

Phoenix Elementary

10621666120703

Principal's Name: Jack Kelly

Principal's Signature:

A handwritten signature in black ink that reads "Jack Kelly". The signature is written in a cursive style with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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.

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

Consolidated Program Assurances

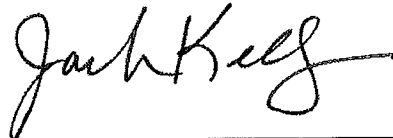

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jack Kelly	X				
2. Chairperson - Laura DeBenedetto		X			
3. Martha Velasquez			X		
4. Andre Hardamon				X	
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>10/11/2016</u> .

Required Signatures

School Name: Phoenix Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jack Kelly		April 6, 2017
SSC Chairperson	Darla Ayers		April 6, 2017

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	\$4,458 *
7090	LCFF Supplemental & Concentration	\$17,433
7091	LCFF for English Learners	\$2,286
TOTAL 2017/18 ON-SITE ALLOCATION		\$24,177

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$84
Remaining Title I funds are at the discretion of the School Site Council	\$4,374
Total Title I Allocation	\$4,458

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	3/4	N/A ³	2.08%	0.00%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	2/4	N/A ³	2.22%	0.00%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	1/1	N/A ³	6.25%	0.00%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	6/7	0.00% ⁴	85.19%	87.50%	69.49%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	4/6	N/A ⁷	N/A ⁷	1.47%	15.22%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	1/2	N/A ⁸	N/A ⁸	0.00%	10.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	4/7	0.00%	0.00%	0.00%	25.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/6*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	3/7	25.00%	66.67%	25.00%	66.67%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	1/7	64.71%	60.64%	58.33%	72.86%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	5/7	N/A ¹⁰	N/A ¹⁰	75.00%	62.12%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/7	0.00%	5.32%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	3/7	0.00%	3.19%	2.38%	10.00%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/7	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	1/1	N/A ¹³	N/A ¹³	38.22%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	1/1	N/A ¹³	N/A ¹³	50.00%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	1/1	N/A ¹³	N/A ¹³	42.86%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	1/1	N/A ¹³	N/A ¹³	44.06%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

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Phoenix Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	87.19	75	DIBELS, University of Oregon
3169 - 3rd grade students reading at grade level	0	25	DIBELS, University of Oregon



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Phoenix will implement a comprehensive core academic (Reading, Writing, and Math) support and intervention program, with an emphasis on foundational skills to address the percentage of students earning one or more D/Fs on their quarterly report cards. Foundational skill instruction will develop concrete skills in service of: comprehension, fluency, phonics, vocabulary, grammar, concepts of print, and/or arithmetic.

- Teachers will use challenging content in all lessons using high quality text, while employing questions, tasks, and application of standards both orally and written.
 - Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
 - Coherence: All lessons intentionally connect to appropriate mathematical concepts within and across grades as identified by coherence maps.
 - Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
 - Professional learning for the use of DIBELS to be utilized in grades K-6th to address reading comprehension, and fluency.
 - 2015/16 - 54% of 1-6th grade student enrolled met benchmark goals at their expected grade levels.
 - Professional learning for the use of BAS assessment to be utilized in grades K-3rd to address reading comprehension, fluency, and vocabulary.
 - Professional learning for the use of Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible Learning: Reading Comprehension Programs p.136)
 - Professional learning for the use of CLOSE reading to be utilized in rades K-6th to address reading comprehension, fluency, citation, and vocabulary.
 - Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in Content areas.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennet #1-3.

SMART Goals

By the end of the 2016/17 school year, the percentage of students earning 1+ D/Fs in Reading, Writing or Math on their Quarterly report cards will reduce by 10-15% as measured on SQII indicator #3158.

By the end of the 2016/17 school year, the percentage of 3rd grade students who are on grade level will increase by 10-25% as measured by the: SQII #3169, Interim Assessments, DRP, BAS, KAIG, CAASPP, and DIBELS benchmarks.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. KAIG/BAS/DRP/CAASPP
2. DIBELS
3. Interim Assessments
4. CELDT
5. Grade level common assessments
6. Atlas Grades (Math, ELA, Writing)
7. Classroom Observations/Feedback aligned to the IPG
8. AC Agendas

Owner(s):

- Teachers
- Admin

Timeline:

- On-going

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

- Weekly Parent Support Group/Learning Lab program
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

Describe Related Professional Learning:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success / ATLAS
- School Choice
- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Paper/Charts/Poster Paper/Folders/Whiteboards

Resources to support RIR/Math development

Manipulative/Supplies for Hands-On lessons

Technology to support instruction and assessments.

Vendor support will come from SaveMart, Costco, GW, Office Max

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All actions targeted for EL/Foster/At-risk students.

Use of visuals and realia when teaching ELA/Math lessons

Integrated EL strategies will be used to support students in all content areas.

Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.

Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.

