

Gibson Elementary School

10621666006266

Principal's Name: Antonio Sanchez

Principal's Signature:

A handwritten signature in black ink, appearing to be 'A. Sanchez', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Gibson Elementary School

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	10/67	27.78 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	60/68	45.45 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	55/67	40 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	36/68	25 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Middle				Number and percentage of 2nd-6th grade students meeting EIS attendance,		



Elementary

School
Readiness1- EIS Green
Zone Rate[6381](#)

behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations

16/68

45.76
%

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	60/68	10.53 %
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	52/68	15.63 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	44/67	1.94 %

Instructional Superintendent Approval : ☐ No ☒ Yes | Approval Date :




[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Gibson school will provide all students with high quality instruction and work towards a goal of every student reading at or above grade level by 3rd grade.</p> <ul style="list-style-type: none"> Gibson School will implement reading comprehension strategies including: 9 Write Tools Active Reading Strategies, Close Reading, Making Thinking Visible, Assignments Matter, Essential Questioning, and implementation of Common Formative Assessments. Grade level planning and professional development times will be provided for teachers. This time will allow teachers to collaborate, co-plan, observe each other, develop assessments, and develop interventions. Teacher release time will be provided to TK and Kindergarten teacher to administer the KAIG assessment (Spring/Fall). This will allow for differentiated instruction according to students' various levels. Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not be limited to computers, laptops, and online subscriptions. 		
<i>SQII Element:</i> English Language Arts (3898) Number and percentage of TK-12 grade students who are at grade level.		<i>SQII Sub-element(s):</i> English Language Arts (3898)	<i>Site Growth Target:</i> Rank – 7/67 EOY 14/15 – 60% Target – 70%
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students who score at or above grade level on the KAIG, BAS, DRP, Interim and/or SBAC will increase by 10% over EOY 14/15 60%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Systematic intervention groups will be formed with adjustments made minimally once per quarter. Grade Level AC Meetings ILT Meetings Grade Level Common Formative Assessments (English Language Arts) DRP Assessments Interim Assessments (Illuminate) 		<i>Owner(s)</i> TSA/Principal/AC Teams/Teachers/Tutors	<i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.

<ul style="list-style-type: none"> • <i>KAIG/BAS (Kindergarten)</i> • <i>BAS/Fluency (1st)</i> • <i>SQII Tool</i> • <i>SBAC Assessment</i> • <i>Common Formative Assessments</i> • <i>Principal will walk classrooms daily and provide teachers with feedback</i> 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Teachers will review each student's reading level/scores during Parent/Teacher Conferences in October</i> • <i>Parents will have access to the ATLAS Parent Portal and EduText.</i> • <i>Back to School Night</i> • <i>Quarterly Progress Reports</i> • <i>Quarterly Report Cards</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Ongoing Professional Development and side-by-side learning with AC Teams and Administration around the use of the Text Complexity Rubric and Rating the DOK level of the TDQs within the planned instructional sequence</i> • <i>Staff collaboration during accountable communities</i> • <i>AC Teams will use cognitive planning time to incorporate "Assignments Matter", elements for ELA unit/lesson development focusing on reading comprehension strategies, reading foundational skills, and Write Tools 9 Active Reading Strategies</i> • <i>Supplemental Contracts or subs for Accountable Community teams' Scope and Sequence planning, focusing on the four commitments and to design units of study and performance tasks that align with State Standards and incorporate scaffolds for academic language.</i> • <i>Instructional Team planning day in the summer of 2016.</i> • <i>Write Tools writing strategies implementation and instruction will be used to support writing application across all subject areas. Sub days will be provided to further the professional development in this area.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Instruction will begin with the utilization of FUSD adopted curriculum.</i> • <i>Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.</i> • <i>Increase the use of technology in support of digital literacy for students in alignment with the State Standards for Technology.</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>Provide integrated ELD throughout the day in every content area.</i> 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes Grade Level Planning KAIG/TKAIG Assessments BAS Assessment	\$9,327
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts - Planning Subs	\$6,277
1	1	EL	Instruction	Sub-agreements for Services			Reading and Beyond	Reading and Beyond	\$2,269
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Reading and Beyond	Reading & Beyond Reading Intervention	\$22,706
1	1	EL	Instruction	Materials & Supplies				7091 (LEP) Materials and Supplies	\$2,483
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	\$29,792
								Total	\$72,854

