


Gibson Elementary

106216660062661

Principal's Name: Antonio Sanchez

Principal's Signature: 

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

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Antonio Sanchez	X				
2. Chairperson - Krystal Villarreal				X	
3. Secretary - Brandy Manzanedo				X	
4. DAC Representative - Nicole Baker				X	
5. Maria Reich				X	
6. Lisa Kerns				X	
7. Karen Myers		X			
8. Joe Luppino		X			
9. Micaela Garcia		X			
10. Mary Lopez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Gibson Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		3/21/18
SSC Chairperson	Krystal Villarreal		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$21,406
7090	LCFF Supplemental & Concentration	\$95,913
7091	LCFF for English Learners	\$4,191
TOTAL 2018/19 ON-SITE ALLOCATION		\$121,510

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$556
Remaining Title I funds are at the discretion of the School Site Council	\$20,850
Total Title I Allocation	\$21,406

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.154	53.154
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	41.453	48.453

Needs Assessment

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

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

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

GOAL +7%

Grade 3 - 49.2%

Grade 4 - 50.9%

Grade 5 - 32.8%

Grade 6 - 44.7%

Key Factors:

- Systematic Intervention progress monitoring with student data once per quarter (Quarterly Data Meetings)
- Systematic Intervention groups will be adjusted once per quarter based on data District ELA Interim Assessments
- Grades 1-6 Degrees of Reading Power (DRP)
- Grades 2-6 Benchmark Assessment System (BAS)/Fluency
- Grades K-1 AC Common Formative Assessments (2 per unit) and Data Analysis Protocols
- Classroom observations, feedback, and reflective conversations (IPG Tool)

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

GOAL +7%

Grade 3 - 64.6%

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

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

- Alignment between the rigor of standards, instruction and assessments needs to improve.
- There is a need for improvement in the area of student/teacher/parent relationships.
- There is a need for a more systematic form of school-wide intervention.
- There is a need for a more prescriptive form of instruction based on individual student need.

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

- Alignment between the rigor of standards, instruction and assessments needs to improve.
- There is a need for improvement in the area of student/teacher/parent relationships.
- There is a need for a more systematic form of school-wide intervention.
- There is a need for a more prescriptive form of instruction based on individual student need.

Grade 4 - 45.3%

Grade 5 - 22.4%

Grade 6 - 23.4%

Key Factors:

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs
- Parent University classes will be offered as on-going parent/student education efforts

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

1 SSC:

- The SPSA and Budget were shared with the School Site Council.

2 ELAC:

- N/A - Combined with SSC

3 Staff:

- New RCA to be added to SPSA and Budget based on staff feedback.

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

We used the majority of Title 1 to fund an onsite counselor through Family Foundations. We paid approximately \$20,000 for two full days of counseling services for our students. The teachers all felt that this was an effective use of our money. We will continue to use the clinician but will be funding using 7090 this year. We will be funding a 3 1/2 hour Resource Counseling Assistant with our Title 1 funds this year. The cost will be approximately \$13,000. We will also be placing \$7,699.00 into Technology and/or maintenance of Technology.

Action 1

Title: English Language Arts - Reading Intervention for K-6

Action Details:

Gibson will ensure that all students receive necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Systematic Intervention progress monitoring with student data once per quarter (Quarterly Data Meetings)
- Systematic Intervention groups will be adjusted once per quarter based on data
- District ELA Interim Assessments, Grades 1-6
- Degrees of Reading Power (DRP), Grades 2-6
- Benchmark Assessment System (BAS)/Fluency, Grades K-1
- AC Common Formative Assessments (2 per unit) and Data Analysis Protocols
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC ELA

Owner(s):

Principal
Teacher on Special Assignment
Resource Specialist
Teaching Fellows
General Education Teachers

Timeline:

Ongoing

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

- Contract for three Teaching Fellows out of Fresno State University
- Corrective Reading and Reading Mastery
- ACs will create and administer CFAs aligned to Essential Learnings (1 per unit).
- All students will receive core reading instruction using the Guaranteed and Viable Curriculum (GVC), focused on reading, writing, listening and speaking, grounded in complex text (tier 1).
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports.
- Students who are performing significantly below grade level (according to established criteria) will receive intensive, remedial reading instruction through the support of the Resource Specialist and Teaching Fellows (tier 3).
- Instructional materials and resources will be provided for high level of student engagement and access to rigorous content, aligned to state standards.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, and enrichment.
- Digital Literacy will be increased in alignment with the Technology Scope and Sequence and technology based lessons with the support of TSA.

