McCardle Elementary School

10621666085120

Principal's Name:　Linda P McLaughlin

Principal's Signature:　*Linda McLaughlin*

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 : [McCardle ▼] [Select]

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	22/65	61.36 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	55/68	48.39 %

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	6/68	52.92 %

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	54/68	14.81 %
☐	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	41/68	31.91 %
☑	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	41/68	4.24 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	63/67	0.38 %
☑	Elementary	Student Engagement	2- Overall Student Participation	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	34/67	50.1 %

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

[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:* McCardle Elementary will implement a comprehensive reading support program with school-wide strategies to improve Foundational Reading Skills and comprehension of complex text. The school will provide differentiated reading interventions such as deployment and flexible groupings based on assessed needs and extra support in reading Foundational Skills and comprehension strategies.

SQII Element: SBAC - ELA	*SQII Sub-element(s):* Standard Met/Exceed (5926)	*Site Growth Target:* 45%	*Vendor (contracted services)*
■ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ☐ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
By May of 2017, the percentage of students who met or exceeded standards will increase from 34.82% to 45% as measured by SBAC.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Teachers and students will set and monitor quarterly goals: • DRP • Interim Assessment administrations • Common Tasks and Assignments • Grades • SQII • Classroom walkthroughs and feedback • Intervention Progress Monitoring	District Assessments: • Teachers • AC Teams • ILT • TSA • Principal Grade Level Assessments: • Teachers • AC Teams • ILT • TSA • Principal Progress Monitoring:	District Assessments: Quarterly Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly

	• Teachers • AC Teams • TSA • Principal	

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
- Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EduText, and ISLPs and parents will commit to reviewing student progress with students
- Parents will collaborate with the school through the use of Student Agendas/Planners and commit to reviewing the Agenda/Planner each night

Describe related professional learning:
- Increasing challenging content with integrated reading, writing, listening, and speaking
- Assignments Matter Quarterly Instructional Planning
- Digital Literacy/Technology Scope and Sequence
- DOK Levels
- Write Tools Strategies
- Assessments
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observation
- Substitutes (as available) and/or supplemental contracts for teachers for instructional planning – 8 hours or 1 day sub release per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Accountable Community

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- Differentiated instruction in grades 2-6 through iReady adaptive literacy program (iReady's Online Diagnostic pinpoints students' needs down to the sub-skill level. It provides rigorous, on-grade-level instruction and practice with lessons to help meet individual

student or small group needs. It provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement.)

- Classroom Magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase the digital literacy of students in alignment with the Technology standards
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Student data chats and goal setting will be conducted by classroom teachers
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Technology to support student reading and assessment program (carts, printer, or other supplies as needed to complete the program needs of students) including maintenance/repair of technology

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for SST's/IEP's/data chats/peer observations Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner and Domain Social/Emotional: Action 5: Absenteeism, Action 6: Suspension	4,456
1	1	EL	Parent Participation	Other Classified-Supplemental				Translating Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner, Domain Culture & Climate: Action 5: Absenteeism, Action 6: Suspension, and Domain	528

							Social Emotional: Action 7: Engagement	
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries			Substitutes for planning Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	1,486
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries			Supplemental Planning Contracts Also supports: Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	3,499
1	1	Title 1 Basic	Instruction	Books & Other Reference			Scholastic News TK-6 Also supports Action 2: Reading By Third Grade	4,300
1	1	Title 1 Basic	Instruction	Books & Other Reference			iReady 2-6 Also supports Action: 2: Reading By Third Grade	10,500
1	1	Sup & Conc	Instruction	Materials & Supplies			Materials & Supplies Also supports Action 2: Reading by Third Grade, Action 3: Math, Action 4: English Learner, Domain: Social Emotional: Action 5: Absenteeism, Action 6: Suspension, and Domain: Culture & Climate: Action 7: Engagement	10,889

1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies Also supports Action 2: Reading by Third Grade and Action 3: Math	526
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Agendas/Planners for 3-6 (Parent Participation) Also supports Action 3: Math	760
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	3,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Maintenance and Repair Also supports Action 2: Reading By Third, Action 3: Math, Action 4: English Learner	1,000
								Total	$40,944

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:* McCardle Elementary will implement a comprehensive TK-3 balanced literacy program, which includes RtI and key reading components such as phonemic awareness, phonics, fluency, comprehension, and vocabulary.

