who have a Math SBAC score and are more than 10% negatively disproportionate will decrease from 53% to 48%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. Fluency games	1. Teachers	. Quarterly
2. Common Formative Assignments: Pre/Post for each Topic	2. Teachers, TSA	2. Weekly
3. Illuminate Assessments	3. Teachers, TSA	3. Ongoing
4. A/C Template Data Analysis Protocols	4. Teachers	4. Weekly
5. Data Chats	5. P/VP/Teachers	5. Quarterly
6. Mathematics Grades	6. P/VP/Teachers	6. Quarterly
7. SQII Indicators	7. P/VP/TSA	7. Ongoing
8. Teacher Release	8. P/VP/TSA	8. Ongoing
9. Walkthrough using Math IPG	9. P/VP/TSA	9. Ongoing

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

- Information will be shared with parents at Back to School Night regarding the new Math homework

Describe Related Professional Learning:

- Provide on-going training for implementation of the district adopted material, Go Math as a tool to

policy and how it will support the state standards. Sessions on how to access the at home component of Go Math will be offered for parents to participate in.

- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences.
- Kirk families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first SSC/ELAC meeting of the 2017-2018 school year.
- Each teacher will specifically review student's math fluency results related to the CCSS GL fluency standard at the Fall parent conference.

- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent trainings will be designated to support parents with Math strategies at home.
- School wide data will be shared with parents through trainings, SSC/ELAC and Monthly Parent Newsletter.
- Parent University will work in conjunction with Kirk to offer on-going parent education provided by the district office.

supplement and support mathematical grade level standards and the use of the Common Core Companion.

- Provide professional learning opportunities in the area of Number Talks, My Favorite No to increase mental math strategies and mathematical discourse.
- Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.
- Provide training and opportunities to align site-wide grading policies and homework.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content.

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

- All students in Tk-6th will participate in classroom based instruction in alignment with grade level standards
- Small group instruction will be provided for identified and non-identified students within the classroom.
- Support staff will provide supplemental intervention for identified students on a pull-out or push-in basis.
- Teachers will use Engage NewYork as a supplement and K-6 IXL Math.
- Each class will be assigned a minimum of 6-10 tablets to classrooms for RTI.
- Instructional coach will work with teaching fellows and certificated tutor to design,implement, and monitor Mathematics RTI.

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

- Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from Making Thinking Visible and Number Talks.

Kirk Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				sup. contracts for reading intervention	$ 1.00
6	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies NO FOOD nor INCENTIVES	$ 3,775.00
6	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				FUSD Maintenance/Repair	$ 3,000.00
6	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	$ 3,000.00
								Total	$ 9,776.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0270 Kirk Elementary (Locked)

Action	Domain	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/translating	602.00
2	1	Title 1 Basic	Other Pupil Services	Local Mileag			Vista volunteer - Local Mileage	600.00
2	2	Sup & Conc	Instruction	Teacher-Subs			subs	2,325.00
2	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	Resource Counseling asst.	24,117.00
2	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.313	Resource Counseling asst.	17,227.00
3	1	LCFF: EL	Instruction	Bks & Ref			: IXL ELA software K-6	2,945.00
3	1	LCFF: EL	Instruction	Nc-Equipment			Technology	1.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/translating	602.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.265	provide tier 3 reading support for 3-6 grades	24,103.00
4	1	Sup & Conc	Instruction	Mat & Supp			instructional materials	25,924.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1.00
4	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.175	provide tier 3 reading support for 3-6 grades	15,917.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			subs	1.00
5	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : To provide tier 2 and 3 reading intervention for 1-3 grade students - CATF	18,832.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation. NO FOOD nor INCENTIVES	513.00
5	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : provide tier 2 and 3 reading intervention for 1-3 grades- CATF	14,069.00
5	2	LCFF: EL	Instruction	Teacher-Subs			subs	1,163.00
5	1	LCFF: EL	Instruction	Mat & Supp			instructional supplies	18,533.00
6	1	Title 1 Basic	Instruction	Teacher-Supp			sup. contracts for reading intervention	1.00
6	1	Title 1 Basic	Instruction	Mat & Supp			Supplies NO FOOD nor INCENTIVES	3,775.00
6	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	3,000.00
6	1	Sup & Conc	Instruction	Direct-Maint			FUSD Maintenance/Repair	3,000.00

$177,251.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$27,324.00
Sup & Conc	7090	$93,539.00
LCFF: EL	7091	$56,388.00
Grand Total		**$177,251.00**

Domain Totals	Budget Totals
Academic	$131,304.00
SEL / Culture & Climate	$45,947.00
Grand Total	**$177,251.00**

04/12/2017