Domain	 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Gibson will implement a comprehensive reading support and intervention program with an emphasis on students scoring significantly below grade level on the SBAC, DRP, BAS, DIBELS and/or KAIG, in grades K-6 (Spring Administration). The actions listed below will be implemented to help close the achievement gap in our school and bring us closer to achieving our goal of every student reading at or above grade level.</p>		
<i>SQII Element:</i> Achievement Gap (5997)	<i>SQII Sub-element(s):</i> Achievement Gap (5997)		<i>Site Growth Target:</i> Rank – 10/67 EOY 14/15 – 27.78%
			<i>Vendor</i> Reading & Beyond

Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate.		Target – 22.8%	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By June 2017, SBAC administration will show at least a 5% decrease in the percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Grade Level Progress Monitoring with student data and work samples • DRP spring and fall administrations • End-of-Year SBAC data • Illuminate Interim Data • CELDT Assessments • AC Team & School Wide Analysis of SQII • Classroom Walkthrough Feedback • Intervention Progress Monitoring (DIBELS, BPST, etc.) • Principal will walk classrooms daily and provide teachers with feedback 		<p>Owner(s): TSA/Principal/AC Teams/Teachers/Tutors</p>	<p>Timeline: Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017. Quarterly Planning Days will be utilized for planning ELA instructional sequence based off of student samples and student data.</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Each teacher will specifically review each student's reading levels and scores at the fall parent conference. • The school will host a reading event for parents and students during the spring semester. The purpose of the event will be to encourage reading at home. • Parents will have access to the Parent Portal and Edu-text to allow their monitoring of student grades and progress. 			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> • Ongoing Professional Development and side-by-side learning with AC Teams and Administration around the use of the Text Complexity Rubric and Rating the DOK level of the TDQs within the planned instructional sequence • Staff collaboration during accountable communities • AC Teams will use cognitive planning time to incorporate "Assignments Matters", elements for ELA unit/lesson development focusing on reading comprehension strategies, reading foundational skills, and Write Tools 9 Active Reading Strategies 			

- *Supplemental Contracts or subs for Accountable Community teams' Scope and Sequence planning, focusing on the four commitments and to design units of study and performance tasks that align with State Standards and incorporate scaffolds for academic language.*
- *Instructional Team planning day in the summer of 2016.*
- *Write Tools*

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

- *K-1 students will qualify based on KSEP/KAIG, BAS and DIBELS assessments when scoring in the intensive range. All students in grades 2 – 6 scoring significantly below grade level on the DRP and African American students scoring moderately or significantly below will participate in a minimum of two 30 min. reading intervention sessions per week until reading comprehension results show they no longer qualify for the intervention services. The Reading & Beyond tutors will provide this support.*
- *Kinder teachers will assess all K students with the KAIG, quarterly, subs will provided for teacher to assess.*
- *Accountable Community Teams will develop and administer formative and summative common assessments in ELA and MATH to monitor student progress and drive instruction.*

Specify additional targeted actions for EL students:

- *In addition to integrated/designated ELD, EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for ELs.*
- *Certificated Subs will administer the CELDT/ELDA to ELs.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Equipment Repair	\$500
2	1	EL	Instruction	Non Capitalized Equipment				Technology 7091 (LEP)	\$1,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$9,000
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$250
								Total	\$10,750