SQII Element: Reading by Third Grade	*SQII Sub-element(s):*Grade Level Readiness Retention (6035)	*Site Growth Target:*70%	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
By May of 2017, the percentage of K-3rd grade students who were reading on grade level at the end of last year and remain on grade level will increase from 61.36% to 70% as measured by current reading assessments.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*

Teachers and students will set and monitor quarterly goals: • KSEP • KAIG quarterly administrations • BAS and Fluency quarterly administrations • DRP • Interim Assessment administrations • Common Tasks and Assignments • Grades • SQII • Classroom walkthroughs and feedback • Intervention Progress Monitoring (i.e. DIBELS, Results, online assessments, etc.)	District Assessments: • Teachers • AC Teams • ILT • TSA • Principal Grade Level Assessments: • Teachers • AC Teams • ILT • TSA • Principal Progress Monitoring: • Teachers • Certificated Tutor • AC Teams • TSA • Principal	District Assessments: Quarterly Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly
Explain the Targeted Actions for Parent Involvement (required by Title I): • Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night • Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student • Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students • Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EduText, and ISLPs and parents will commit to reviewing student progress with students		
Describe related professional learning: • Increasing challenging content with integrated reading, writing, listening, and speaking • Assignments Matter Quarterly Instructional Planning • Digital Literacy/Technology Scope and Sequence		

- DOK Levels
- Write Tools Strategies
- Assessments
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observation
- Substitutes (as available) and/or supplemental contracts for teachers for instructional planning – 8 hours or 1 sub release day per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Accountable Community

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- Students in grades 1-3 will receive differentiated small-group instruction based on identified needs provided by Teacher and Certificated Tutor
- Differentiated instruction in grades 2-6 through iReady adaptive literacy program (iReady's Online Diagnostic pinpoints students' needs down to the sub-skill level. It provides rigorous, on-grade-level instruction and practice with lessons to help meet individual student or small group needs. It provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement.)
- Differentiated instruction in grades TK-1 through online subscriptions to early learning adaptive literacy software (i.e. HeadSprout, Reading A-Z, etc.) to support the individualized needs of students to improve reading skills and comprehension
- Classroom Magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase the digital literacy of students in alignment with the Technology standards
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Student data chats and goal setting will be conducted by classroom teachers
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Technology to support student reading and assessment program (carts, printer, or other supplies as needed to complete the program needs of students) including maintenance/repair of technology

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	**Domain**	**Fund**	**Activity**	**Expense**	**Personnel**	**FTE**	**Vendor**	**Purpose of Expenditure**	**Budget**
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125		Certificated Tutor Also supports Action 4 English Learners	29,200
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250		Certificated Tutor Also supports Action 4 English Learners	11,680
2	1	Title 1 Basic	Instruction	Books & Other Reference				Learning A-Z TK-1	5,000
								Total	$45,880

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:* McCardle Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on 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 instruction for at risk groups with an emphasis on technology to improve mastery of grade level standards.

SQII Element: SBAC - Math	*SQII Sub-element(s):* Standard Met/Exceeded (6169)	*Site Growth Target:* 42%	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
By May of 2017, the percentage of students who met or exceeded standards will increase from 32.39% to 42% as measured by SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* Teachers and students will set and monitor quarterly goals: • Interim Assessment administrations • Common Tasks and Assignments • Grades • SQII	*Owner(s)* District Assessments: • Teachers • AC Teams • ILT	*Timeline* District Assessments: Quarterly Grade Level Assessments: Weekly

• Classroom walkthroughs and feedback • Intervention Progress Monitoring	• TSA • Principal Grade Level Assessments: • Teachers • AC Teams • ILT • TSA • Principal Progress Monitoring: • Teachers • Certificated Tutor • AC Teams • TSA • Principal	Progress Monitoring: Weekly/Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
- Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EduText, and ISLPs and parents will commit to reviewing student progress with students
- Parents will collaborate with the school through the use of Student Agendas/Planners and commit to reviewing the Agenda/Planner each night

Describe related professional learning:
- Increasing focus, coherence, and rigor
- Increasing the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Assignments Matter Quarterly Instructional Planning
- DOK Levels
- Assessments

- Digital Literacy
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observation
- Substitutes (as available) and/or supplemental contracts for teachers for instructional planning – 8 hours or 1 sub release day per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Accountable Community