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners.
- ELPAC Assessors will be utilized to assist in assessing English Learners.

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

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.

Describe Professional Learning related to this action:

- Teachers will receive in classroom coaching and instructional support by the FUSD TSAs and site level TSA for continuous improvement in teaching and student learning (based on need).
- Site Professional Learning around: Effective instruction as defined by the ELA IPG tenets, Response to Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, use of technology to support instruction/assessment.
- Support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data).
- AC Instructional Planning (Quarterly Teaching/Assessment Cycles)
- Peer Observations
- Goal Setting/Progress Monitoring Conferences
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program
- Substitute release will be provided for teacher professional development and teacher supports.
- Teachers will be provided with supplemental contracts for professional development

Action 2

Title: Mathematics Intervention K-6

Action Details:

Gibson will ensure that all students receive necessary interventions by creating a systematic response to intervention within our school, and continually improve Mathematics instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- District Math Interim Assessments, Grades 1-6
- AC Common Formative Assessments (1 per chapter) and Data Analysis Protocols
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC Math

Owner(s):

Principal
TSA
Teachers

Timeline:

Ongoing

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

- Supplemental Contract with Teacher/s for after school mathematics intervention.
- ACs will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on Math instruction.
- ACs will create and administer CFAs aligned to Essential Learnings (1 per chapter).
- ACs will allot time in instructional schedule to develop math fluency, and will determine guidelines, frequency, and measurement that will be utilized (tier 1).
- All students will receive core math instruction using the GVC, focused on mathematical practices, coherence, and rigor (tier 1).
- All students in grades K-6 will receive differentiated math instruction, based on students' assessed math needs (tier 2).
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through sub release).
- All students will receive math instruction with an emphasis on conceptual understanding through the use of concrete materials, pictures, numbers and words.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, and enrichment.

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated math instruction (tier 2) in addition to ELD support.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners.

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

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher

Describe Professional Learning related to this action:

- Teachers will receive in classroom coaching and instructional support by the TSA for continuous improvement in teaching and student learning based on need.
- Site Professional Learning around: Effective instruction as defined by the Math IPG tenets, Response to

conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.

- Parent University classes will be offered as on-going parent/student education efforts.

Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, use of technology to support instruction/assessment.

- Support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data).
- AC Instructional Planning (Quarterly Teaching/Assessment Cycles).
- Peer Observations
- Goal Setting/Progress Monitoring Conferences
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	7,699.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	7,965.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	8,140.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	21,348.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Split with 7091)	26,304.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment/Tech/Repair/Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	600.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Split with 7090)	3,466.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	725.00

\$84,547.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	96.122	100

Needs Assessment

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

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

Goal 2 Participation Rate

- Students have the opportunity to participate in Meaningful Work through Student Jobs supervised by staff.
- Assemblies, presentations, and field trips foster school participation and interest.
- Elective Wheel classes are offered to provide students opportunities to be engaged in arts, activities, and athletics.
- Students will have opportunities to participate in music, activities, and athletics during and after school.
- Accelerated learning opportunities will be provided to GATE and neighborhood GATE students.

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

Goal 2 Participation Rate

- There is a need for improvement in the area of student/teacher/parent relationships.
- There is a need for a more systematic form of school-wide intervention.
- There is a need for a more prescriptive form of instruction based on individual student need.

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

1 SSC:

- The SSC asked questions regarding the process of starting new clubs at Gibson such as Chess Club and Cheer.

