

**Gibson Elementary**

10621666006266

Principal's Name: Antonio Sanchez

Principal's Signature:

A handwritten signature in black ink, appearing to be 'AS', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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>

**Gibson School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Antonio Sanchez</b>	X				
2. <b>Chairperson - Krystal Villarreal</b>				X	
3. <b>Secretary - Renae Pendola</b>		X			
4. <b>DAC Representative - Maria Reich</b>				X	
5. <b>Lisa Kerns</b>				X	
6. <b>Adriana Ross</b>				X	
7. <b>Semere Paulos</b>				X	
8. <b>Karen Myers</b>	X				
9. <b>Joe Luppino</b>		X			
10. <b>Mary Lopez</b>			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		03/13/19
SSC Chairperson	Krystal Villarreal		3/13/19.

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Gibson - 0200

**ON-SITE ALLOCATION**

3010	Title I	\$23,650
7090	LCFF Supplemental & Concentration	\$94,431
7091	LCFF for English Learners	\$3,429
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$121,510</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$825
Remaining Title I funds are at the discretion of the School Site Council	\$22,825
Total Title I Allocation	\$23,650

## Gibson Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	53.154 %	46.087 %	2017-2018	53.087 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.453 %	38.261 %	2017-2018	45.261 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Teachers received instructional support through job-embedded PL from site based TSA. PLC's developed common formative assessments focused on essential standards with strategic alignment of curriculum, instruction, and assessments. As a result, we increased 9.3% in English Language Arts on Interim II and are on target to meet our SBAC 2019 Goal of 7% increase in ELA.

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

- All teachers participated in monthly regional math PL in conjunction with the math department. PLC's developed common formative assessments focused on essential standards with strategic alignment of curriculum, instruction, and assessments. As a result, we increased 8.5% in Mathematics on Interim II and are on target to meet our SBAC 2019 Goal of 7% increase in Math.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Based on the CA Dashboard 2018, Hispanic students performed on average 16 points below standards on ELA SBAC, as compared to an average of 11 points below standard school-wide.
- Based on the CA Dashboard 2018, Socioeconomically Disadvantaged students performed on average 19.7 points below standards on ELA SBAC, as compared to an average of 11 points below standard school-wide.
- 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)

- Based on the CA Dashboard 2018, Hispanic students performed on average 41.8 points below standards on Math SBAC, as compared to an average of 31.1 points below standard school-wide.
- Based on the CA Dashboard 2018, Socioeconomically Disadvantaged students performed on average 39.9 points below standards on Math SBAC, as compared to an average of 31.1 points below standard school-wide.
- 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.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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 \$10,000.00 into Technology and/or maintenance of Technology.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue to work with FUSD's mathematics department in order to provide quality professional learning for all K-6 teachers. This year, the professional learning sessions will be held on a quarterly basis.

**Step 4:** Stakeholder Involvement. 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:

**Feedback/Budget Priorities:**

- TSA and RCA to support instructional implementation and MTSS.
- Possible math tutoring after school.

**2** ELAC:

- N/A - Combined with SSC

**3** Staff:

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

### 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
- PLC Common Formative Assessments (1 per unit) and Data Analysis Protocols
- Interim Assessment Blocks (IABs), Grades 3-6
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC ELA

#### Owner(s):

Principal  
Teacher on Special Assignment  
Teachers  
Resource Specialist  
Teaching Fellows

#### 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
- PLCs will create and administer CFAs aligned to Essential Learnings (1 per unit).
- PLCs will administer IABs and use the results to learn about students' areas of strength and growth for re-teaching and acceleration (grades 3-6).
- 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).
- PLCs will utilize the district's Scope & Sequence, Pacing Guide and Wonders Unit Assessments to identify essential standards and engage in backwards mapping process.
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning through the CFA process (Tier 2).
- 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.
- All EL students will receive integrated ELD instruction in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- Supplemental instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC Assessors will be utilized to assist in assessing English Learners.

#### Specify enhanced services for low-performing student groups:

Hispanic students and Socially Disadvantaged students are demonstrating a need for additional support in learning grade level content standards.

All Hispanic and Socially Disadvantaged students will receive instruction in alignment with and in support of grade level content standards utilizing the Wonders Curriculum.

#### **All Hispanic and Socially Disadvantaged students will receive the following:**

Tier 1 - Instructional assurances for all students in the classroom based on grade level curriculum and standards.

Tier 2 - Instructional supports and interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.

Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of Teaching Fellows.

#### 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.

#### 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

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

- 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.

<b>Reasoning for using this action:</b>	<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
- Interim Assessment Blocks (IABs)
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC Math

#### Owner(s):

- Principal
- TSA
- Lead Teachers
- Resource Specialist

#### 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.
- PLCs will plan to spend the majority of mathematics instruction on the more rigorous problems (ThinkSmarter/GoDeeper).
- PLCs will create and administer CFAs aligned to Essential Learnings (1 per chapter).
- PLCs will administer IABs and use the results to learn about students' areas of strength and growth for re-teaching and acceleration (grade 3-6).
- PLCs 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).
- PLCs will use the math quarterly planners when planning instruction.
- PLCs will plan extra problems/performance tasks for students exceeding grade level standards.
- 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:

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- 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):

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- 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.

#### Specify enhanced services for low-performing student groups:

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Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.

Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.

Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

#### Describe Professional Learning related to this action:

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- 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 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.