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- Increase the digital literacy of students in alignment with the Technology standards
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Student data chats and goal setting will be conducted by classroom teachers
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction and intervention program needs
- Technology to support online adapted learning and student performance in math (carts, printer, or other supplies as needed to complete the program needs of students), including maintenance/repair of technology

Specify additional targeted actions for EL students:

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:* McCardle Elementary will implement a comprehensive, balanced language acquisition program with integrated and designated English Language Development.		
SQII Element: English Learner	*SQII Sub-element(s):* English Proficiency Growth (6017)	*Site Growth Target:* 55%	*Vendor (contracted services)*
☐ *New Action* ■ *On-going*	*Reasoning:* ■ Data ■ Research-based ■ Local Knowledge/Context		
Write a SMART Goal to address each data point: By May of 2017, the percentage of English Learner students who demonstrate expected growth on academic and language assessments will increase from 48.39% to 55% as measured by current reading assessments and CELDT.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		*Owner(s)*	*Timeline*

CELDT • Disaggregated BAS/DRP by EL subgroup • Disaggregated Interim Assessments by EL subgroup • Common Assignments/Tasks • Grades • EL Goal Setting Report • SQII • Classroom Walkthroughs and feedback	District Assessments, Grade Level Assessments, Progress Monitoring: • EL Site Rep • Certificated Tutor • Teachers • AC Teams • TSA • Principal	District Assessments: Quarterly Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Teachers will review EL Goal Setting Report, CELDT, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency. Parents will commit to
- Parent education classes will be provided as available
- Translating services will be provided as needed and available

Describe related professional learning:
- CELDT Assessment
- Academic English development through integrated and designated ELD
- Deconstructing ELD Standards and alignment with ELA standards
- Use of the EL Goal Setting Report to identify target students and their instructional needs

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

Specify additional targeted actions for EL students:
- EL students will participate in Integrated and Designated ELD
- Conduct CELDT Data Chats with targeted students
- Teachers will review the EL Goal Setting Report, CELDT, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in every lesson/content area
- Certificated Tutor to provide EL support and instruction to English Learners
- EL students participating in CELDT will have focused intervention prior to the CELDT assessment

- CELDT Assessors will be provided for individual student assessment in speaking and listening
- Books and Technology – reading materials for students in their primary language
- Classroom materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction and intervention program needs

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Non Capitalized Equipment				Technology Also supports Action 1: ELA, Action 2: Reading by Third Grade, Action 3: Math	3,500
4	1	EL	Instruction	Materials & Supplies				Materials & Supplies	342
4	1	EL	Instruction	Materials & Supplies				Books/Technology to support primary language Also supports Action 1: ELA and Action 2: Reading By Third Grade	2,000
4	1	EL	Instruction	Direct-Other (Dr)				2% REA Charges for CELDT Assessors	750
								Total	$6,592

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:* McCardle Elementary will implement a school-wide reward/incentive attendance program for 100% classroom attendance and students with perfect attendance

SQII Element: Chronic Absenteeism	*SQII Sub-element(s):* Attendance Growth (5959)	*Site Growth Target:* 10%	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
By May of 2017, the percentage of students who were chronically absent at the end of the previous semester and who are no longer chronically absent in the current semester will decrease from 14.81% to 10% as measured by school attendance records.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • ATLAS Attendance data • School Messenger Log • Daily Attendance report • SQII	Attendance data: • Attendance Clerk • Principal Parent Meetings: • Attendance Clerk • Principal Quarterly Awards Assemblies: • Teachers • TSA • Principal	Implementation begins the first day of school and continues through June, 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Parents are invited to attend Attendance Conferences in an effort to improve attendance and support parents and parents and students commit to improving attendance
- Teachers will review individual students' attendance at the fall parent conference
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EduText, and ISLPs and parents will commit to reviewing progress with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students

Describe related professional learning:
- Policies/procedures for Attendance program and Awards Assemblies
- Policies/procedures for daily attendance

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Awards and incentives to encourage attendance
- Awards Assemblies
- Weekly Second Step lessons
- Weekly Classroom Meetings
- Implement school wide anti-bullying (Olweus) program
- Mustang Meadows social/emotional supports to support students in feeling successful and connected to school
- Bi-weekly Attendance Parent Meetings with students and parents
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports

Specify additional targeted actions for EL students:									

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Attendance & Social Work Services	Classified Support- Regular	Assistant, Resrce Cnslg	0.7500		Resource Counseling Assistant Also supports Action 6: Suspension	45,430
5	2	Sup & Conc	Instruction	Materials & Supplies				Rewards/Incentives - Attendance	500
								Total	$45,930

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:* McCardle Elementary will implement a tiered level of response to behavior incidents and a character counts building program to reduce suspension rates, lessen distractions for all learners, enhance campus safety for all students, and moderate behaviors of students resulting in fewer conflicts with staff and other students.

