


Gibson Elementary

10621666006266

Principal's Name: Antonio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<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

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees 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.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Policy and the Parent-School Compact.
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.
The School 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.

Gibson 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 – Annika Fink				X	
3. Co-Chairperson – Danielle Loucks				X	
4. Secretary – Renae Pendola		X			
5. DAC Rep. – Juana On				X	
6. Semere Paulos				X	
7. Candy Gibson				X	
8. Shannon Weatherly		X			
9. Aaron Butler		X			
10. Mary Lopez			X		
11.					
12.					
13.					
14.					
15.					



Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC.

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 School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		5/27/20
SSC Chairperson	Annika Fink		5/27/20

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 2020/21

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$26,790
7090	LCFF Supplemental & Concentration	\$95,472
7091	LCFF for English Learners	\$3,429

TOTAL 2020/21 ON-SITE ALLOCATION

\$125,691

* 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	\$855
Remaining Title I funds are at the discretion of the School Site Council	\$25,935
Total Title I Allocation	\$26,790

Gibson Elementary 2020-2021 - 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)	53.087 %	49.545 %	2018-2019	56.545 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	45.261 %	45.946 %	2018-2019	52.946 %

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. Grades 3-6 are starting to transition from Teacher developed CFAs to using FIABs as common formative assessments. Teams consistently doing so have been able to increase accuracy in monitoring student progress as we move into SBAC.

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. Grades 3-6 are starting to transition from Teacher developed CFAs to using FIABs as common formative assessments. Teams consistently doing so have been able to increase accuracy in monitoring student progress as we move into SBAC.

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 CADashboard 2019, 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 CADashboard 2019, 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 CADashboard 2019, 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 CADashboard 2019, 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.

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 \$22,000 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 31/2 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.

Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), school staff, as required. Record feedback and suggestions from each group below.

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.

<div>1 SSC:</div> <div>Parents more involved in communication around student progress in intervention.</div>	<div>2 ELAC:</div> <div>N/A</div>	<div>3 Staff:</div> <div>Teachers will receive consistent feedback regarding students in intervention. Intervention needs to be a fluid program with consistent monitoring of progress.</div>
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Action 1

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

Action Details:

Gibson will ensure that all students receive necessary interventions by sustaining 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 meetings once per quarter (Quarterly Data Meetings).
- Systematic Intervention groups will be adjusted throughout the year based on student data.
- District ELAI-Ready Assessments, Grades K-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
- Focused Interim Assessment Blocks (FIABs), 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/FIABs 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.
- PLCs will provide acceleration opportunities to those students needing fewer repetitions to master the learning, and propelling learning deeper into the content.
- Start new Coordination of Services Team meeting in order to figure out what resources we have on campus that students can benefit from prior to holding SST.

Specify enhanced services for EL students:

- EL students will receive Designated ELD instruction school-wide.
- 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

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

- conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.
- Quarterly Principal's Coffee sessions will be offered to allow for parent involvement and input.

- 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).
 - PLC Instructional Planning (Quarterly Teaching/Assessment Cycles)
 - Peer Observations
 - Professional Learning around integrated and designated ELD instruction.
 - 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: ☒ 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

- District Math I-Ready Diagnostics, Grades K-6
- AC Common Formative Assessments (1 per chapter) and Data Analysis Protocols
- Interim Assessment Blocks (IABs)
- Focused Interim Assessment Blocks (FIABs)
- 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):

- PLCs will plan to spend the majority of mathematics instruction on the more rigorous problems (ThinkSmarter/GoDeeper).
- PLCs will administer CFAs (1 per chapter).
- PLCs will administer IABs/FIABs 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.
- Supplemental contracts for teachers providing after school math intervention (Extended Library Fund).
- Start new Coordination of Services Team meeting in order to figure out what resources we have on campus that students can benefit from prior to holding SST.

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.
- EL students will receive Designated ELD instruction school-wide.
- 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 conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.
- Quarterly Principal's Coffee sessions will be offered to allow for parent involvement and input.

Specify enhanced services for low-performing student groups:

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:

- 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).
- PLC 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.

2020-2021 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	1,435.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement **NO FOOD NO INCENTIVES**	855.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers - Planning/observations/Assessments	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - Grade level planning/ILT/Tutoring	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	24,970.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	12,337.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Formerly part of Teaching Fellows - Reading Intervention (Split 7091)	29,002.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment Repair	1,000.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Formerly part of Teaching Fellows - Reading Intervention (Split 7090)	2,729.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	700.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00

\$88,528.00

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 %	19.958 %	2018-2019	26.958 %

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. Resource Counseling Assistant will start a ping pong club.

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.

<div>1 SSC:</div> <div>More athletics for primary students are needed. Currently, third grade students can participate in only cross country and track.</div>	<div>2 ELAC:</div> <div>N/A</div>	<div>3 Staff:</div> <div><ul style="list-style-type: none">Goal 2 participation needs to input on a consistent basis to accurately reflect school participation rate.Music for 1st grade students.Lunch time clubs.Guest readers of various professions visiting classrooms.</div>
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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:
<ul style="list-style-type: none">Student Engagements (Goal 2) DataResponses 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 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 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:
<ul style="list-style-type: none">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 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:

- 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 %	93.506 %	2018-2019	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.

