

SPSA Year  2017–18  2018–19  2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

# Single Plan for Student Achievement (SPSA) Template

School Name William Burnett Elementary School

Contact Name and Title Richard P. Julian, Principal

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408-635-2650

## 2017-20 Plan Summary

### School's STORY

Briefly describe the students and community and how the school serves them.

#### **Mission Statement:**

*"We, the Burnett Community, are committed to providing a safe environment and developing self-motivated thinkers who are able to succeed in an ever-changing world."*

#### **Vision Statement:**

*All students, every day strive to reach their fullest potential in personalized and collaborative learning environments which support and inspire them to become innovative, life-long learners.*

William Burnett Elementary School proudly serves approximately 600 students in transitional kindergarten through sixth grade. The ethnic population of Burnett School reflects the diversity of our community with 41% Asian, 22% Hispanic, 18% Filipino, 10% Caucasian, 3% African American, 1% American Indian, 2% Pacific Islander and 3% Multiple Ethnicities. Approximately 40% of our population is non-English speaking and 41% of our students are eligible for free and reduced lunch. Our staff is committed to working in partnership with our families and the community toward continuous improvement in educating all students. We believe that while no two students learn in the same way, all students

can learn when given the necessary tools, motivation, and opportunities. It is our desire that students develop a passion for lifelong learning and experience success - academically, emotionally, socially, and physically. As a learning community with a heart for children, we are grateful for the opportunity to share our school with you.

### School Theory of Action

The Burnett community is highly committed to excellence and we are proud of the work we are doing to prepare our students in our ever changing world. We have evolved into a school focused on having our students reach their fullest potential in personalized and collaborative learning environments that meet the rigorous demands of the Common Core Standards. In order to ensure these environments address the needs of all of our students, our professional teaching staff engage in weekly, grade level based Professional Learning Community meetings where they use Results Oriented Cycles of Inquiry for data analysis and emergent curriculum planning to ensure continuous organizational learning and improvement. In addition, we are using a Blended Learning model which consists of small group targeted instruction, collaborative learning opportunities and the leveraging of technology to personalize and differentiate learning. This allows students to learn concepts and content at their own pace as well as generate data for us to use to differentiate our teaching to meet specific needs of students. We will also be utilizing research-based assessments that assist teachers in identifying student needs in order to implement instruction and intervention programs that are designed for student progress.

In our primary grades, TK-3, we are implementing the SEAL model for ELD. SEAL supports our teachers in grades TK through third grade to implement powerful instructional strategies and to design exciting curriculum that will enable your child to learn the new Common Core and next generation standards. SEAL is designed to build confident, joyful learners with strong language and literacy skills, providing access to the full curriculum.

Every student on our campus engages in our STEM program for an hour per week in our new STEM Lab. There, students engage in activities around science, technology, engineering and mathematics. This program promotes creativity, collaboration, critical thinking and communication.

The Burnett staff is made up of a team of excellent certificated and classified staff including several teachers who have served as District mentors, teacher leaders, and professional development experts. Other staff members have previously served the district as specialists in areas such as mathematics, science, and literacy. Burnett staff members also serve on many District committees supporting assessment, instruction, and the implementation of Common Core State Standards. Several staff members have previously served the district as specialists in areas such as mathematics, science, and literacy and their expertise is utilized to further the Burnett teachers' professional development. Teachers keep current on best educational practices through Professional Learning Communities with colleagues, staff meetings and conferences throughout the year.

## **SPSA HIGHLIGHTS**

Identify and briefly summarize the key features of this year's SPSA.

**Below are the key features of Burnett's SPSA...**

### **Professional Learning Communities**

At Burnett we are committed to Professional Learning Communities. Grade level teams meet once a week during the school day for an hour and, in addition, once to twice a month after school. Within those PLCs, teachers engage in Results Oriented Cycles of Inquiry focusing on student learning. They work collaboratively analyzing various forms of student data to create SMARTER Goals along with Work Plans to address those goals.

### **Instructional Coach**

The work of our Instructional Coach is multi-faceted. She works with our TK-6 staff on the successful implementation of research-based instructional strategies and essential practices through professional development, modeling of lessons and coaching cycles. In addition, she specifically supports our SEAL program for our TK-3 teaching staff where she coordinates and facilitates professional development, as well as the modeling of lessons. She also co-leads the PLC work we engage in.

### **Underserved Students**

Our most current SBAC data shows that our Hispanic or Latino and Special Education students, although growing, are not making the growth necessary to show that they are meeting or exceeding grade level Common Core State Standards. With that said, special attention will be given to these subgroups within our work as an Instructional Leadership Team, within Professional Learning Communities and within staff meetings to ensure these students get what they need when they need it.

### **SEAL (Sobrato Early Academic Language)**

At Burnett, we will continue our implementation of SEAL, a powerful language development and literacy approach. We are one of several schools in our district selected to participate in the SEAL (Sobrato Early Academic Language) model. Teachers in grades TK through third grade implement powerful instructional strategies and design exciting curriculum that will enable our students to learn the new Common Core and next generation standards. SEAL is designed to build confident, joyful learners with strong language and literacy skills, providing access to the full curriculum. We are now ready to take those strategies and implement them into our 4-6 classrooms with the support of our instructional coach

### **STEM**

Our STEM program is going into its fourth year. Every child in our school accesses our STEM Center and engages in the work led by our STEM teacher an hour per week. Beginning in 2017-18, our teachers will be planning their SEAL and PBL units and including a STEM component in them. Also note that this weekly STEM time allows for our teaching staff to meet in their weekly PLCs.

### **Project-Based Learning**

We continue to refine our PBL units across grades 4-6. With the support of our instructional coach, teachers engage their students in various units throughout the year. Within these units, students practice the 4 C's, experience rigorous learning targets and are able to have voice and choice when it comes to their learning. This provides our students with a personalized learning experience.