SQII Element: Suspension	*SQII Sub-element(s):* Suspension Rate (6109)	*Site Growth Target:* 3%	*Vendor (contracted services)*
☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ■ *Research-based* ■ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
By May of 2017, the percentage of students who have been suspended and/or expelled will decrease from 4.24% to 3% as measured by suspension/expulsion records.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • ATLAS misbehavior and positive behavior entries • Weekly Suspension data • MAC/CHAMPS Implementation • SEL Survey • Student Survey • Staff Survey • SQII	*Owner(s)* • Teachers • Resource Counseling Assistant • School Climate Team	*Timeline* • Implementation begins the first day of school and continues through June, 2017 • Data will be reviewed monthly by the School Climate Team

• Class Meeting Quarterly Documentation • Second Step Quarterly Documentation • Mustang Meadows Data • Connections Program Data • Student Success Team process • Student Behavior Plans and informal Behavior Contracts	• TSA • Principal

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Parent Contact encouraged with Level 2 behaviors and required with Level 3 behaviors
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Bi-Monthly Parent Coffees to provide information and support for families and build relationships/communication between home and school

Describe related professional learning:
- MAC/CHAMPS
- ATLAS data entry for positive behaviors and misbehaviors
- Second Step
- Classroom Meetings
- Tiered Levels of Response to Behaviors
- Social Emotional Learning
- Connections Program
- Safe & Civil School Training for Classified provided through substitute coverage

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Mustang Meadows alternative recess location for students in grades 1-6 staffed by a Resource Counseling Assistant
- Mustang Meadows social/emotional supports to teach students social skills needed to be successful and feel connected to school
- Magnificent Mustang Student of the Month identified by Character Counts pillar of the month
- All classrooms will implement weekly Classroom Meetings and Second Step lessons
- Implement Safe and Civil Schools initiatives as deemed necessary by School Climate Team (i.e. cafeteria, playground, restrooms, recess activities) and provide rewards/incentives for positive behavior
- Implement school wide anti-bullying (Olweus) program
- Assemblies for students making good choices
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate

Specify additional targeted actions for EL students:

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Instr Aide-Substitute Salaries				Classified Substitutes for Climate & Culture Training	1,980
6	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Supplemental for NTA for Lunch Activities	5,225
								Total	$7,205

Budgeted Expenditures (table title)

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:* McCardle Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.

SQII Element: Student Engagement	*SQII Sub-element(s):* Overall Student Participation (2080)	*Site Growth Target:* 70%	*Vendor (contracted services)*

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

Write a SMART Goal to address each data point:
By May of 2017, the percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase from 50.1% to 70% as measured by student engagement records.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) • Engagements (Goal 2) Data • Parent attendance at school events and for volunteer opportunities throughout the year • Approved Volunteer Applications • SQII • Responses on the School Culture and Climate Parent and Student Surveys in the spring of 2017	*Owner(s)* • Teachers • ILT • NTA for Intramurals • TSA • Principal	*Timeline* • Implementation begins the first day of school and continues through June, 2017 • Quarterly review of student engagement data • Monthly updated list of approved Volunteer Applications

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

- Parents will be informed about Elective Wheel class opportunities and give permission for students to submit their prioritized choices
- Parents will be informed about opportunities for intramural sports
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Bi-monthly parent meetings with coffee and food provided to encourage attendance
- An annual calendar listing all parent meetings will be distributed at the beginning of the school year, in the monthly school newsletter, and in the weekly School Messenger message
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year
- Back to School Night will be scheduled in August and a Title 1 Parent Meeting will be scheduled in September, with notification sent home prior to the first day of school
- Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events

Describe related professional learning:
- Teachers will receive updates and information regarding parent outreach efforts and calendars
- Teachers will receive updates and information regarding student engagement