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Gibson will develop and implement math instruction directly tied to the state standards focusing on the 8 mathematical practices for all students, as well as a tiered level of academic intervention support in math based on an analysis of student achievement data. Professional learning will emphasize conceptual understanding and application for all grade levels. AC Teams will plan instruction around the end of unit common assignment along with interim math tasks and assessments for progress monitoring.</p> <ul style="list-style-type: none"> • 3rd-6th students identified through multiple measures to include SBAC, Illuminate, and Common Formative Assessments. • Before or after school Homework Club enrollment. 		
<i>SQII Element:</i> Math SBAC 6160 Number and Percentage of students scoring Standard Not Met or Standard Nearly Met on the Math SBAC.		<i>SQII Sub-element(s):</i> 1 – Standard Not Met/ Nearly Met Math SBAC (6160)	
		<i>Site Growth Target:</i> EOY – 69% Target – 59% (Reduce by 10%)	<i>Vendor (contracted services)</i> N/A
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, SBAC Math administration will show at least a 10% reduction in the number and percentage of students scoring Standard Not Met or Standard Nearly met.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • End-of-Unit Math Task Assessments • Interim Math Task progress monitoring developed by AC Teams & Instructional Coach • Illuminate Math Interim Assessments • AC Team and School Wide Analysis of SQII Indicators • Principal will walk classrooms daily and provide teachers with feedback 		<p><i>Owner(s)</i> TSA/Principal/AC Teams/Teachers/Site Coach/Tutors </p>	<p><i>Timeline:</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017 </p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student's math grades and scores at the fall parent conference. 			

- *The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students' math grades, progress, and BBF status to provide parents with adequate materials and tools to encourage home practice toward meeting quarterly math goals.*
- *Parents will have access to the ATLAS Parent Portal and EduText.*

Describe related professional learning:

Staff collaboration during accountable communities. PL dedicated to math intervention

- *Math & ELA Scope & Sequence Planning Professional Learning*
- *Math & ELA CCSS District Training*
- *Teachers will be provided with continuous professional development around the 4 instructional commitments of Principle 1 in order to continue to improve practices according to the CCI model.*
- *Teachers will engage in continued professional development around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th.*
- *AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring.*
- *AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards.*
- *Teachers will be provided with release time to be able to observe for evidence of the 4 instructional commitments within their grade levels and across grade levels through a non-judgmental approach in order to provide feedback for professional development.*

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

- *3rd-6th grade students receiving Ds or Fs or performing below standards on Illuminate Interim Assessment in math will qualify for participation in the math intervention.*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$725
								Total	\$725

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> AC Teams will conduct school wide progress monitoring of high leverage EL standards during integrated ELD instruction. AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies around FUSD Commitment #1 for our EL students with a strong focus on student talk and task. Funds will be set aside for CELDT assessors.</p>		
<i>SQII Element:</i> EL Redesignation – (6338) Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year.	<i>SQII Sub-element(s):</i> 4 – Continuously Enrolled Redesignation Rate. (6338)	<i>Site Growth Target:</i> Rank – 37/68 EOY 14/15 – 33% Target – 43% (Increase by 10%)	<i>Vendor (contracted services)</i> CELDT Assessors
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were re-designated in the current year will increase by 10% for a goal of 43%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> AC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD AC Teams to progress monitor ELA standards during Integrated ELD Collection of student work samples during classroom walkthroughs AC Team and School Wide Analysis of SQII Indicators Classroom Walkthrough Feedback Principal will walk classrooms daily and provide teachers with feedback 		<p><i>Owner(s):</i> TSA/Principal/AC Teams/Teachers</p>	<p><i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parent Attendance and participation at SSC Meetings Parent Attendance and participation at Coffee Hour Chats with Principal and TSA Parents will have access to the ATLAS Parent Portal and EduText. 			

Describe related professional learning:

- Teachers will receive professional development around text deconstruction/reconstruction and student talk moves.

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

- Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.
- 3rd-6th grade students who are close to re-designation but need extra support in Reading and Writing will receive targeted instruction specifically focused on developing Reading and Writing proficiency during ELD instruction and targeted after school tutoring.