### **Professional Development**

Our professional teaching staff engages in embedded professional development within their professional learning communities as they tap into one another's expertise. We build capacity within our school as teachers attend various professional conferences and then, in turn, share their learning with their colleagues. In addition, we set aside one staff meeting per month specifically designed to learn together as a staff.

### **Family Engagement**

At Burnett, we engage our families in various ways. We have a built-in family engagement component to our SEAL units and we involve families in our PBL units. The last Friday of each month our families are invited to our "Bulldog Bash" school celebration and our Principal's Coffee Hour. We also hold "Family Learning" evening events focused on various topics of interest to our parents.

## **REVIEW OF PERFORMANCE**

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain or build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **GREATEST PROGRESS**

At Burnett, we are most proud of the progress our English Learners have made. As noted in the data below, the performance of our English Learners has **"Increased Significantly"** in both English Language Arts and Mathematics. We attribute this to the focus of our equity based professional learning communities engaging in results-oriented cycles of inquiry, creating SMARTER goals and specific work plan designed to aid our students in reaching those goals. In addition, we are in our third year of SEAL implementation and have worked hard to implement these powerful instructional strategies throughout all of our classrooms. In addition, we offer specific and targeted Tier 2 and 3 after school interventions which are born from our PLC work and planned and facilitated by our professional teaching staff.

Our school plans to build upon that success as we continue to refine our SEAL model of language development across all

of our grade level classrooms, as well as reflect and refine our work within our equity based professional learning communities. In addition, we will continue to offer specific and targeted after school Tier 2 and 3 interventions planned and facilitated by our professional teaching staff. As noted, we engaged in Results-Oriented Cycles of Inquiry and will continue to reflect upon our successes and what exactly attributed to those successes.

William Burnett Elementary (Milpitas, CA)  
**Milpitas Unified**

**English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement**

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
<b>Very High</b> 45 or more points above	Yellow  (None)	Green  (None)	Blue  (None)	Blue  • Asian	Blue  (None)
<b>High</b> 10 points above to less than 45 points above	Orange  (None)	Yellow  (None)	Green  (None)	Green  • All Students (School Placement) • Filipino	Blue  • English Learners
<b>Medium</b> 5 points below to less than 10 points above	Orange  (None)	Orange  (None)	Yellow  (None)	Green  • Socioeconomically Disadvantaged	Green  (None)
<b>Low</b> More than 5 points below to 70 points below	Red  (None)	Orange  • Students with Disabilities	Yellow  (None)	Yellow  • Hispanic or Latino	Yellow  (None)
<b>Very Low</b> More than 70 points below	Red  (None)	Red  (None)	Red  (None)	Orange  (None)	Yellow  (None)

William Burnett Elementary (Milpitas, CA)  
**Milpitas Unified**

**Mathematics (Grades 3-8) - Student Group Five-by-Five Placement**

Select an Indicator:  Reporting Year:

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue • Asian
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green • Socioeconomically Disadvantaged • Filipino	Blue • All Students (School Placement) • English Learners
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Red (None)	Orange • Hispanic or Latino	Yellow • Students with Disabilities	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

# English Language Arts Assessment Report

## William Burnett Elementary - Santa Clara County

Enrollment: 606   Socioeconomically Disadvantaged: 40%   English Learners: 42%   Foster Youth: N/A   Grade Span: K-6   Reporting Year: Spring 2017

Charter School: No

Equity Report   Status and Change Report   **Detailed Reports**   Student Group Report

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All   Blue/Green   Yellow   Red/Orange

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		331	High 21.8 points above level 3	Increased +12.9 points
<u>English Learners</u>		194	High 22 points above level 3	Increased Significantly +21.7 points

# Math Assessment Report

## William Burnett Elementary - Santa Clara County

Enrollment: 806 Socioeconomically Disadvantaged: 40% English Learners: 42% Foster Youth: N/A Grade Span: K-6 Reporting Year: Spring 2017

Charter School: No

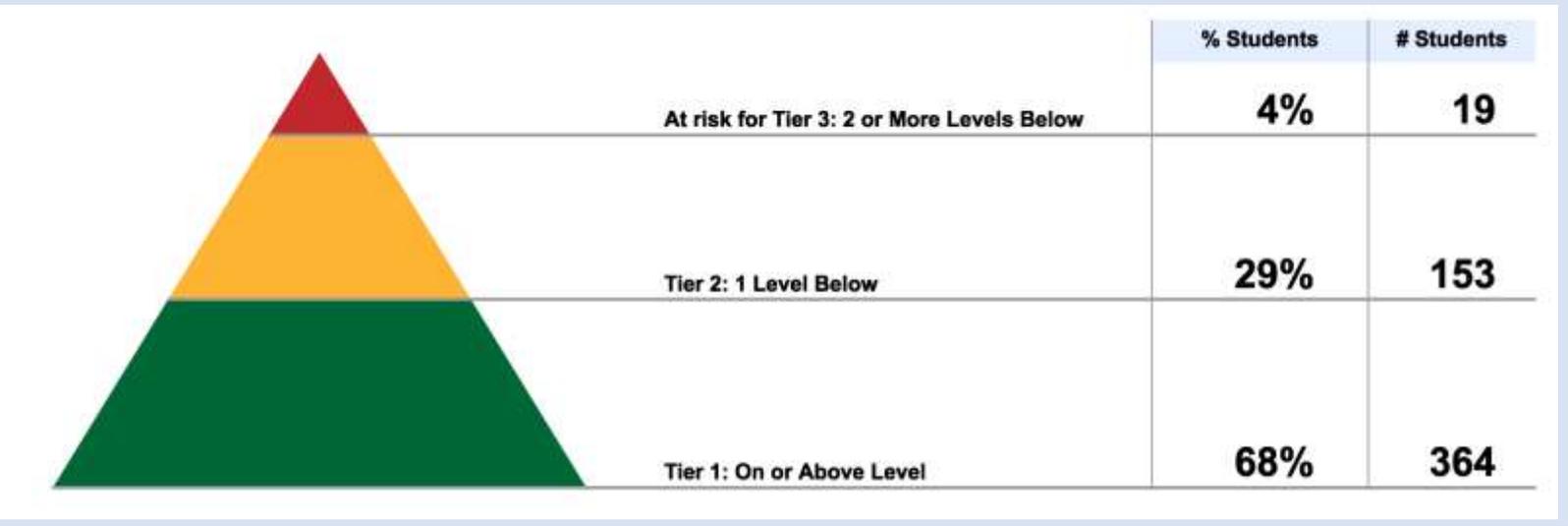
- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