# 2019-2020 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	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	12,764.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	6,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	25,260.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program (Split with 7091)	27,201.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment/Tech/Repair/Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program (Split with 7090)	2,704.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	725.00
G1A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement	850.00

**\$87,032.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	94.572 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

- The students participated in a variety of opportunities for increased engagement to the school. As a result, we exceeded our 2018 participation rate goal and are at 100%.
- 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** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

- There is a need for improvement in the area of student/teacher/parent relationships.
- Power BI data did not show any student groups who were under-represented in student engagements. However, we do know that the number of engagement opportunities provided for students in kindergarten and first grade is fewer than in other grade levels. We attribute this to the ability of kindergarten and first grade students to independently participate in after school activities.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We will be adding Goal 2 opportunities for the students at Gibson. New this year will be the Ukulele and Karate Clubs.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We are currently at 94% and will continue to increase the number of Goal 2 opportunities provided for students.

**Step 4: Stakeholder Involvement.** 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

Owner(s):

Timeline:

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

Principal  
TSA  
Teachers

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 (3<sup>rd</sup> & 4<sup>th</sup> grade students cross country and track only).
- Students will have opportunities to participate in various 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:

Specify enhanced services for low-performing student groups:

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

Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.

Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.

Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

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**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <ul style="list-style-type: none"> <li>All 3rd grade students received classroom activities/instruction with Bricks4Kidz.</li> </ul> <p><b>Exposure to Careers - 4th Grade</b></p> <ul style="list-style-type: none"> <li>All students attended a field trip to the Fresno Police Department.</li> </ul> <p><b>Exposure to Careers - 6th Grade</b></p> <ul style="list-style-type: none"> <li>All 6th grade students participated in STEM lessons through kids Invent.</li> <li>All 6th grade students attended a tour of Fresno City College.</li> </ul>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>100%</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Inform students and parents of importance of events and activities that expose kids to careers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We will continue to implement actions and provide existing opportunities to expose students to college and careers, including:
- Students will participate in Career Technical Education (CTE) study trips/experiences designed for their grade level.
  - Student jobs and Elective Wheel courses will continue to be an additional opportunity for Gibson students.
  - Students will receive opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.



**Step 4: Stakeholder Involvement.** 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.

<b>1</b> SSC:
SSC was on board with SPSA as planned.

<b>2</b> ELAC:
n/a

<b>3</b> Staff:
Staff expressed a need for exposure to career field trips in the primary grades.

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	6.502 %	8.94 %	2017-2018	6.94 %
Suspensions Per 100	3.34 %	2.564 %	2017-2018	1.564 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### 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.
- As a result, we did not meet our goal. We showed an increase of .8% for a total of 9.5% of students chronically absent as of April 2019.

#### 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

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### Chronic Absenteeism

- According to the CA Dashboard, Students with Disabilities are chronically absent at a much higher rate (25.4%) as compared to the school average (9.5%).
- 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

- According to the CA Dashboard, African American students were suspended at a much higher rate (4.8%) as compared to the school average (1.8%).
- 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.

social-emotional needs or exhibiting chronic misbehaviors (Tier 3).

- As of April 2019, according to Power Bi, there is a good chance we will meet our goal of decreasing our suspension rate as compared to the 2017/2018 school year.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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- The individual classroom motivational competitions were not held consistently enough to be effective.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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**Action 1:**

- There is a need for a more systematic form of school-wide intervention in regards to attendance. We will increase monitoring of student attendance and home-school connections, and implement a new tardy procedure to assist in deterring truancy.

**Action 2:**

- Male students are demonstrating the biggest need for social-emotional support through school wide systematic Tier 2 behavioral interventions. We need to increase SEL PL opportunities for all staff and develop a menu of alternative consequences (i.e. school/community service) to implement school-wide.

**Step 4: Stakeholder Involvement.** 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.

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**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.

**Action 1**

**Title:** Attendance

**Action Details:**

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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  
TSA  
Attendance Clerk  
Teachers

#### Timeline:

Ongoing

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

- Principal will hold attendance conferences with parents as necessary.
- 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.
- Perfect attendance awards during quarterly assembly including a bicycle giveaway once a semester.

#### Specify enhanced services for EL students:

- Goal 2 data for involvement in school activities, arts, and athletics.
- Attendance Clerk will support parents of EL students through verbal and written communications between home and school.

#### Specify enhanced services for low-performing student groups:

- Principal will invite the parents of our Special Education Students (ALPS Program) to a principal's coffee to specifically address current attendance issues in the program.
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.

#### 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, policies/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:**     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

- 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  
Resource Counseling Assistant  
Teachers

#### Timeline:

Ongoing

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

- Social Emotional Learning will be a deliberate presence in all classrooms.
- 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).
- RCA will develop a caseload of students for ongoing Tier II supports and effectively communicate with all stakeholders.

### Specify enhanced services for EL students:

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

### Specify enhanced services for low-performing student groups:

- African American Students are demonstrating the biggest need for social emotional support:
- RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in clubs.
- RCA will establish relationships and a communication circle including administration, teachers, and parent.
- More opportunities for intramural games/activities with direct supervision by RCA and NTAs at lunch recess will be provided.
- Ongoing counseling through Family Foundations Clinician targeting conflict resolution and emotional

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.

regulation.

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.

## 2019-2020 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
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundation Services	22,800.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant (RCA)	11,678.00

**\$34,478.00**

## 2019-2020 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	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	12,764.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	6,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	25,260.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program (Split with 7091)	27,201.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment/Tech/Repair/Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program (Split with 7090)	2,704.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	725.00
G1A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement	850.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundation Services	22,800.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant (RCA)	11,678.00
							<b>\$121,510.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$23,650.00
Sup & Conc	7090	\$94,431.00
LCFF: EL	7091	\$3,429.00
<b>Grand Total</b>		<b>\$121,510.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$87,032.00
G4 - All students will stay in school on target to graduate	\$34,478.00
<b>Grand Total</b>	<b>\$121,510.00</b>