Specify additional targeted actions for EL students:

- TSA and Principal to support EL students and families through interpreting, outreach, home visits and related services.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Title 1 Basic	Parent Participation	Other Classified- Supplemental				Parent Involvement	\$606
								Total	\$606

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<i>Detail the action:</i> Gibson will implement various classroom-based and school-based interventions that target attendance, behavior and academics in order to increase the number and percentage of 2 nd – 6 th grade students meeting the EIIS attendance, behavior and academic criteria (green zone) *2 nd grade excluded from Q1 and Q2 calculations. Interventions will include school wide incentives for meeting attendance goals, positive behavior incentive systems including personal behavior plans and goals, as well as school wide and individual motivational incentives for meeting academic targets and goals. Gibson staff will continue to implement CHAMPS & STOIC strategies, as well as enforce Safe & Civil Initiatives and restorative practices through an ongoing cycle of continuous improvement model (CCI).		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>
<i>Middle School Readiness – 6381</i>	<i>1-EIIS Green Zone Rate (6381)</i>		<i>Rank – 16/68</i>
<i>Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and</i>	<i>2 – Appropriate Attendance Intervention</i>		<i>EOY 14/15 – 45%</i>
			<i>Target – 55%</i>
			<i>Vendor (contracted services)</i>

academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations Chronic Absenteeism – 6331 Number and percentage of students who are chronically absent and have documented evidence of an appropriate attendance intervention.	(6331)	(Increase by 10%) Rank – 62/68 EOY 14/15 – 8.7% Target – 18.7% (Increase of 10%)	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By June 2017, the number and percentage of 2 nd – 6 th grade students meeting EHS attendance, behavior and academic criteria (green zone). *2 nd grade excluded from Q1 and Q2 calculations will show an increase of 10% meeting a goal of 55%. The number and percentage of students who are chronically absent and have documented evidence of an appropriate intervention will increase by 10% with a target of 18.7%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s): Principal, TSA, Teachers, Attendance Clerk, Climate and Culture Team	Timeline Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Parents are invited to attend A2A conferences in an effort to improve attendance and support parents. • Principal, Office Assistant, and Teachers will make contact with families of students who are chronically absent or tardy to encourage improved attendance. • Parents will have access to the ATLAS Parent Portal and EduText. 			
Describe related professional learning: <ul style="list-style-type: none"> • Teacher to undergo ongoing training around “Class Meetings That Matter” • Teachers to undergo ongoing OLWEUS anti-bullying training 			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):			

- Classroom teachers and Office Assistant will make a concerned call home when chronically absent students are not at school. When necessary, Office Assistant will be provided with extra time to make phone calls, parent contacts, and maintain documentation.
- Provide materials, resources, and incentives to implement a School-wide program to reduce tardies and absences in conjunction with the Kiwanis Club.
- The Principal and TSA will conduct home visits of chronically absent students ("Mobile Truancy Conference").
- Noon Time Sports will be coordinated by the TSA and the Noon Time Assistants during lunch recess.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor. Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.
- The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations in order to create a safe climate that is conducive to learning.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Family Foundations Counseling	\$20,520
5	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				Counseling Fee	\$411
								Total	\$20,931

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p>Detail the action:</p> <p>Gibson will implement a tiered level of response to behavior incidents, character building programs to reduce suspension rates and enhance time in class on task. Lessen distractions for all learners, enhance campus safety for all students and reduce negative behaviors of students resulting in fewer conflicts with staff and other students.</p>		