- All
- Blue/Green
- Yellow
- Red/Orange

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		331	High 21.6 points above level 3	Increased Significantly +18.2 points
<u>English Learners</u>		194	High 26.2 points above level 3	Increased Significantly +24 points

### i-Ready Math Diagnostic #3 (February)



### i-Ready ELA Diagnostic #3 (February)



### Spring Grade 3 DRA2 Data (To be included when assessments are complete)

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

### GREATEST NEEDS

At Burnett, both the progress of our Hispanic or Latino Students and our Students with Disabilities are our greatest need. This is noted in the data below in both English Language Arts and Mathematics.

In order to address these needs, we will immediately identify these “target students” and through our work in our Equity based Professional Learning Communities address their needs through SMART E goals and specific Work Plans. In addition, we will...

- Learning and sharing of essential practices to address the need
- Monitor student attendance
- Engage student families

- Give target students priority to after school interventions
- Student Goal Setting Conferences
- Intentional articulation meetings between RSP teacher and general education teacher

William Burnett Elementary (Milpitas, CA)

Milpitas Unified

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator ⌵ Reporting Year: 2017 (Spring) ⌵

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue • Asian	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green • All Students (School Placement) • Filipino	Blue • English Learners
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green • Socioeconomically Disadvantaged	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange • Students with Disabilities	Yellow (None)	Yellow • Hispanic or Latino	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

William Burnett Elementary (Milpitas, CA)  
**Milpitas Unified**

**Mathematics (Grades 3-8) - Student Group Five-by-Five Placement**

Select an Indicator: Mathematics (Grades 3-8) Indicator

Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
<b>Very High</b> 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue • Asian
<b>High</b> 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green • Socioeconomically Disadvantaged • Filipino	Blue • All Students (School Placement) • English Learners
<b>Medium</b> More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
<b>Low</b> More than 25 points below to 95 points below	Red (None)	Orange • Hispanic or Latino	Yellow • Students with Disabilities	Yellow (None)	Yellow (None)
<b>Very Low</b> More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps?**

## PERFORMANCE GAPS

As noted in the data below, Burnett shows performance gaps for our Hispanic/Latino students and our Students with Disabilities. These gaps are evident in both Math and English Language Arts. This was also noted in our “Greatest Needs” section of this document. These performance gaps will be addressed by...

- Learning and sharing of essential practices to address the need
- Monitor student attendance
- Engage student families
- Give target students priority to after school interventions
- Student Goal Setting Conferences
- Intentional articulation meetings between RSP teacher and general education teacher

Equity Report														
Status and Change Report														
Detailed Reports														
Student Group Report														
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.														
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A			*		*			*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			*		*			*	*	*
Mathematics (3-8)			N/A	N/A			*		*			*	*	*
Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)														

# BUDGET OVERVIEW

## DESCRIPTION

Total Budget Expenditures for SPSA Year **2017-18**

## AMOUNT

\$270,201

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017-18**

Briefly describe any differences between budgeted and expended resources.

To be determined at the end of 17-18

**DESCRIPTION**

**AMOUNT**

Total Supplemental and Concentration Funds for SPSA year

\$230,101

Percentage of SPSA Budget that is Supplemental or Concentration Funds

85%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Our allotted Supplemental and Concentration Funds have allowed us to offer targeted interventions both embedded in the school day and before and after school. It also allows us to offer stipends to our Instructional Leadership team, employ two EL Paraprofessionals, two paraprofessionals and a clerk to monitor attendance and support our neediest students. From those funds, we are able to purchase instructional materials and software to target their needs.

In addition, it also has allowed us to offer all of our students a school-wide STEM program which affords them additional opportunities that they may not get outside of the school day.

DESCRIPTION	Block Grant	Supplemental	Title I	Other: Grants/Donations	TOTAL
<b>Allocation:</b>	\$40,100	\$170,457	\$59,644		\$270,201
					\$0
<b>Expenses:</b>					\$0
<b>Object 1XXX : Certificated Salary</b>					\$0
Teacher Salary		\$98,400			\$98,400
Certificated Stipend	\$6,000				\$6,000
Substitute Teacher		\$8,970			\$8,970
Sub-Total	\$6,000	\$107,370	\$0	\$0	\$113,370
					\$0
<b>Object 2XXX: Classified Salary</b>		\$38,684			\$38,684
Classified Clerical Salary	\$6,000		\$11,200		\$17,200
Instructional Assistant			\$11,300		\$11,300
Sub-Total	\$6,000	\$38,684	\$22,500	\$0	\$67,184
					\$0
<b>Object 3XXX: Benefits</b>					\$0
CE Statutory Benefit	\$450	\$13,533			\$13,983
CL Statutory Benefit	\$2,910	\$10,870	\$8,700		\$22,480
Health and Welfare					\$0
Sub-Total	\$3,360	\$24,403	\$8,700	\$0	\$36,463
					\$0
<b>Object 4XXX: Supplies</b>					\$0
Office Material and Supplies	\$5,000				\$5,000
Books/Reference Materials			\$3,444		
Software			\$15,000		
Non-Capitalized Equipment	\$740				\$740
Sub-Total	\$5,740	\$0	\$18,444	\$0	\$24,184
					\$0
<b>Object 5XXX: Operational</b>					\$0