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Elective Wheel classes offered to provide students opportunities to be engaged in arts, activities, and athletics
- Intramural sports will be organized by a Noon Time Assistant and offered at lunch recess for students in grades 1-6
- Materials, supplies, awards, and incentives to support engagements
- Assemblies, presentations, and field trips will foster school participation and interest

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	EL	Instruction	Materials & Supplies				Parent Participation - Food	250
7	3	Sup & Conc	Instruction	Materials & Supplies				Rewards/Incentives - Culture & Climate	500
7	3	Sup & Conc	Instruction	Materials & Supplies				Elective Wheel Supplies	1,000
7	3	Sup & Conc	Instruction	Materials & Supplies				Parent Participation Food	250
								Total	$2,000

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

McCardle - 0330

ON-SITE ALLOCATION

3010	Title I	$29,071 *
7090	LCFF Supplemental & Concentration	$100,430
7091	LCFF for English Learners	$19,050

TOTAL 2016/17 ON-SITE ALLOCATION **$148,551**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$671
Remaining Title I funds are at the discretion of the School Site Council	$28,400
Total Title I Allocation	$29,071

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0330 McCardle Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for planning Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	1,486.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Planning Contracts Also supports: Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	3,499.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic News TK-6 Also supports Action 2: Reading By Third Grade	4,300.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: iReady 2-6 Also supports Action: 2: Reading By Third Grade	10,500.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies Also supports Action 2: Reading by Third Grade and Action 3: Math	526.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner	3,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners for 3-6 (Parent Participation) Also supports Action 3: Math	760.00
1	2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observations Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner and Domain Social/Emotional: Action 5: Absenteeism, Action 6: Suspension	4,456.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports Action 2: Reading by Third Grade, Action 3: Math, Action 4: English Learner, Domain: Social Emotional: Action 5: Absenteeism, Action 6: Suspension, and Domain: Culture & Climate: Action 7: Engagement	10,889.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair Also supports Action 2: Reading By Third, Action 3: Math, Action 4: English Learner	1,000.00
1	1	EL	Parent Participation	Oth Cls-Supp			Translating Also supports Action 2: Reading By Third Grade, Action 3: Math, Action 4: English Learner, Domain Culture & Climate: Action 5: Absenteeism, Action 6: Suspension, and Domain Social Emotional: Action 7: Engagement	528.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Learning A-Z TK-1	5,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313	Certificated Tutor Also supports Action 4 English Learners	29,200.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.125	Certificated Tutor Also supports Action 4 English Learners	11,680.00
4	1	EL	Instruction	Mat & Supp			Materials & Supplies	342.00
4	1	EL	Instruction	Mat & Supp			: Books/Technology to support primary language Also supports Action 1: ELA and Action 2: Reading By Third Grade	2,000.00
4	1	EL	Instruction	Nc-Equipment			: Technology Also supports Action 1: ELA, Action 2: Reading by Third Grade, Action 3: Math	3,500.00
			Instruction	Direct-Other				

4	1	EL	Instruction	Direct-Other			: 2% REA Charges for CELDT Assessors	750.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Attendance	500.00
5	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Resource Counseling Assistant Also supports Action 6: Suspension	45,430.00
6	2	Sup & Conc	Instruction	Ins Aide-Sub			Classified Substitutes for Climate & Culture Training	1,980.00
6	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental for NTA for Lunch Activities	5,225.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Parent Participation Food	250.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Culture & Climate	500.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel Supplies	1,000.00
7	3	EL	Instruction	Mat & Supp			: Parent Participation - Food	250.00

$148,551.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$29,071.00
Sup & Conc	7090	$100,430.00
EL	7091	$19,050.00
Grand Total		**$148,551.00**

Domain Totals	Budget Totals
Academic	$88,960.00
Culture & Climate	$47,430.00
Social/Emotional	$12,161.00
Grand Total	**$148,551.00**

04/19/2016

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	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Linda P McLaughlin	X				
2. Chairperson – Caressa Smith			X		
3. Ron Kludas		X			
4. Sharian Sowell		X			
5. Pam Unruh		X			
6. Mike Crader				X	
7. Beverly Culwell				X	
8. Anna McGuire				X	
9. Robyn Munerlyn				X	
10. Nhia Vue				X	
11.					
12.					
13.					
14.					
15.					
X☐ **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: McCardle

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	Linda P McLaughlin	*Linda McLaughlin*	3/30/16
SSC Chairperson	Caressa Smith	*Caressa Smith*	3/30/16

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