2 ELAC:

NA - Combined with SSC

3 Staff:

The Gibson staff questioned whether we should continue to provide the elective wheel. It was decided that Gibson students deserve this opportunity and will continue to provide the elective wheel for our kids.

Action 1

Title: Goal 2 Participation

[Action Details:](#)

Gibson will increase student connections with their peers and caring adults at school through engagements in arts, activities, and athletics by implementing Meaningful Work through Student Jobs, elective wheel classes, student clubs, and various other school activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student Engagements (Goal 2) Data
- Student Job Participant Records
- Responses on the School Culture and Climate Student and Parent Surveys

Owner(s):

Principal
TSA
Teachers

Timeline:

Ongoing

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

- Students in grades 2-6 will have the opportunity to participate in Meaningful Work through Student Jobs and participate in monthly meetings with their job supervisor for feedback.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to school, their community, and future careers.
- Students in grades 1-6 will participate in Elective Wheel classes for increased opportunities to engage in arts, activities, and athletics.
- Students in grades 4-6 will have opportunities to participate in music classes.
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade students cross country and track only).
- Students will have opportunities to participate in Student Clubs during and after the school day.
- All students will receive awards and incentives to encourage participation and attendance in various school activities.

Specify enhanced services for EL students:

- TSA and Principal will support parents of EL students through verbal and written communications between home and school.

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

- Parents will be involved with their child's selection of Student Jobs, Elective Wheel courses, and opportunities for arts, activities, and athletics and give permission for students to participate.
- Parents will be encouraged to participate in quarterly principal's coffee hour meetings, SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.
- Parents will receive a weekly newsletter informing them of school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other school communications.

Describe Professional Learning related to this action:

- Teachers will receive district/site professional learning opportunities, including: Meaningful Work Through Student Jobs and Student Clubs.
- Culture & Climate Team planning for school improvement efforts.

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100

Needs Assessment

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

1 What were the key factors that contributed to these performance outcomes for each metric.
Exposure to Careers - 3rd Grade

2 What were the key factors that contributed to the disproportionality for any significant subgroups.
Exposure to Careers - 3rd Grade

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

1 SSC:

2 ELAC:

3 Staff:

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	8.502	6.502
Suspensions Per 100	4.34	3.34

Needs Assessment

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

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

Chronic Absenteeism

- Classroom competition for earning perfect attendance, recognized by classroom Perfect Attendance Poster (one letter of the word "Perfect" for each day of classroom attendance), incentive/treat, and morning announcements.
- Office Assistant, TSA, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
- Office Assistant, TSA, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents.
- Individual incentives to encourage improved attendance and awards to recognize students with perfect attendance.

Suspensions Per 100

- Incentives for student reducing referral percentage (Knight Pride).
- Implement school-wide activities and incentives to promote character development through the pillars of Character Counts (Knight Pride Points/Assemblies).
- All teachers will implement weekly Classroom Meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, and positive classroom and school climate.
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Students will be referred to the Student Success Team (based on criteria) to determine Tier 3 behavioral/social-emotional interventions.
- Family Foundations Counseling services will be provided for identified students exhibiting intensive social-emotional needs or exhibiting chronic misbehaviors (Tier 3).

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

Chronic Absenteeism

- There is a need for improvement in the area of student/teacher/parent relationships.
- There is a need for a more systematic form of school-wide intervention in regards to attendance.

Suspensions Per 100

- There is a need for improvement in the area of student/teacher/parent relationships.
- There is a lack of consistency around restorative practices.
- There is a need for a more prescriptive approach to the specific social emotional need of every child.

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

1 SSC:

The SSC had concerns regarding the school's approach to perfect attendance. Some of the members felt that it led to some students coming to school even if they are sick.

2 ELAC:

NA - Combined with SSC

3 Staff:

The Gibson staff agreed with all actions in place.

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

Action 1

Title: Attendance

Action Details:

Gibson will increase overall student attendance by implementing classroom and individual incentives/rewards to encourage students to come to school on time, every day, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families.