Conference			\$5,000		\$5,000
Parent Engagement	\$4,000				\$4,000
Bus and Field-trips					\$0
Other Professional Services	\$15,000		\$5,000		\$20,000
Sub-Total	\$19,000	\$0	\$10,000	\$0	\$29,000
					\$0
Indirect Costs					\$0
					\$0
<b>Total Expenses</b>	<b>\$40,100</b>	<b>\$170,457</b>	<b>\$59,644</b>	<b>\$0</b>	<b>\$270,201</b>
					\$0
<b>BALANCE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

# Stakeholder Engagement

SPSA Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

### **Instructional Leadership Team**

March 20, 2017- Through the cycles of inquiry, the team analyzed data various school-wide data points and made recommendations to our plan.

[Agenda](#)

### **Teaching Staff**

April 3, 2017 - Shared school-wide SBAC data and facilitated open discussion on “glows and grows.” More specifically, we began to address what we currently have in place that has attributed to our successes.

[Agenda](#)

### **School Site Council**

April 6, 2017 - Shared both i-Ready and school-wide SBAC data and facilitated an open discussion around “glows and grows.” Looked at our current expenditures and how they address our needs. SSC consists of Certificated Staff, Classified Staff and parents.

[Agenda](#)

### **Parent Community**

Principal Coffee Hour in March 24, 2017 - Facilitated a discussion focused on Family Engagement and solicited what our families need to feel like an integral part of our school community. They identified what we have in place that they deem important, as well as some suggestions for next year.

[Flyer](#)

## IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Engaging all stakeholders in planning for the upcoming school year is vital to our success. Through these meetings, as we looked back and looked forward, it was affirmed that we will continue most of the action plans we have had in place while adding some to address our needs as we move forward into the next school year. We will continue the dialogue throughout the year to ensure we are addressing the needs of all of our students, as well as the families of those students.

# Goals, Actions, & Services

New                       Modified                       Unchanged

## Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

Burnett: All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.

### State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 5 7 8

LOCAL \_\_\_\_\_

### Identified Need

Our SBAC data illustrates that 59% of our students met or exceeded the standard in Math and 63% of our students met or exceeded the standard in ELA. Overall, we need to consistently improve those numbers over the next three years school-wide to ensure that all students demonstrate continuous improvement.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	59% Met or Exceeded Standard	64% Met or Exceeded Standard	69% Met or Exceeded Standard	74% Met or Exceeded Standard
SBAC ELA	63% Met or Exceeded Standard	68% Met or Exceeded Standard	73% Met or Exceeded Standard	77% Met or Exceeded Standard
iReady Math (Progress Monitoring)	Tier 1: 68% Tier 2: 29% Tier 3: 4%	Tier 1: 73%	Tier 1: 77%	Tier 1: 82%
iReady ELA (Progress Monitoring)	Tier 1: 62% Tier 2: 27% Tier 3: 11%	Tier 1: 67%	Tier 1: 72%	Tier 1: 77%
DRA 2	Data to be added after Spring Assessment			

Goal **1** Action **1**

Multi-Tiered System of Supports Description: Tier 1 Academic Program

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Instructional Coach: Support professional teaching staff with the implementation of Common Core Standards, SEAL and PBL through the professional development and coaching cycles.	<b>ACTUAL</b> Coaching Log
	<b>BUDGETED</b> .5 FTE Certificated Instructional Coach Salary/Benefits - \$62000	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
To begin the year, the instructional coach will meet monthly with grade level teams, TK-3, to establish coaching cycles. A coaching form/process will be established for coaching cycles. By mid-year, she will begin cycles with grades 4-6. In addition, our coach will facilitate one professional development session per month.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount <input type="text" value="\$62,000"/>	Amount <input type="text"/>	Amount <input type="text"/>

Source	709100	Source		Source	
Budget Reference	1000	Budget Reference		Budget Reference	

Goal **1** Action **2**

<b>Multi-Tiered System of Supports Description: Tier 1 Academic Program</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Professional Learning Communities: Teachers will meet weekly to engage in ROCI process creating SMARTE goals, work plans, and common assessments.	<b>ACTUAL</b> Links to agendas, smarte goals, work plans, etc.
	<b>BUDGETED</b> \$51,000 (Cost of STEM Teacher. STEM provides time for PLCS)	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Grade level teachers TK-6 meet one time weekly for 70 minutes where they engage in the ROCI process to ensure student achievement. During this time, their students receive STEM instruction. We begin this within the first 2 weeks of school and continue it throughout the school year right up until the end of the year.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
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Amount	\$51,000	Amount		Amount	
Source	709100	Source		Source	
Budget Reference	1000	Budget Reference		Budget Reference	

Goal **1** Action **3**

<b>Multi-Tiered System of Supports Description: Tier 1 Academic Program</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Teacher Collaboration/Planning Days: Teachers will be released to engage in collaborative planning days focused on creating and refining SEAL units/PBL units and various units of study.	<b>ACTUAL</b> Links to meeting agendas
	<b>BUDGETED</b> \$9,000 (Subs)	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers grades TK-3 will be released 6-8 times during the year to collaborate and refine their existing SEAL units. Teachers grades 4-6 will be released 3-5 times during the year to refine their existing PBL units and create new units as well.		

