


Kirk Elementary

106216660063241

Principal's Name: Carla Manning

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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

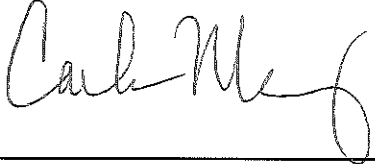

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 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.</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 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.</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 of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carla Manning	X				
2. Chairperson – Marcie Jackson			X		
3. Abel Martinez				X	
4. Maritza Arceno				X	
5. Mercedes Vasques				X	
6. Molly Knuffke		X			
7. Esther Chavez		X			
8. Aurelio Ramirez		X			
9. Maria Jimenez				X	
10. Andrea Temple				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/15/18
SSC Chairperson	Marcie Jackson		3/15/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	\$28,900 *
7090	LCFF Supplemental & Concentration	\$111,643
7091	LCFF for English Learners	\$58,293
TOTAL 2018/19 ON-SITE ALLOCATION		\$198,836

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$680
Remaining Title I funds are at the discretion of the School Site Council	\$28,220
Total Title I Allocation	\$28,900

Kirk Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.644	18.644
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.06	22.06
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.365	24.365

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Ability to read rigorously-Stamina
- Attendance
- Strong vocabulary
- Use of technology
- Strong parent support

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

4.5% increase in SBAC math grades 3-6

3% increase on Interim 2 comparison (Spring 2017-Spring 2018)

Grade level Interim & SBAC scores show more focus & support should be placed on 3rd grade

EL Reclassification Rate (All grade levels)

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Language Barriers(EL, AA)
- Lack of programs and resources to support our significant subgroups(EL,AA)
- Poor attendance
- Lack of parent support
- New SDC class scores were incorporated with gen ed 3rd grade
- Mobility

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Of the 73 students who did not meet standards, 41 were Hispanic & 42 were EL Learners.

- Lack of Language Barriers (EL)
- Lack of Systematic RTI in mathematics (All subgroups)
- Poor attendance (Hispanic females)

EL Reclassification Rate (All grade levels)

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC members felt actions from 2016-17 were working with some actions needing modifications such as the use of the CT and added Counseling services for tier 3 students.

2 ELAC:

Continue strong RTI. Technology and safety

3 Staff:

- More technology-Class set 1st-6th
- AR program(1st-6th)
- Scholastic & Time for Kids
- Lower level guided reading sets
- Software for student ownership in mathematics
- Whiteboards

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Quarterly planning-keep
- Teaching fellow-3rd grade ineffective
- Teaching fellow-1-2 grade effective
- CT-ineffective
- Tablets & accessories-effective
- IXL ELA-keep

Action 1

Title: Kirk Math Goal 2018-19

Action Details:

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 intervention for identified essential standards using data from teachers created CFA's. IXL software, & Prodigy online program will be purchased for interactive math support, fluency and acceleration.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Use of interim data, pre & post test CFA data by Math unit and Go Math unit assessments will be used to monitor progress. CFA data will be used to inform AC teams about effective strategies, reteaching and specific students needing focused intervention.

Owner(s):

Classroom teachers
AC teams
TSA

Timeline:

August 2018-June 15, 2019
Interim data October & February
CFA data for essential standards in math
Go Math unit assessments/Personal math trainer

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students in Tk-6 will participate in classroom based instruction in alignment with grade level standards. CFA data will monitor student progress of identified math essential standards.
- Small group instruction will be provided for identified and non-identified students within the classroom. Teachers will use Engage New York as a supplement and IXL Math, Khan Academy & Prodigy software (K-6).
- District Instructional coach will assist teachers with online training support materials from Go Math
- Use of white boards and tablets to provide interactive practice for small groups and individual intervention or acceleration.
- Students in K-3 will focus on basic math facts using an agreed upon format such as games, BFF, or repetitive practice. Intermediate students will focus on fraction awareness using games and repetitive practice.
- Supplemental contracts for teachers to tutor
- Funds for tech repair/maintenance

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

- Information will be shared with parents student progress in mathematics during Fall parent/teacher conferences
- Explain the Targeted Actions for Parent Involvement (required by Title I):
- Provide on-going training for implementation of the district adopted material, Go Math as a tool to Describe Related Professional Learning 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. (Family Math Night)
- School 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 2018-19 school year.