Gibson will address Tier III Social-Emotional support needs through counseling services focused on building social and emotional skills. Services will be provided by Family Foundations Counseling Services.				
SQII Element: Suspension 6302 Number of TK-6 th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry.		SQII Sub-element(s): 3-Appropriate Behavior Intervention (Suspension 6302)		Site Growth Target: Rank – 59/67 EOY 14/15 – % Target – % (Decrease of 10%)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By June 2016, Gibson will reduce suspensions by 10% through the identification of our Tier II moving towards Tier III, and Tier III students for behavior and provide mentoring/counseling to decrease misbehaviors, office referrals, and suspensions.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact): <ul style="list-style-type: none"> • SEL Survey results analysis (ALL) • Student Survey (ALL) • Staff Survey (ALL) • Monthly Suspension results analysis (SQII data for suspensions) (ALL) • Weekly referral rate by teacher analysis (Principal, TSA, SCC Team) • Staff survey results will reflect higher levels of classroom management training resulting in fewer reported conflicts with students (ALL) • Student Engagement (Goal 2) data (Principal, TSA, SCC Team) • Quarterly Class Meeting Documentation (Principal, AC Teams) • Class Meetings, Second Step lesson logs (Principal, AC Teams) • Evidence of CHAMPS in classrooms and common areas (ALL) 		Owner(s): Principal, TSA, School Culture, Counseling Service Clinician & Climate Team, AC Teams		Timeline
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Face to face meetings with parents of identified TK-6th graders who have received more than 2 referrals from 3 or more teachers in a month. (Connect with families for support) • Counseling service clinician will be in direct and consistent contact with parents. • Parents will have access to the ATLAS Parent Portal and EduText. 				
Describe related professional learning: <ul style="list-style-type: none"> • Climate and Culture Schools (STOIC Training) 				

- *OLWEUS Bully Prevention Training*
- *Family Foundations referral and monitoring process*

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

- *Incentives for students reducing referral percentage (Knight Pride)*
- *Knight Pride Points*
- *Knights of Character/Character Counts Awards*
- *Knight Pride Assembly*
- *All TK-6th grade classrooms will implement weekly classroom meetings or Second Step lessons*

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting	\$351
								Total	\$351

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<i>Detail the action:</i> Gibson will implement <i>Student Jobs (Meaningful Work)</i> to increase student involvement and connection with adults at school, in addition to providing mainstreaming opportunities for SPED students to be involved in school-wide activities.		
<i>SQII Element:</i> Student Engagement 2080 Number and percentage of unique students who are engaged in any Goal II activities (Activities, Arts, or Athletics)		<i>SQII Sub-element(s):</i> 2 – Overall Student Participation	<i>Site Growth Target:</i> Rank – 7/67 EOY 14/15 – 91% Target – 95%
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By May 2017, the number and percentage of unique students who are engaged in any Goal II activities will increase to 95%.			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Engagements – Goal II Data Student Jobs participants/records (TSA) Student culture & climate surveys (ALL) TSA to input Goal II information 	<p><i>Owner(s) TSA, Principal, Teachers, Parents)</i></p>	<p><i>Timeline</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parents will be informed about Student Jobs that are available to students and give permission for students to apply for the job. Parents will be informed about Elective Wheel class opportunities and give permission for students to submit their prioritized choices. Parents will also have the opportunity to be involved in the participation of Elective Wheel classes as their skills and time allow. Babysitting will be provided for parents attending Parent University. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Provide professional learning on Meaningful Work Elective Wheel planning time 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Students will have the opportunity to participate in Meaningful Work through Student Jobs supervised by staff. Assemblies, presentations, and field trips will foster school participation and interest. Elective Wheel classes 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. <p><i>Specify additional targeted actions for EL students:</i></p>		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<p><i>Detail the action:</i> Gibson will implement a comprehensive parent communication and outreach program to develop greater parent participation in school sponsored events, resulting in increased parent involvement.</p>		
<p><i>SQII Element:</i> Parent Survey 356 Number and percentage of parents that</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i></p>	<p><i>Vendor (contracted services)</i></p>