BUDGETED EXPENDITURES:

2017-18

Amount

\$9,000

Source

709100

Budget Reference

1000

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goal 1 Action 4

Multi-Tiered System of Supports Description: Tier 1 Academic Program

Students to be Served

- All District     All School     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_
- English Learners     Foster Youth     Low Income     Specific Grade spans: \_\_\_\_\_

Actions/Services

**PLANNED**  
 SEAL/PBL: TK-3 teachers will engage students in the SEAL model and 4-6 teachers will engage students in Project Based Learning ensuring rigor and progression through all DOK levels.

**ACTUAL**  
 Grade Level agendas and PLC notes

Expenditures

**BUDGETED**  
 \$3000 (Supplies & Materials)

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

New     Modified     Unchanged

We will continue our SEAL work in grades TK-3 and PBL work in grades 4-6. To make this happen, supplies and materials such as teacher resource books, student books, (fiction and non-fiction) art supplies, paper, printer ink.

2018-19

New     Modified     Unchanged

2019-20

New     Modified     Unchanged

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20



<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In grades TK-3, we will conduct at least one SEAL family engagement session per month. Our TK Parent Workshop Series will take place one evening per month. Both Family Engineering Night and Math and Science Night will be a one night event. Bulldog Parent University will be held once during the school year and have a menu of choices for families. Principal Coffee/Dessert Hours will take place monthly. New Family Orientation will be held early on in the year as a one time event.		

**BUDGETED EXPENDITURES:**

**2017-18**

Amount	\$2000
Source	010703
Budget Reference	4000

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

**Goal 1   Action 6**

**Multi-Tiered System of Supports Description: Tier 1 Enhance Academic Program with Blended Learning**

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

**Actions/Services**

<b>PLANNED</b> Blended Learning: Continue refinement and implementation of blended learning allowing students to access and leverage technology learning platforms to personalize learning.  i-Ready Front Row Brain Pop Learning A-Z Chromebooks	<b>ACTUAL</b> Monitor through generated data/teacher survey
--	--

Expenditures

<b>BUDGETED</b> \$25,000	<b>ESTIMATED ACTUAL</b>
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**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

<b>2017-18</b> <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<b>2018-19</b> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<b>2019-20</b> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue our Blended Learning Model in all classrooms TK-6. Students will engage in online learning platforms to personalize learning while teachers access the generated data to plan and inform instruction. The following online learning platforms will be purchased for student use: i-Ready, Front Row, Brain-Pop, Learning A-Z. In addition, 30 Chromebooks will be purchased to continue our 1-1 initiative in grades 4-6.		

**BUDGETED EXPENDITURES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: \$14,000	Amount:	Amount:
Source: 30100, 709100	Source:	Source:
Budget Reference: 4000	Budget Reference:	Budget Reference:

Goal **1**      Action **7**

<b>Multi-Tiered System of Supports Description: Tier 2 Targeted academic support</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

**PLANNED**  
 Targeted Extended Day Services: Teachers will identify students in need of extended day services through PLC work, create the specific services and provide those services during, before and/or after school.

**ACTUAL**  
 Links to collected assessment data

Expenditures

**BUDGETED**  
 \$10,000 (Salary & Benefits)

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Targeted extended day services will be provided for students both before school and after school by certificated staff. Students who are not responding to Tier 1 and Tier 2 instruction will be identified through the analysis of data by teachers in PLCs. Services will target the specific needs of students and be created by the staff who will be facilitating those services and progress will be monitored by those staff members. These services will be provided both before and after school. These services will begin in late September.		

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	Source	Budget Reference	Amount	Source	Budget Reference
\$10,000	709100	1000			

Goal **1**   Action **8**

Multi-Tiered System of Supports Description: Tier 1 Academic Program

<a href="#">Students to be Served</a>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

<b>Actions/Services</b>	<b>PLANNED</b> STEM: All students will participate in our school-wide STEM program designed to engage students in collaborative activities that integrate science, technology, engineering and mathematics and connect to their units in their classrooms.  Note: Provides release time for teachers to engage in PLCs	<b>ACTUAL</b> Monitor via student survey/teacher survey
	<b>BUDGETED</b> \$51,000 (Cert. Salary & Benefits) \$29,000 (Classified Salary & Benefits)	<b>ESTIMATED ACTUAL</b>
<b>Expenditures</b>		

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Every student at Burnett will engage in 70 minutes of STEM weekly taught by one certificated staff and assisted by two classified staff. This program begins in the third week of school and continues to the end of the year. Students engage in collaborative activities that integrate science, technology, engineering and mathematics. The work students do in STEM will connect to their units in their classrooms.		

**BUDGETED EXPENDITURES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: \$51,000	Amount:	Amount:
Source: 709100, 013000	Source:	Source:
Budget: 1000, 2000	Budget:	Budget:

Reference

Reference

Reference

Goal **1** Action **9****Multi-Tiered System of Supports Description:** Tier 1 Enhance the Academic Program via Targeted Professional Development[Students to be Served](#) All District     All School     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_ English Learners     Foster Youth     Low Income     Specific Grade spans: \_\_\_\_\_

Actions/Services

PLANNED

Professional Development: Teachers will engage in professional development opportunities via conferences, workshops, and site developed trainings to build capacity and impact student learning. Needs to be determined through work in PLCs.

ACTUAL

Expenditures

BUDGETED

\$15,000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**2017-18****2018-19****2019-20** New     Modified     Unchanged New     Modified     Unchanged New     Modified     Unchanged

Teachers will have the opportunity to attend conferences and workshops that directly tie into our school's vision and mission and their grade level work plans. In addition, teachers will engage in site level professional development potentially provided by colleagues and/or outside consultants. The specific needs will be determined through PLC work and the analysis of data.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount	\$15,000	Amount		Amount	
Source	709100	Source		Source	
Budget Reference	5000	Budget Reference		Budget Reference	

## Goals, Actions, & Services

New
  Modified
  Unchanged

### Goal 2

All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment. Burnett staff will successfully address the social emotional needs of our students through intervention, service and support.