Exposure to Careers - 3rd Grade

- Exposure to Careers - 3rd Grade
 - All 3rd grade students received classroom activities/instruction with Bricks4Kidz.
- Exposure to Careers - 4th Grade
 - All students attended a field trip to the Fresno Police Department.
- Exposure to Careers - 6th Grade
 - All 6th grade students participated in STEM lessons through kids Invent.
 - All 6th grade students will attend a tour of Fresno City College.

2

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

Exposure to Careers - 3rd Grade

- Exposure to Careers - 3rd Grade 100%

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

We will continue to provide Gibson students with multiple opportunities for the development of character and competencies for workplace success.

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.
- 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.

<div>1 SSC:</div> <div>SSC suggested continuing on-site field trips.</div>	<div>2 ELAC:</div> <div>N/A</div>	<div>3 Staff:</div> <div>Collaborate with Parent Teacher Organization around on-site field trips.</div>
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Action 1

Title: Exposure to Careers

Action Details:

Gibson students will learn about character and competencies for Workplace Success through the following:

- Students will participate in district funded Goal 3 field trips promoting career awareness.
- 4-6 Grade teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements.
- The Climate and Culture Team will develop school-wide a kindness campaign that will reinforce character traits for workplace competency and success.

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

- Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an organized chart and calendaring events.
- TSA will consistently log events and meetings on ATLAS.
- Report data to teachers, Climate and Culture Team, and other stakeholders.

Owner(s):

Principal
TSA
Climate & Culture Team
RCA

Timeline:

Ongoing

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

- Social Emotional Learning
- Transportation to Field Trips
- Chart Paper
- Student Council
- Character Counts Posters

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:

Teachers will intentionally participate in 2x10 activities with students in need of connecting to a caring adult at school.

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

- Quarterly updates of progress monitoring at SSC meetings
- Parent Meeting
- Parent University Classes
- Weekly Parent Letter
- School Messenger

Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.

Describe Professional Learning related to this action:

- PL on Class Meetings and Second Step
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior
- NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors.
- NTAs will be provided opportunities to attend district level classified School Climate and Culture Trainings.

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	6.94 %	9.766 %	2018-2019	7.766 %
Suspensions Per 100	1.564 %	2.33 %	2018-2019	1.33 %

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.

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.

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

A cohort of teachers will continue the work around cultural proficiency with Dr. Hollie. There will be a continued emphasis on teacher/student relationships when making school-wide decisions through the climate and culture team.

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.

Suspensions will drop from 12 students in 2019/20 to 7 students in 20/21. We will continue to track office referrals and reasons for referrals in order to support areas of need.

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 is happy with the school's approach to climate and culture.

2 ELAC:

N/A

3 Staff:

- We need to take a closure look at Character Counts and possibly make some changes through the C&C team.
- Counseling needs to continue - Possibly increase social groups.

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	Owner(s):	Timeline:
<ul style="list-style-type: none">• ATLAS Attendance Data• School Messenger Log	Principal	Ongoing
	TSA	
	Attendance Clerk	
	Teachers	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
<ul style="list-style-type: none">• 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:	Specify enhanced services for low-performing student groups:
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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):	Describe Professional Learning related to this action:
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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: Social Emotional Supports

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	Owner(s):	Timeline:
<ul style="list-style-type: none">Monthly Suspension ReportsWeekly Office Referral by Teacher AnalysisSEL SurveyStudent Survey (Misbehavior Ratings)Staff Survey (Discipline and Misbehavior Ratings)Class Meetings Quarterly DocumentationStudent Success Team Behavior ReferralsStudent Behavior Support PlansFamily Foundations Counseling Services: Pre & Post Behavior ReportsResource Counseling Assistant will assist with the Climate and Culture of the school.	Principal TSA Resource Counseling Assistant Teachers	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.
- Select teachers will continue work around cultural responsiveness.

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 NTA's at lunch recess will be provided.
- Ongoing counseling through Family Foundations Clinician targeting conflict resolution and emotional regulation.

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

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.

emotional interventions necessary to support individual students.

- Teachers interested will be given the opportunity to continue training around cultural responsiveness.

2020-2021 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 : Counseling Services Clinician/12 Hours/week	24,500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant	12,663.00

\$37,163.00

2020-2021 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	1,435.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement **NO FOOD NO INCENTIVES**	855.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers - Planning/observations/Assessments	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - Grade level planning/ILT/Tutoring	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	24,970.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	12,337.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Formerly part of Teaching Fellows - Reading Intervention (Split 7091)	29,002.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment Repair	1,000.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Formerly part of Teaching Fellows - Reading Intervention (Split 7090)	2,729.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	700.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling Services Clinician/12 Hours/week	24,500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant	12,663.00
							\$125,691.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$26,790.00
Sup & Conc	7090	\$95,472.00
LCFF: EL	7091	\$3,429.00
Grand Total		\$125,691.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$88,528.00
G4 - All students will stay in school on target to graduate	\$37,163.00
Grand Total	\$125,691.00