Owner(s):

Specify enhanced services for EL students:

Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from Making Thinking Visible (Graphic organizers) and Number Talks and TPR.

Timeline:

Describe Professional Learning related to this action:

Go Math online materials
Saturday pipeline trainings
Developing 3 tiered level of intervention around math
Solution Tree RTI conference
Sub release for AC team planning

Action 2

Title: Kirk ELA2018-19

Action Details:

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/Fuency). 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 CFAs.. "Learning By Doing" will be used as professional learning with staff to build more effective teams. A4375 Certificated Tutor and 1 fellow will provide tier 3 reading intervention as part of 3-6 RTI model. 2 teaching fellows to provide RTI for grades 1-2 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 use IXL software to support foundational reading/grammar skills. Provide supplemental software for EL students such as Lexia as funds are available. The AR program will be utilized for grades K-6 to promote literacy, fluency and comprehension. We will also use Vocabulary.com to build student vocabulary schoolwide. RSP will support RTI using Reading Mastery and Corrective Reading and other supplemental materials like Orton Gillingham as funds are available.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- DRP(2-6)
- BPST(1-3)
- Illuminate Interim
- BAS(K-1)
- Quarterly Writing samples
- Common formative Assignments
- AC grade level data chats
- Administrative Walkthroughs using IPG
- IXL classroom reports
- AR Reports
- Vocabulary 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
- Teachers
- Teachers

Timeline:

- Twice a year
- 3-4 week cycles
- 2 times a year
- 2 times a year
- Ongoing
- Quarterly
- Ongoing
- Ongoing
- Ongoing
- Ongoing
- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

For disproportionality (i.e. EL Learners and African American males), SST will continue to identify students needing supports in Academics SEL interventions. Provide RTI Coordinator for ongoing progress monitoring of identified students. Selecting students not making progress for further attention via SST team meetings.

Disproportionate groups will have priority in receiving site interventions and afterschool supports.

AC teams will continue to provide in class instructional supports via tier 1 & 2 interventions through the RTI process. CFA data will be used to identify students needing extra support.

Specify enhanced services for EL students:

ELPAC Intervention for EL Students Tier 3 & 4 interventions ELA Cross grade AC articulation Vocabulary.com in support of developing academic language Provide supplemental software for EL students such as Lexia as funds are available.

Certificated Tutor will use Wonders EL curriculum materials in support of the Designated ELD program.

Classroom teachers will provide integrated ELD instructional daily using ELD support materials in Wonders. District Coach provided PL in the area of integration of ELA with ELD standards in 2017-18.

Teaching Fellows will work in coordination with the RTI Coordination to ELA support to identified EL, Foster and Economically Disadvantaged youth.

Continue with ENP Reading mentors focusing on sight word development, foundational skills and fluency in primary grades.

Materials-ELA and math journals, highlighters, whiteboard markers, whiteboards, chart paper, primary lined paper, ink, lamination color pencils for graphing. embed technology test taking skills during core subjects. Using AR, IXL & Khan Academy as a support resource for ELA and Math. Small group/one on one instruction based on performance data.

Vista Volunteer (including mileage cost)

Supplemental ELA materials for Sped students.

Software: IXL, MobyMax, Prodigy, Khan Academy

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

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

EL Coach will provide coaching support to teachers as needed.

CFA data will be disaggregated to identify EL students not making progress and in need of additional classroom support.

New Technology for EL's (tablets, projectors) includes repair.

Subs for ELPAC testing

Describe Professional Learning related to this action:

Professional Learning around RTI best practices for Tier 2 & 3

PL on Effective Teams

Engagement by Design

PL for teachers via Solution Tree conference

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for AC Team Planning SST meetings	11,713.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology for TK-1 grades	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for afterschool tutoring	5,987.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Technology Repairs	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Materials & Supplies IXL & Moby Max Software for Math & ELA	6,322.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Split Funded with 7090	20,000.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Technology Repairs (classroom devices only)	1,000.00
G1A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Vista Volunteer Mileage	600.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,182.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Split funded with 3010	6,000.00
G1A2	Sup & Conc	Instruction	Travel			: Site Team to Solution Tree RTI Conference	7,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,650.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		18,887.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Testing (subs)	2,928.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: IXL(\$2,750) , Moby Max(\$1,100) & other Software for ELA & Math	9,828.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			New Equipment for EL Students: Tablets and Projectors	5,000.00