State and/or Local Priorities Addressed by this goal:

STATE 3 5 6

LOCAL \_\_\_\_\_

Identified Need

Attracting parent participation in classrooms and parent education workshops has been challenging for us. Our immediate need to address this situation and monitor it through surveys, attendance and creating a Family Engagement Leadership Team.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey/Principal check-in Meeting Data	Data to be collected in 17-18 to provide baseline data			
Parent Survey Data	Data to be collected in 17-18 to provide baseline data			
Attendance Data	Data to be collected in 17-18 to provide baseline data			
Counseling Survey Data	Data to be collected in 17-18 to			

	provide baseline data			
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Goal **2** Action **1**

**Multi-Tiered System of Supports Description:** Tier 1 academic program, Tier 2 social emotional strategic support

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services

PLANNED	ACTUAL
<p>Family/Student Engagement(Non-academic; school community building): We will engage our families and students through various events/extra-curricular club incentives to build school community and support the social/emotional well-being of our students.</p> <p>Back to School Kickoff Celebration Bulldog Bash(Last Friday of every month) Lunch Bunch Club Primary Puzzle Club Student Council Various Student Council school-wide events Spirit Days Bulldog Tech Leadership Club Glee Club Intramural Sports Yearbook Club Science Club Teacher Aide Club Bulldog Hub Club Garden Club Office Helpers Club Art Club Students of the Month Bulldog Bucks Perfect Attendance Awards Growth Mindset Awards Student Shadow Program Principal/Student Check-in Meetings</p>	<p>Monitoring attendance at family engagement events School Community Leadership Agenda and Notes Family Engagement Leadership Agenda and Notes</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$3000.00 (Supplies/Materials)	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
At Burnett. We engage our families and students through various events/extra-curricular club incentives to build school community and support the social/emotional well-being of our students (listed above). In order to make these activities happen, supplies and materials need to be purchased such as paper, certificates, food, printer ink, art supplies, puzzles, garden supplies, board games, and athletic supplies.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$3000.00	Amount:	Amount:
Source: 010703	Source:	Source:
Budget Reference: 4000	Budget Reference:	Budget Reference:

Goal **2** Action **2**

**Multi-Tiered System of Supports Description:** Tier 2 social emotional strategic support

Students to be Served

All District   
  All School   
  Students with Disabilities   
 X [Specific Student Group(s)] \_\_\_\_\_

English Learners   
  Foster Youth   
  Low Income   
  Specific Grade spans: \_\_\_\_\_

Actions/Services	<b>PLANNED</b> Social/Emotional Support Services: Students identified through the SST process shall receive targeted support services to address social/emotional needs.	<b>ACTUAL</b> End of year data collection
	<b>BUDGETED</b> \$5,000(Contract)	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified                                X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students identified through the SST process shall receive support services to address social/emotional needs through a contracted counseling service. These services include individual counseling sessions, group sessions and social groups. This is monitored via SST.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5000	Amount:	Amount:
Source: 010703	Source:	Source:
Budget Reference: 1000	Budget Reference:	Budget Reference:

Goal **2** Action **3**

<b>Multi-Tiered System of Supports Description:</b> Tier 1 academic program, Tier 2 social emotional strategic support	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

<b>Actions/Services</b>	<b>PLANNED</b> Peacemaker Program: The Peacemaker Program, facilitated by staff members, is a Student Leadership program that trains a team of 4th, 5th and 6th graders. Peacemakers solve problems and provide allyship and communication support on the playground and in the classroom.	<b>ACTUAL</b> Monitored through office referrals Student Surveys
	<b>BUDGETED</b> \$7500(Contract)	<b>ESTIMATED ACTUAL</b>
<b>Expenditures</b>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue the Peacemaker Student Leadership Program at Burnett. This program is facilitated by staff members and is supported by a contract with Soul Shoppe. Soul Shoppe trains students solve peer conflicts and provide allyship and communication support on the playground and in the classroom. This coming year, we will be training teachers so they, too, can fully support the program.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$2800	Amount:	Amount:
Source: 010703	Source:	Source:
Budget: 1000	Budget:	Budget:

Reference

Reference

Reference

Goal **2** Action **4****Multi-Tiered System of Supports Description: Tier 1 academic program**Students to be Served

All District     All School     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
 English Learners     Foster Youth     Low Income     Specific Grade spans: \_\_\_\_\_

Actions/Services

## PLANNED

Leadership Committees:  
Staff will serve on Leadership Committees aimed at supporting our students in the areas of School Community, School Environment(Physical), Family Engagement, School Climate/Student Accountability

## ACTUAL

Meeting agenda/notes

Expenditures

## BUDGETED

\$1000(Supplies &amp; Materials)

## ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**2017-18****2018-19****2019-20**X New    Modified    Unchanged New    Modified    Unchanged New    Modified    Unchanged

In the coming year, we will create 4 leadership teams that teachers will serve on; School Community, School Environment(Physical), Family Engagement, School Climate/Student Accountability. These committees are aimed at supporting our students while providing an avenue for teachers to share in our school leadership. Each committee will receive a budget of \$250 to purchase the necessary supplies and materials to ensure the success of each respective committee.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount	\$1000	Amount		Amount	
Source	010703	Source		Source	
Budget Reference	4000	Budget Reference		Budget Reference	

Goal **2** Action **5**

<b>Multi-Tiered System of Supports Description:</b> Tier 1 academic program	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Music/Art: Burnett students will be enriched through engaging in Art and Music taught by respective specialists.	<b>ACTUAL</b> <b>Monitor within student survey</b>
	<b>BUDGETED</b> \$9,000 (Contract)	<b>ESTIMATED ACTUAL</b>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All students will have the opportunity to be enriched through both an Art and Music program. Students will attend a 45 minute Art period 4-5 times per year and a 45 minute Music period 6-8 times per year. These classes will be taught by specialists who will be paid via contract.		

