Kirk Elementary School

10621666006324

Principal's Name: Carla Manning

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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District Goals
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL : | Kirk ▼ | Select

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	65/67	10.76 %
☑	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	65/67	87.97 %
☐	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	61/67	52.86 %
☐	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	60/66	6.76 %
☑	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	57/66	58.33 %
☐	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	56/67	53.24 %
☑	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	55/67	10.83 %
☑	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	55/67	89.17 %
☑	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	48/66	42.36 %
☐	Elementary	Reading by Third	5- ELA Grade Level On-Track/Readiness	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at	44/65	48.48 %

| Grade | Retention | | the end of this year |

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	60/67	37.5 %
☑	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	44/68	31.58 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Middle School Readiness	1- EIIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	25/68	42.86 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	66/68	8.57 %
☑	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	65/68	4.26 %
☐	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	61/64	33.33 %

☐	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	59/68	6.27 %
☑	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	52/68	17.66 %
☐	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	47/67	9.09 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	60/67	43.15 %

Instructional Superintendent Approval : ◉ No ◯ Yes | Approval Date : 03/17/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

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

Action # 1	Detail the action: To reduce the rate of chronic and truant absenteeism by engaging targeted students/parents in programs and activities. Kirk staff will meet with parents and students with chronic absences and set goals for improved attendance. CWAS & CYS will closely work with attendance clerk and teachers to support parent involvement, improved attendance, school connectedness and community resources.

SQII Element: **5942**-Student with attendance rate less than 90% (17.50%) **3115**-1-6 grades with 6 or more truancy violations (18.05%)	SQII Sub-element(s): 2015-16 parent surveys (not on SQII) **4011** Number and percentage of $2^{nd} – 6^{th}$ grade students who are currently meeting the EIIS at risk attendance criteria and scored moderately below or significantly below on DRP. (93.75%)	Site Growth Target: 96.0% attendance rate, 15% decrease of students who are chronically absent. 10% increase of parent stating they are involved with school activities on the 2016-17 parent survey	Vendor (contracted services) RP/CYS Counselor P.O's to Pizza Hut/Save Mart/Oriental Trading/Jones/G.W. Incentives for parents

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

Write a SMART Goal to address each data point: By June 2017, attendance rates for chronic and truant targeted students will decrease by 15% and the schoolwide attendance rate will increase to 96% and parents stating they are involved with school activities will increase by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) • Using Atlas & 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.. • Students showing significant progress will be invited to special activities.	Owner(s) Administration, Safe and Civil Team, Classroom teachers	Timeline Quarterly Weekly Monthly

				Monthly
• Via the SST process, those that do not will be referred to CYS Counselor for tier 3 intervention.				

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:
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):
We 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 additional targeted actions for EL students:
CYS & CWAS will support EL students and their families throughout reach, home visits and other related services.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation charges for CYS Counselor	721
1	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services				CYS Counselor	18,005
1	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	CYS Counselor	18,000

1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.0400		Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	3,980
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.0400		PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	3,980
1	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.0850		Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	8,459
1	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.0850		PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	8,459
1	3	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				Student Certificates	1,000
								Total	$62,604

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

Action # 2	Detail the action: 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 creation of a new disciplinary referral form utilizing the Restorative Practices Model (Emotional Intelligence training, classified training).

SQII Element: 2080 Number and percentage of unique students who are engaged in any Goal 2 Activities (36.11%)	SQII Sub-element(s): 6327 Number and percentage of TK-6th grade students who meet the disconnected student criteria (67.28%) 2015-16 Climate/Culture Staff Survey Atlas- 73% drop in suspensions (March 2016)	Site Growth Target: 20% increase of student who are engaged in any Goal 2 activity	Vendor (contracted services) RP/CYS Counselor Event Numbers, Supplemental Contracts, Stipends, P.O.s for materials, posters, printing for referral forms. Boys to Men Mentoring program

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

Write a SMART Goal to address each data point:
By the end of the 2016-17 school year, there will be an 15% 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 20%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) *Monthly purple & green schoolwide behavior& attendance celebration data* *SQII-EIIS* *Continued decrease in student attendance (ATLAS)* *Quarterly goal 2 data*	*Owner(s)* *RP Counselor,* *Administration* *and the Safe and* *Civil Team*	*Timeline* *Monthly* *Quarterly* *Quarterly* *Quarterly*

Explain the Targeted Actions for Parent Involvement (required by Title I):
District-provided training for parents on Restorative Practices, parent input for referral form (before end of 2015-16 school year). CYS Counselor to refer parents to off site counseling family services when needed.