\$179,633.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	59.429	66.429

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Increase of school wide goal 2 activities during the school day, especially for TK-1 grade students. • Increase of afterschool clubs & tutoring • Encourage 3rd grade for sports program including Track & Field, Cross country and cheerleading • Continue Music programs for primary grades • Kind Kids Club • Student Council • Meaningful work (increase since of belonging) 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>No disproportionality among subgroups. Better monitoring of Goal 2 student participation needed to monitor through out the year.</p> <p>SSC & ELAC feedback</p>
---	--

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SQII data is shared regularly with SSC. Feedback is recorded in SSC minutes.</p>	<p>2 ELAC:</p> <p>Data is shared with ELAC and feedback is communicated to SSC.</p>	<p>3 Staff:</p> <p>Safe & civil team reviewed School surveys. Results of all surveys show that School safety is an issue, including teasing, bullying and exclusion.</p>
--	--	---

Action 1

Title: Kirk Goal 2

Action Details:

.Kirk School will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. School will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-

student and student-student relationships. Strategically implemented strategies will engage all students in the full community that is School, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

One such action-School will institute a Kind Kids Club to decrease the problems with teasing, bullying and inclusion. Coordinate Student Council with school initiative to decrease bullying. Parent involvement efforts to support anti-bullying activities at school. Morning Meetings (Monday) and Class meetings on Friday to stress different types of bullying to discuss the issues and brainstorm ways to alleviate the problem at Kirk. Upper grade level leaders will be used as peers for our primary students to model kindness on the playground. Utilize "caught doing something Kind" tickets. Tickets to go into a raffle. Prizes to raffle away on Friday. Kindness rallies held monthly.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

SQII data (suspensions)

RCA referrals

Restorative Chats records

SST action plans.

Individual Level 1 behavior plans

Owner(s):

Principal

RCA

Restorative Practices Counselor

VP

VP/Teachers

Timeline:

Monthly

Quarterly

Quarterly

Monthly

When needed

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Afterschool clubs & tutoring
- Sports activities for grades 3-6
- Music activities grades K-6
- Purple & Green celebration (behavior)
- Mentoring programs- Success Mentor, Girl Power, Men of Character & RCA (African-American students)
- School multicultural & Holiday programs and assemblies
- Kindness Club & monthly rallies

Specify enhanced services for EL students:

- All information to parents translated in Spanish
- Spanish -speaking personnel available
- Spanish-speaking teachers/aides in all PreK-1 classes (where the majority EL1 students are)

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

Parent Coffee chats (School & Neighborhood safety)

ELAC & SSC meetings feedback

Parent participation in school programs and awards assemblies

Parent meetings (Restorative Practices counselor) held monthly to discuss Anti-bullying initiatives at Kirk

Describe Professional Learning related to this action:

Sports Coaches training (District)

SSC annual training

Trauma Informed Practices (Approaches to use for specific kids)

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	94.595	100
Exposure to Careers - 6th Grade	90	97

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
All students attended

Exposure to Careers - 4th Grade
Student ability to self-manage may have been a key factor. Teachers should find alternate supervision so all students are exposed to work/career learning experiences.

Exposure to Careers - 6th Grade
Field trip experiences should have follow up learning in class to make trip more purposeful. Efforts to find extra supervision for students with self-control issues, should be utilized.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

Exposure to Careers - 4th Grade

Exposure to Careers - 6th Grade

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SQII data is shared regularly with SSC. Feedback is recorded in SSC minutes.

2 ELAC:

SQII data is shared regularly with ELAC. Feedback is reported to SSC meeting and taken under advisement.

3 Staff:

Safe & Civil team discussed data and determined that student behavior was the main issue why some students were not attending CTE sponsored trips. Group feels that the field trips are learning experiences that all students should participate in, and should classroom follow-up in the classroom, for students to process the information from the trip.