BUDGETED EXPENDITURES:

**2017-18**

Amount

\$9,000

Source

010703

Budget  
Reference

1000

**2018-19**

Amount

Source

Budget  
Reference**2019-20**

Amount

Source

Budget  
Reference

# Goals, Actions, & Services

New

X Modified

Unchanged

## Goal 3

MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2017-2018 school year as detailed by the AMOs

Burnett: Supplemental students consisting of English Learners, specifically Latino ELs, Low Income and Special Education demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 5 6 7 8

LOCAL \_\_\_\_\_

Identified Need

Our most urgent need is the progress of our Hispanic students and Our Students with Disabilities in both Math and ELA as shown in the data below.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

SBAC Math

**English Language Learners**

Status: High (Blue)

21.7 points above level 3

Change: Increased

**English Language Learners**

Status: High (Blue)

23 points above level 3

Change: Increased

**English Language Learners**

Status: High (Blue)

26 points above level 3

Change: Increased

**English Language Learners**

Status: High (Blue)

30 points above level 3

Change: Increased

	<p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  17.1 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Low (Orange)  47.4 points below level 3  Change: Decline</p> <p><b><u>Students With Disabilities</u></b>  Status: Low (Yellow)  46.2 points below level 3  Change: Maintained</p>	<p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  19 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Low (Orange)  25 points below level 3  Change: Medium</p> <p><b><u>Students With Disabilities</u></b>  Status: Low (Yellow)  25 points below level 3  Change: Maintained</p>	<p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  22 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Medium (Yellow)  10 points below level 3  Change: Maintain</p> <p><b><u>Students With Disabilities</u></b>  Status: Medium (Green)  15 points below level 3  Change: Increased</p>	<p><b><u>Socioeconomically Disadvantaged</u></b>  Status: High (Blue)  26 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: High (Green)  5 points above level 3  Change: Increased</p> <p><b><u>Students With Disabilities</u></b>  Status: High (Blue)  5 points above level 3  Change: Increased</p>
SBAC ELA	<p><b><u>English Language Learners</u></b>  Status: High (Blue)  22 points above level 3  Change: Increased Significantly</p> <p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  2.8 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Low (Yellow)  29.9 points below level 3  Change: Increased</p>	<p><b><u>English Language Learners</u></b>  Status: High (Blue)  27 points above level 3  Change: Increased Significantly</p> <p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  5 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Low (Yellow)  20 points below level 3  Change: Increased</p>	<p><b><u>English Language Learners</u></b>  Status: High (Blue)  32 points above level 3  Change: Increased Significantly</p> <p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Green)  8 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: Medium (Green)  10 points below level 3  Change: Increased</p>	<p><b><u>English Language Learners</u></b>  Status: High (Blue)  37 points above level 3  Change: Increased Significantly</p> <p><b><u>Socioeconomically Disadvantaged</u></b>  Status: Medium (Blue)  12 points above level 3  Change: Increased</p> <p><b><u>Hispanic</u></b>  Status: High(Green)  2 points above level 3  Change: Increased</p>

	<b><u>Students With Disabilities</u></b> Status: Low (Orange) 70 points below level 3 Change: Declined	<b><u>Students With Disabilities</u></b> Status: Low (Yellow) 60 points below level 3 Change: Increased	<b><u>Students With Disabilities</u></b> Status: Low (Yellow) 50 points below level 3 Change: Increased	<b><u>Students With Disabilities</u></b> Status: Low (Yellow) 40 points below level 3 Change: Increased
Reclassification Data	27 students <a href="http://data1.cde.ca.gov/dataquest/Cbeds4.asp?Enroll=on&amp;PctEL=on&amp;PctFEP=on&amp;PctRe=on&amp;cSelect=William+Burnett+Elem--Milpitas+Unifie--4373387-6047690&amp;cChoice=SchProf1&amp;cYear=2016-17">http://data1.cde.ca.gov/dataquest/Cbeds4.asp?Enroll=on&amp;PctEL=on&amp;PctFEP=on&amp;PctRe=on&amp;cSelect=William+Burnett+Elem--Milpitas+Unifie--4373387-6047690&amp;cChoice=SchProf1&amp;cYear=2016-17</a>	29 students	32 students	35 students
DRA	To be entered after Spring Assessment			

Goal **3** Action **1**

Multi-Tiered System of Supports Description: Tier 2 supports, and Tier 3 intensive supports

<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Latino
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Target Students/Gap Students:  Teachers will use data from SBAC, i-Ready, DRA2 and common assessments to identify and monitor such students as they meet weekly to engage in ROCI process create SMARTER goals and work plans.	<b>ACTUAL</b> Links to agendas, smarte goals, work plans, etc.
	<b>BUDGETED</b> \$51,000 (Cost of STEM Teacher. STEM provides time for PLCS)	<b>ESTIMATED ACTUAL</b>

Expenditures

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In order to support our target/gap students, our teachers will consistently monitor their progress through the analysis of data during weekly PLC meetings. Such data includes SBAC, i-Ready, DRA2 and common assessments. In addition, our target/gap students will be monitored through monthly ILT meetings.		