Describe related professional learning:
Support Staff will receive Q1 training through School Climate and Restorative Practices Offices.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Posters, the Wheel of Choice. CYS Counseling referral for students meeting tier 3 social/emotional intervention.
Boys to Men mentoring for leadership skills for African American and Hispanic boys.
Specify additional targeted actions for EL students:
Referral forms in Spanish and Spanish Wheel of Choice.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation - NO Food or Incentives	605
								Total	$605

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

Action # 3	*Detail the action:* Write Tools training (3 days), Use of Marzano vocabulary development strategy (1-6), 30 minute writing block every day K-6. Analysis of student writing during AC meeting time once per quarter to support regional focus on interdisciplinary writing (PoP) Continue monthly regional team writing activities.

SQII Element: **5997**- *Numbers scoring meet/exceed on SBAC ELA. (53.24%)*	*SQII Sub-element(s):* Regional writing cold prompt (POP) students scoring 3 or 4 (24%)	*SQII Element:* Increase the number of students scoring 3+ on 4th qu. Common writing assignment from 24% to 50%	*SQII Sub-element(s):* Vendor: Write tools trainers and materials Supplemental contracts for regional writing meetings

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

Write a SMART Goal to address each data point: : Student writing proficiency will increase from 24% to 50% for 2016-17 in grades K-6, as measured by students receiving a 3+ on the end of year common writing assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact). Use of Elk Grove Writing rubric to score and Kirk Writing analysis tool to monitor student writing quarterly. Students in grades 1-6 will receive a Vocabulary binder w/ Marzano template to maintain all new vocabulary words.	*Owner(s)* Principal Lead Teachers teachers	*Timeline* Write Tools Training Aug. 2016 Writing/Voc. Binders (ongoing) Daily writing activities

Explain the Targeted Actions for Parent Involvement (required by Title I): Twice a year, a gallery walk will be presented for parents to view student work in the cafeteria.

Describe related professional learning: 3 days of Write Tools training at the beginning of the school year with an option of one more day during the school year. Seven step voc. Dev. Strategies training provided for EL coach

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

Daily writing block, vocabulary binder	
Specify additional targeted actions for EL students: Vocabulary development using the Marzano templates to develop learning& understanding of Tier 2 words.	

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Sup & Conc	Parent Participation	Other Classified-Supplemental				Classified PL	1,000
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				PL for staff	1,000
								Total	$2,000

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

Action # 4	*Detail the action: Kirk will implement a comprehensive, balanced language acquisition program that will include Productive talk, integrated & Designated ELD time with deployment when needed. Provide an ELD Boot camp to assist English learners to provide specific focus on CELDT skills by subtest. The school will provide student incentives for EL progress to redesignation.*

SQII Element: *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.(20%)	*SQII Sub-element(s):* *5990-EL who meet borderline eligibility criteria (24.07%)* *5968--Number of 1-6 grade students meeting border line criteria for redesignation within 365 days(25%)*	*Site Growth Target:* *15% of EL students will be redesignated in 2016-17*	*Vendor (contracted services)* *6 CA Teaching Fellows Babysitting, student incentives-Jones, Oriental Trading, GW, Savemart, Little Caesar, Supplemental pay Contracts or Retiree contract*

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

Write a SMART Goal to address each data point: EL student redesignation rate will increase by 15%(20 students) by the Spring of 2017 as measured by the 2016 Fall CELDT assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) We will meet quarterly through April to analyze student progress towards Redesignation. The team will conduct quarterly reviews for targeted students needing intervention.	*Owner(s)* *Administration* *EL Committee* **|** *Timeline* *From August 2016 through April 2017*

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.

Describe related professional learning: PL on EL strategies focused on the CELDT components.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Small group instruction,
designated differentiated strategies to meet student needs
incentives for students making growth on the CELDT
7-step voc. Dev. strategy

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Write Tools	Writing Training	11,000
								Total	$11,000

Domain	■ **1. Academic – Performance/Growth/ Completion/Retention/Graduation** *Rates*	☐ **2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates**	☐ **3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates**
Action # 5	*Detail the action: 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. Teacher release time will be provided by split funding enrichment teachers regionally to support AC's work. "Learning By Doing" will be used as professional learning with staff to build more effective teams. CA Teaching fellows will be used to support small group reading intervention in grades 1-6.		
SQII Element: **5997**- *Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate (53.24%)*	*SQII Sub-element(s):* **5890-**African American students scoring significantly below grade level in ELA as measured by BAS & DRP.(77.27%)* **6277**-Number and percentage of students who have an ELA Common Formative Assessment score and are more than 10% negatively disproportionate (63.25%)* **6256** Number and percentage of students scoring standards met or exceeded on ELA Common Formative Assessment (28.74%)*	Site Growth Target: 25% increase of student scoring met/exceed target on SBAC ELA Percent of students scoring met/exceed on ELA common formative assessment will increase by 5% Percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate will decrease by (10%) Percent of African American students scoring significantly below grade level on BAS & DRP will decrease by 10%	Vendor (contracted services) 6 CA Teaching Fellows Regional focus to build effective AC teams Sub release time IXL software Supplemental or retiree contracts for regional work Purchase Learning by Doing for all teachers *Scholastic weekly*
■ *New Action* ☐ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ■ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
Percentage of 3-6 grade students meeting or exceeding grade level standards on district SBAC ELA assessment will increase by 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%.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact). - 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	Teachers Teachers/Teaching Fellows Teachers/ TSA/RSP Teachers/Teaching Fellows Teachers/Lead Teachers Teachers/Lead Teachers/Principal/VP/TSA Principal/VP/TSA	Twice a year 3-4 week cycles Monthly 3 times a year 3 times a year Quarterly Ongoing Quarterly Ongoing Ongoing