Action 1

Title: Kirk CTE Activities

Action Details:

All students must attend Goal 3 sponsored field trips as a part student learning of workplace competences for workplace success. Chaperones will be provided to ensure safety during the field trips. Fingerprinting will be provided for chaperones to participate, especially for those students who exhibit concerning behaviors. Field trips should be utilized as a learning opportunity for students. Students will have student guide to help them focus on certain information that will be reviewed after students return to the site to make the field trip more purposeful. Behavior will not be a deterrent for students not to attend.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Field trip permission slips (return rate)

Grade level studyguide or field trip focus questions

Owner(s):

Teachers

VP

Timeline:

Field trips offered through the school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

After attending field trip, students should have follow instruction to process what was highlighted during the trip.

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

Parents will be encouraged to return permission slips and attend field trip for increased student supervision. Office will work with parents to ensure fingerprints and background (Megan's law) check is completed.

Data and opportunities for feedback will be given via SSC & ELAC meetings.

Specify enhanced services for EL students:

Teachers and other staff will accompany identified students and translate information shared during the trip.

Describe Professional Learning related to this action:

Review of district chaperone policy

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	13.452	11.452
Suspensions Per 100	7.381	6.381

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Total of 57 students grades PK-6 who are identified as Chronically absent/tardy. Six students on the list are SDC students. 13 are Pre-K students. Twenty-nine students monitored through MBK-Success Mentors program, 37.14% (SQII 5959) are no longer identified chronically absent (SQII). Kirk has an attendance rate of 95.82% (SQII 48)</p> <p>Suspensions Per 100</p> <p>Kirk has observed a 2.35% drop in student suspensions. as measured by SQII # 483, compared to 2016-17 (overall & subgroups). The suspension rate is 4.70%. Interventions such as RCA Restorative Practices, CWA attendance monitoring & Purple & green celebrations should continue into 2018-19.</p> <p>Results of the student survey 2017-18 show only 80% of students & adults responded positively on School Safety. "Feel safe at school or around school, includes verbal abuse, teasing or exclusion."</p> <p>Student survey results for 2017-18 show that 72.17% of students responded positively on "Self Management" question. 72.14% responded positively for "Social Awareness"</p> <p>80% of parent, teachers and students identify School Safety as an areas of focus as measured by School surveys 2017-18.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Largest disproportional group is PK-2nd (40) and Special Education students(15) , six of whom do not take the district provided transportation. (SQII 5942)</p> <p>Of the Success Mentors identified students during the 1st semester, 36.11% were no longer chronically absent in the 2nd semester.</p> <p>Of the 57 students identified, only 5 were in the Success mentors program last school year. Six enrolled the 2nd semester of this school year.</p> <p>Suspensions Per 100</p> <p>Drop in schoolwide suspensions for all subgroups.</p> <p>Disproportionality continues for African American students, especially, African American males.</p> <p>The majority have attended Kirk for 4 or more years.</p>
---	---

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SQII data is shared regularly with SSC. Feedback is recorded in SSC minutes.</p>	<p>2 ELAC:</p> <p>SQII data is shared during ELAC, feedback to given to SSC for advisement.</p>	<p>3 Staff:</p> <p>Site goals was discussed with site CWA and shared with Safe & Civil team.</p>
--	--	---

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Certificated Tutor & CA Teaching Fellows purchased with Title 1 funds to improve reading achievement for tier 3 students and to decrease classrooms disruptions. Data shows students in primary classes with Teaching Fellows made decreased the numbers of students below grade level in reading. Students served by a 3.5 CT, showed modest gains in ELA scores (Interim 1 to Interim 2). Site needs to focus on clarifying role of CT and developing a more flexible RTI. No site funds were used to purchase personnel for Attendance & Suspensions actions.