**BUDGETED EXPENDITURES:**

2017-18	2018-19	2019-20
Amount: \$51,000	Amount:	Amount:
Source: 709100	Source:	Source:
Budget Reference: 1000	Budget Reference:	Budget Reference:

**Goal 3 Action 2**

<b>Multi-Tiered System of Supports Description:</b> Tier 2 strategic support, Tier 3 intensive academic intervention	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]_Hispanic or Latino <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Targeted Extended Day Services: All teachers will identify Tier 2/3 students in need of extended day services through PLC work, create the specific services and provide those services during, before and/or after school. In addition, identified intermediate students will receive specific services through the Read 180 after school program.	Progress monitoring data
Expenditures	BUDGETED \$20,000 (salaries/benefits)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Once identified through PLC work, students in need of extended services will receive such services before, after and during the school day. Teachers will identify the specific needs of students and create and provide that service. The process will begin in September after results of i-Ready Diagnostic #1 are analyzed. Current Tier 3 supplemental students who are being monitored through SST will be eligible for Read 180 after school intervention to begin the school year. Extended services outside of the school day will be planned and facilitated by teachers and they will be compensated as per the academic rate.		

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount	\$20,000	Amount		Amount	
Source	709100	Source		Source	
Budget Reference	1000	Budget Reference		Budget Reference	

Goal **3**      Action **3**

**Multi-Tiered System of Supports Description:** Tier 2 supports, and Tier 3 intensive supports

<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Hispanic or Latino
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Attendance Monitoring: We will monitor attendance of identified students and continuously work with families to ensure students are in school through letters, in school meetings and home visits.	<b>ACTUAL</b> Attendance data

Expenditures

<b>BUDGETED</b> No cost	<b>ESTIMATED ACTUAL</b>
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**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The attendance of identified students will continuously be monitored by attendance clerk, Asst. Principal, teachers, and the ILT. Our Asst. Principal will work with families to ensure attendance is consistent. To motivate students, we will continue our Monthly Attendance awards at our Bulldog Bash.		

**BUDGETED EXPENDITURES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: No cost	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

**Goal 3 Action 4**

<b>Multi-Tiered System of Supports Description:</b> Tier 2 supports, and Tier 3 intensive supports	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities                    X <u>[Specific Student Group(s)]</u> Hispanic or Latino <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

<b>PLANNED</b> Family Engagement: We will engage our Hispanic/Latino families in “parent evenings” to create a partnership with them so they are able to support their children at home.	<b>ACTUAL</b> Monitor attendance at events
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$1000	

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will work to engage our Hispanic/Latino families through various parent evenings and monthly community meetings during the school day. These events will be facilitated by our EL Paraprofessional. The goal of such events is to create a true educational partnership allowing our families to learn to they are able to support their children at home.		

**BUDGETED EXPENDITURES:**

2017-18	2018-19	2019-20
Amount: \$1000	Amount:	Amount:
Source: 709100	Source:	Source:
Budget Reference: 4000	Budget Reference:	Budget Reference:

**Goal 3   Action 5**

<b>Multi-Tiered System of Supports Description:</b> Tier 2 supports, and Tier 3 intensive supports	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Hispanic or Latino/Vietnamese <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	EL Paraprofessionals: Our EL Paraprofessionals will be assigned to and work specifically with our CELDT level 1 & 2 Hispanic or Latino and Vietnamese students both through a push-in and pull-out model.	Analyze CELDT data/teacher survey

Expenditures

BUDGETED \$34,000(Salary/Benefits)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In order to adequately support and serve our CELDT level 1 & 2 students, our EL paraprofessionals will be assigned to work with those students through a push-in/pull-out model. The paraprofessionals will collaborate with teachers to understand the specific needs of each student in order to best personalize their learning and promote growth.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$34,000	Amount:	Amount:
Source: 709100	Source:	Source:
Budget Reference: 2000	Budget Reference:	Budget Reference:

**School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Richard Julian	Principal	<a href="mailto:rjulian@musd.org">rjulian@musd.org</a>	May 2, 2017
2. Kevin Jenkins	Asst. Principal	<a href="mailto:kjenkins@musd.org">kjenkins@musd.org</a>	May 2, 2017
3. Julie Wells	Other School Staff	<a href="mailto:jwells@musd.org">jwells@musd.org</a>	May 2, 2017

- |                   |                   |  |             |
|-------------------|-------------------|--|-------------|
| 4. Nicole Wilburn | Classroom Teacher | <a href="mailto:nwilburn@musd.org">nwilburn@musd.org</a>             | May 2, 2017 |
| 5. Lillian McCall | Classroom Teacher | <a href="mailto:lmccall@musd.org">lmccall@musd.org</a>               | May 2, 2017 |
| 6. Lynn Lafayette | Classroom Teacher | <a href="mailto:llafayet@musd.org">llafayet@musd.org</a>             | May 2, 2017 |
| 7. Jasvir Singh   | Parent            | <a href="mailto:jasvirksingh@yahoo.com">jasvirksingh@yahoo.com</a>   | May 2, 2017 |
| 8. Hong Pun       | Parent            | <a href="mailto:hong_pun@prodigy.net">hong_pun@prodigy.net</a>       | May 2, 2017 |
| 9. Amy Dawson     | Parent            | <a href="mailto:creativeaim@hotmail.com">creativeaim@hotmail.com</a> | May 2, 2017 |
| 10. Kelly Chuan   | Parent            | <a href="mailto:kelly.chuan@yahoo.com">kelly.chuan@yahoo.com</a>     | May 2, 2017 |

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	2	4	0

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - Parent Stakeholder Groups
    - SSC
    - PTA
    - Parent Community
    - English Language Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

**Richard Julian**

Typed name of School Principal



Signature of School Principal

5/8/17

Date

**Nicole Wilburn**

Typed name of SSC Official



Signature of SSC Official

5/8/17

Date