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
Fall parent /teacher conference
Quarterly progress reports
Quarterly awards assemblies
SST team meetings

Describe related professional learning
2016-2017 Professional Learning Calendar will be developed based on school-wide needs assessment to include bimonthly professional learning opportunities:

- Training on new district ELA curriculum
- Write Tools Training,
- 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 additional targeted actions for EL students: Integrated ELD. Possible use of Fellows for focused intervention

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Materials & Supplies				Materials & Supplies	9,411
5	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows 6	29,964

5	1	EL	Instruction	Teacher-Substitute Salaries				Subs for teachers to assess students	2,000
								Total	$41,375

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

Action # 6	*Detail the action: 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 each grade level as a part of a RTI program to provide focused Reading Intervention for students K-3 who are significantly below grade level.* 4. *Monthly assessments to progress monitor student progress and program effectiveness (BPST, KAIG, Read Works, BAS, Sight word recognition)* 5. *Instituting a differentiated grade level sight word development for students to review daily,* 6. *utilize the 7 step vocabulary strategy (or Marzano voc. development strategy) with Tier 2 words to improve reading skills and comprehension* 7. *Utilize the expertise of district personnel (such as Claudia Readwright) for strategies for voc. Dev. And comprehension instruction* 8. *Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.*

SQII Element: ***6033***- *K-3 student not on grade level in Reading and are more than 10% negatively disproportionate, (61.82%)*	*SQII Sub-element(s):* ***5890-****African American students scoring significantly below grade level in ELA as measured by BAS & DRP (77.27%)*	*Site Growth Target: 12% increase of student on grade level in ELA in grades K-3.*	*Vendor (contracted services)* *CA Teaching Fellows* *IXL software* *Americorp Vista volunteer coordinator (3rd grade literacy)*

6034-*Number of 1-3 grades not on grade level in reading last year, and became on grade level within this academic year, 6062 Number and percentage of K-3 students not on grade level who are one grade level below. (6.76%)*		*Decrease the percent of K-3 students significantly below grade level by 10%* *Percent of African American students scoring significantly below grade level on BAS & DRP will decrease by 10%*	*Edison Region Regional focus to build effective AC teams*

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

Write a SMART Goal to address each data point:
By the end of June 2017, KAIG, BAS and 2nd admin. Of DRP will show an increase of 12% the numbers of students K-3 reading on grade level in reading.

- *By Spring 2017, Decrease the percent of K-3 students significantly below grade level by 10% (KAIG, BAS & DRP)*
- *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: *(Include all interim monitoring evidence points showing impact)* *KAIG* *BAS* *DRP* *BPST* *Illuminate* *Sight word monitoring tool*	*Owner(s)* *K-3 classroom teachers* *Williams & Montemayor (sight words)* *Principal (PL)* *Lead teachers & AC teams*	*Timeline* *# times a year* *Quarterly* *Twice a year* *3-week cycle of instruction and assessment* *3 times a year* *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: 7 step voc. Dev. Strategy, tiered voc. Instruction, sight word practice and review (**for African American & EL Learners**)
Admins. Of BPST
Teaching Fellow training of BAS assessment

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Reading intervention small group intervention with the teacher, supported by CA Teaching Fellows
Reading software (IXL)
Materials for voc. Development instruction
Leveled books

Specify additional targeted actions for EL students:
CELDT bootcamp
Designated ELD
Integrated ELD
IXL reading software for foundational skills practice & review (also for African American students)
7 step vocabulary strategy (also for African American students)

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Books & Other Reference				IXL software	2,450
6	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repair technology, printers	1,000
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Regional work	1,000
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Regional Work	2,000

6	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub release time	1,500
								Total	$7,950

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

Action # 7	*Detail the action:* 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.