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

Explain the Progress Monitoring and data used for this Action

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

- ATLAS Attendance Data
- School Messenger Log

Owner(s):

Principal
Attendance Clerk

Timeline:

Ongoing

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

Specify enhanced services for EL students:

- Classroom competition for earning perfect attendance, recognized by classroom Perfect Attendance Poster (one letter of the word "Perfect" for each day of classroom attendance), incentive/treat, and morning announcements.
- Office Assistant, TSA, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
- Office Assistant, TSA, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with

parents through home visits when necessary, and assist with other related services and resources for parents.

- Individual incentives to encourage improved attendance and awards to recognize students with perfect attendance.

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

- Parents are encouraged to attend conferences with principal in an effort to improve their child's attendance and to be informed/connected with community resources.
- The Office Assistant will make phone contacts to families of students who are chronically absent to encourage improved attendance.
- Parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized.
- Parents will receive ongoing school communications about the importance of good attendance.
- Parents will be encouraged to participate in quarterly principal's coffee hour meetings, SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.
- Parents will receive a weekly newsletter informing them of school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other school communications.

Describe Professional Learning related to this action:

- Teachers will receive site professional learning on the importance of good attendance, polices/procedures for classroom and individual attendance program, and connecting with families to increase attendance.

Action 2

Title: Suspensions

Action Details:

Gibson will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Monthly Suspension Reports
- Weekly Office Referral by Teacher Analysis
- SEL Survey
- Student Survey (Misbehavior Ratings)
- Staff Survey (Discipline and Misbehavior Ratings)
- Class Meetings Quarterly Documentation
- Student Success Team Behavior Referrals
- Student Behavior Support Plans
- Family Foundations Counseling Services: Pre & Post Behavior Reports
- Resource Counseling Assistant will assist with the Climate and Culture of the school.

Owner(s):

Principal
TSA
Teachers

Timeline:

Ongoing

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

- Incentives for student reducing referral percentage (Knight Pride).
- Implement school-wide activities and incentives to promote character development through the pillars of Character Counts (Knight Pride Points/Assemblies).
- All teachers will implement weekly Classroom Meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, and positive classroom and school climate.
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Students will be referred to the Student Success Team (based on criteria) to determine Tier 3 behavioral/social-emotional interventions.
- Family Foundations Counseling services will be provided for identified students exhibiting intensive social-emotional needs or exhibiting chronic misbehaviors (Tier 3).
- A Resource Counseling Assistant will be funded to assist in all areas around climate and culture of the school.

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

- Proactive parent contact and conferences made by teachers to address behavioral concerns.
- Parent contact encouraged with Level 2 misbehaviors and required with Level 3 misbehaviors.
- Parents will be invited to Student Success Team meetings to collaboratively develop behavioral/social emotional interventions necessary to support individual students.

Specify enhanced services for EL students:

- TSA and Principal will support parents of EL students through verbal and written communications between home and school.

Describe Professional Learning related to this action:

- Teachers will receive district/site professional learning opportunities, including: Behavioral interventions/supports for classroom and individual students (Levels of Responses to Misbehavior), Safe & Civil Schools, CHAMPS, Class Meetings, SEL Training, and Second Step Training.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent involvement	680.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant (RCA)	13,027.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Counseling Fee	456.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Services	22,800.00

\$36,963.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0200 Gibson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	7,699.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	7,965.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	8,140.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	21,348.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Split with 7091)	26,304.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment/Tech/Repair/Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	600.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Split with 7090)	3,466.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	725.00
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent involvement	680.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Clis Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant (RCA)	13,027.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Counseling Fee	456.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Services	22,800.00

\$121,510.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,406.00
Sup & Conc	7090	\$95,913.00
LCFF: EL	7091	\$4,191.00
Grand Total		\$121,510.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$84,547.00
G4 - All students will stay in school on target to graduate	\$36,963.00
Grand Total	\$121,510.00