<i>responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school"</i>		EOY 14/15 - 90.78% (Increase by 5%) Target – 95.78%	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p>Write a SMART Goal to address each data point: By June of 2017, the percentage of parents who respond “Agree” or “Strongly Agree” to “I feel respected at my child’s school” increase to 95% as measured by the Parent School Climate Survey.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Parent attendance at school events and for volunteer opportunities throughout the year • Approved Volunteer Applications • Responses on the School Culture and Climate Parent Survey in the spring of 2017. 	Owner(s): Principal, TSA, Office Manager, Teachers	Timeline	<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • An annual calendar listing all parent meetings will be distributed at the beginning of the school year, in the weekly school newsletter, on the school website, and Twitter. • A minimum of four SSC meetings will be scheduled throughout the year. A calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas. • A Back-to-School Night will be scheduled in August, with notification sent home the first day of school. • Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend. • Two parent nights will be scheduled during the school year. One will focus on reading and one on math. These nights will encourage parents and students to come together to enjoy fun learning activities at school. • Parent will also be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies and any other special events. • Parent University classes will be offered through the on-going parent education efforts provided by the district office. • An Open House Night will be scheduled for the spring semester. • The PTA will host and coordinate multiple activities and meeting to involve parents in the school community. • Parent access to the Gibson website, which will be updated weekly, notifying parents of events and school policies. • Babysitting will be provided to accommodate parents who would like to attend but do not have babysitting. • Parents will have access to the ATLAS Parent Portal and EduText.

Describe related professional learning:

- *Teachers will receive updates and information regarding parent outreach efforts and scheduled events*

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

- *Awards and incentives to encourage participation, attendance, and foster school spirit*
- *Scheduled activities and performances for students*
- *Block G*

Specify additional targeted actions for EL students:

- *Translation available for Spanish speaking families*

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$21,537
7090	LCFF Supplemental & Concentration	\$78,203
7091	LCFF for English Learners	\$6,477
		<hr/>
TOTAL 2016/17 ON-SITE ALLOCATION		\$106,217

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$516
Remaining Title I funds are at the discretion of the School Site Council	\$21,021
Total Title I Allocation	\$21,537

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0200 Gibson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes Grade Level Planning KAIG/TKAIG Assessments BAS Assessment	9,327.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - Planning Subs	6,277.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	29,792.00
1	1	Sup & Conc	Instruction	Subagreements			Reading and Beyond : Reading & Beyond Reading Intervention	22,706.00
1	1	EL	Instruction	Mat & Supp			7091 (LEP) Materials and Supplies	2,483.00
1	1	EL	Instruction	Subagreements			Reading and Beyond : Reading and Beyond	2,269.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology	9,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			Equipment Repair	500.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics	250.00
2	1	EL	Instruction	Nc-Equipment			Technology 7091 (LEP)	1,000.00
3	1	EL	Instruction	Direct-Other			CELDT Assessors	725.00
4	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement	606.00
5	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			: Counseling Fee	411.00
5	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Family Foundations Counseling	20,520.00
6	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting	351.00

\$106,217.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,537.00
Sup & Conc	7090	\$78,203.00
EL	7091	\$6,477.00
Grand Total		\$106,217.00

Domain Totals	Budget Totals
Academic	\$84,935.00
Social/Emotional	\$21,282.00
Grand Total	\$106,217.00

E.1. Assurances

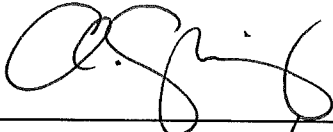

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Antonio Sanchez	X				
2. Chairperson – Diana Haskins				X	
3. Elizabeth Borchardt		X			
4. Alice Turner		X			
5. Renae Pendola		X			
6. Khue Her			X		
7. Angie Parnagian				X	
8. Kathy Nahoul				X	
9. Kim Deslauriers				X	
10. Catherine Peters				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date_____.			

Title I School Site:	
<input type="checkbox"/> This site operates as a non-Title I school.	

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		3/30/16
SSC Chairperson	Diana Haskins		3/30/16

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

Gibson Elementary School