SQII Element: **6169** Number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC. (11%) **5998** Number and percentage of students who have a Math SBAC score and are more than 10% negatively disproportionate. (53%)	*SQII Sub-element(s):* **3789/4762** Number and percentage of students with a D/F in semester 1 of their current math class. (22%) **6258** Number and percentage of students scoring standard met or standard exceeded on Math Common Formative assessment. (23%)	*Site Growth Target:* ***26%***	*Vendor (contracted services):* CA Teaching Fellows *Supplemental Contracts* *Supplemental Materials* **New technology equipment if funds allow.*

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

Write a SMART Goal to address each data point:
By June 2017, the number of students meeting or exceeding Standards according to SBAC in math will increase from 11% to 26%.
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: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
1. BBF Administration and /or other Math Fluency measure	1. Teachers	1. Quarterly
2. Common Formative Assignments: Pre/Post for each Topic	2. Teachers	2. Weekly
3. Illuminate Assessments	3. Teachers	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 Math adoption 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 2016-2017 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 Coffee Hours will be designated to support parents with Math strategies at home.
- School wide data will be shared with parents through coffee hours, 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.

The following will be provided to further support students and families:
- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Describe related professional learning:
- Provide on-going training for implementation of the district adopted material, Go Math as a tool to supplement and support mathematical grade level standards.
- Provide professional learning opportunities in the area of Number Talks 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.
- 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.

Specify additional targeted actions for EL students:
- Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from Making Thinking Visible and Number Talks.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Other*	Americorp student	600
7	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies	6,095
7	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	2,782
7	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows 6	29,964
								Total	$39,441

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Kirk - 0270

ON-SITE ALLOCATION

3010	Title I	$27,805 *
7090	LCFF Supplemental & Concentration	$78,877
7091	LCFF for English Learners	$58,293

TOTAL 2016/17 ON-SITE ALLOCATION   **$164,975**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$605
Remaining Title I funds are at the discretion of the School Site Council	$27,200
Total Title I Allocation	$27,805

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 0270 Kirk Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			CYS Counselor	18,005.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.040	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	3,980.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.040	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	3,980.00
1	3	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Student Certificates	1,000.00
1	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : CYS Counselor	18,000.00
1	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation charges for CYS Counselor	721.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.085	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	8,459.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.085	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	8,459.00
2	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - NO Food or Incentives	605.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			PL for staff	1,000.00
3	3	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified PL	1,000.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools : Writing Training	11,000.00
5	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows 6	29,964.00
5	1	EL	Instruction	Teacher-Subs			Subs for teachers to assess students	2,000.00
5	1	EL	Instruction	Mat & Supp			Materials & Supplies	9,411.00
6	1	Title 1 Basic	Instruction	Teacher-Subs			Sub release time	1,500.00
6	1	Sup & Conc	Instruction	Teacher-Subs			Regional work	1,000.00
6	1	Sup & Conc	Instruction	Teacher-Supp			Regional Work	2,000.00
6	1	Sup & Conc	Instruction	Bks & Ref			: IXL software	2,450.00
6	1	Sup & Conc	Instruction	Direct-Maint			Repair technology, printers	1,000.00
7	1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies	6,095.00
7	1	Title 1 Basic	Instruction	Cons Svc/Oth			Other* : Americorp student	600.00
7	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	2,782.00
7	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows 6	29,964.00

$164,975.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$27,805.00
Sup & Conc	7090	$78,877.00
EL	7091	$58,293.00
Grand Total		**$164,975.00**

Domain Totals	Budget Totals
Academic	$125,644.00
Culture & Climate	$2,605.00
Social/Emotional	$36,726.00
Grand Total	**$164,975.00**

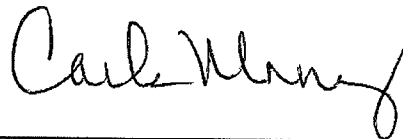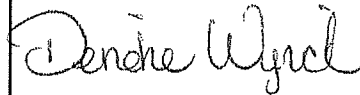04/22/2016

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. **Principal - Carla Manning**	X				
2. **Chairperson - Deidre Wyrick**		X			
3. Vice Chair- Alejandra Munoz		X			
4. Latrenda Williams		X			
5. Jorge Orozco			X		
6. Maritza Arceno				X	
7. Veronica Robles				X	
8. Roxana Alvisar				X	
9. Flor De Maria Garcia				X	
10. Cherella Nicholson				X	
11.					
12.					
13.					
14.					
15.					
☐ **ELAC operated as a school advisory committee.**	☐ **ELAC voted to fold into the SSC - Date_____.**				

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

E.3. Required Signatures

School Name:	Kirk		

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	Carla Manning	*Carla Manning*	3/30/16
SSC Chairperson	Deidre Wyrick	*Deidre Wyrick*	3/30/16

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