Action 1

Title: School suspensions

Action Details:

Kirk School will work to improve overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students. Kirk School is one of eight schools piloting a Restorative Practice with a RCA designated for African American students as an approach to student discipline. This opportunity to implement Restorative Practice using the RCA allows for additional supports for African American students, especially, African-American males.. The Climate & Culture Team is leading the work in building systems and processes to address student discipline. Focus of the team should be on identifying programs and actions to alleviate teasing, verbal abuse and exclusion.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CHAMP expectations in all classrooms
- Restorative Practices Counselor
- Resource Counseling Assistant-African American Students
- Purple & Green Celebrations
- SST Meetings
- Informal & Formal Behavior plans
- Men of Character & Girl Power Mentoring
- Kind Kids Club
- Monthly Anti-bullying rallies
- Kirk Positive Behavior store
- Clubs, sports and other ex-curricular activities to increase school connectedness
- Scholastic News 1-6 grades
- MobyMax software

Specify enhanced services for EL students:

All school flyers and messages translated in Spanish
Translators available for SST & IEP meetings when needed.
Data reviewed during SSC & ELAC meetings

Explain the 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 Professional Learning related to this action:

- Support Staff will receive EQ 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

SQII Student data shared during SSC & ELAC meetings.

Invite community building groups on site to involve parents in neighborhood improvement efforts.

in a more positive manner.

- Regional RT drop in groups will be maintained for regional teachers to develop strategies to work
- Safe & Civil Schools (CHAMPS) training for new teachers
- Trauma Informed practices

Action 2

Title: Chronic Absenteeism

Action Details:

To reduce the rate of chronic and truant absenteeism by engaging targeted TK-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.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Use of MBK model to monitor students daily, CWA will be team lead to monitor Success Mentor training and activities, purchase materials and parent involvement.

List of students determined by SQII data

Owner(s):

Principal
CWA
Teachers

Timeline:

August 1, 2018-June 30, 2019
Monthly Student Success Celebrations
Quarterly Awards Assemblies

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

SQII 5942 & 5959

- 95.83% attendance rate
- 15.05% Chronic absent rate
- 36.11% improvement of CA students monitored through MBK

Core Districts Dashboard (3% drop in chronic absents)

Owner(s):

Timeline:

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Daily mentoring and monitoring of students chronically late for school or high level of absences.

Home visits by CWA

SST meetings

Incentives for students making progress

African American students monitored by RCA

Specify enhanced services for EL students:

Spanish speaking CWA

Interpreters for ELAC & SSC meetings (Stress importance of regular school attendance),

SST meeting when needed

Girl Power, Men of Character, Bigs in Blue (Mentoring)

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

Parent University parent workshops

SSC meetings -data sharing

Fall Parent Teacher conferences

A2A meetings

SQII Student data shared during SSC & ELAC meetings.

Babysitting will be offered for parent meetings such as SSC & ELAC.

Describe Professional Learning related to this action:

Social Emotion Learning training

Success Mentors overview training

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0270 Kirk Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News 1st-6th	2,200.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: IXL (\$2,750) & Moby Max(\$1,100) Software for ELA & Math: Split funded with 7091	3,850.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Goal 3 & Goal 4 Materials & Supplies (Extra payroll overage)	12,175.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting 800.00	978.00

\$19,203.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0270 Kirk Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for AC Team Planning SST meetings	11,713.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology for TK-1 grades	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for afterschool tutoring	5,987.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Technology Repairs	1,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Materials & Supplies IXL & Moby Max Software for Math & ELA	6,322.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Split Funded with 7090	20,000.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Technology Repairs (classroom devices only)	1,000.00
G1A2	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Vista Volunteer Mileage	600.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,182.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Split funded with 3010	6,000.00
G1A2	Sup & Conc	Instruction	Travel			: Site Team to Solution Tree RTI Conference	7,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		20,650.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		18,887.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Testing (subs)	2,928.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: IXL(\$2,750) , Moby Max(\$1,100) & other Software for ELA & Math	9,828.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			New Equipment for EL Students: Tablets and Projectors	5,000.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News 1st-6th	2,200.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: IXL (\$2,750) & Moby Max(\$1,100) Software for ELA & Math: Split funded with 7091	3,850.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Goal 3 & Goal 4 Materials & Supplies (Extra payroll overage)	12,175.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting 800.00	978.00

\$198,836.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$28,900.00
Sup & Conc	7090	\$111,643.00
LCFF: EL	7091	\$58,293.00
Grand Total		\$198,836.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$179,633.00
G4 - All students will stay in school on target to graduate	\$19,203.00
Grand Total	\$198,836.00