Phoenix Elementary Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation	\$	830.00
1	1	Sup & Conc	Instructional Supervision & Administration	Equipment Lease				Equipment Lease	\$	3,675.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies GW, Office Depot	\$	3,628.00
Total									\$	8,133.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	0	10	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	0	10	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	1.47	10	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	0	10	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Phoenix will implement an at-risk intervention program to support academic student achievement in the comprehensive core academic areas (Reading, Writing, and Math), with an emphasis on foundational skills to address the percentage of students earning one or more D/Fs on their quarterly report cards. Foundational skill instruction will develop concrete skills in service of: comprehension, fluency, phonics, vocabulary, grammar, concepts of print, and/or arithmetic.

- K-6th grade teachers will differentiate through small group instruction and intentionally planned engagement classroom centers. (Visible Learning: Small Group Learning, p.94-95)
- Teachers will use challenging content in all lessons using high quality text, while employing questions, tasks, and application of standards both orally and written.
 - Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
 - Coherence: All lessons intentionally connect to appropriate mathematical concepts within and across grades as identified by coherence maps.
 - Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
 - Corrective Reading and Reading Mastery programs will be utilized in small group intervention for K-6th grade. (Visible Learning: Reading - Second and Third chance programs, p.139-140)
 - Professional learning for the use of DIBELS to be utilized in grades K-6th to address reading comprehension, and fluency.
 - 2015/16 - 54% of 1-6th grade student enrolled met benchmark goals at their expected grade levels.
 - Professional learning for the use of BAS assessment to be utilized in grades K-3rd to address reading comprehension, fluency, and vocabulary.
 - Professional learning for the use of Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible Learning: Reading Comprehension Programs p.136)
 - Professional learning for the use of CLOSE reading to be utilized in rades K-6th to address reading comprehension, fluency, citation, and vocabulary.
 - Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in Content areas.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennesse #1-3.

SMART Goals

By the end of the 2017/18 school year, the percentage of students scoring Standard Met/Exceeded on the CAASPP - ELA will increase about 10% as measured on the CAASPP.

By the end of the 2017/18 school year, the percentage of students scoring Standard Met/Exceeded on the CAASPP - Math will increase about 10% as measured on the CAASPP.

By the end of the 2017/18 school year, the percentage of students scoring Standard Met/Exceeded on the Spring Interim - ELA will increase about 10% as measured on the Spring Interim.

By the end of the 2017/18 school year, the percentage of students scoring Standard Met/Exceeded on the Spring Interim - Math will increase about 10% as measured on the Spring Interim.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. BAS/DRP/CAASPP
2. DIBELS
3. Interim Assessments
4. CELDT
5. Grade level common assessments
6. Classroom Observations/Feedback aligned to the IPG
7. AC Agendas

Owner(s):

- Teachers
- Admin
- Instructional Assistants/Paraprofessionals

Timeline:

- On-going

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

- Weekly Parent Support Group/Learning Lab program
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

Describe Related Professional Learning:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success / ATLAS
- School Choice
- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Paper/Charts/Poster Paper/Folders/Whiteboards
 Resources to support RIRA/Math development
 Manipulative/Supplies for Hands-On lessons
 Technology to support instruction and assessments.
 Small/Quiet alternative setting for RTI/Intervention support.
 Small/Quiet alternative setting for assessment.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All actions targeted for EL/Foster/At-risk students.
 Use of visuals and realia when teaching ELA/Math lessons
 Integrated EL strategies will be used to support students in all content areas.
 Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
 Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.

Phoenix Elementary Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental					\$	3,255.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Math	\$	200.00	
									Total	\$	3,455.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	0	25	DIBELS, University of Oregon
2358 - EL's not advancing at least one proficiency level in Re-designation	25	50	DIBELS, University of Oregon

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Accountable Communities will implement a comprehensive action plan to address the English Learner students who have not advanced at least one proficiency level during Re-designation data analysis for the 2016/17 school year. Foundational skill instruction will develop concrete skills in service of: comprehension, fluency, phonics, vocabulary, grammar, and/or concepts of print.

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
 - AC groups will collaborate, create common assessments, and align ELA instruction with ELD strategies incorporated.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennet #1-3.
- Professional learning for the use of DIBELS to be utilized in grades K-6th to address reading comprehension, and fluency.
 - 2015/16 - 54% of 1-6th grade student enrolled met benchmark goals at their expected grade levels.
- Professional learning for the use of BAS assessment to be utilized in grades K-3rd to address reading comprehension, fluency, and vocabulary.
- Professional learning for the use of Making Thinking Visible strategies to be utilized in grades K-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible Learning: Reading Comprehension Programs p.136)
- Professional learning for the use of CLOSE reading to be utilized in grades K-6th to address reading comprehension, fluency, citation, and vocabulary.
- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades K-6th to deepen understanding in Content areas.
- Use of RIRA to promote listening/speaking skills.

SMART Goals

By the end of the 2017/18 school year, the percentage of English Learner students who have advanced at least one proficiency level during re-designation will increase to 50% of the total enrolled EL students.

By the end of the 2016/17 school year, the percentage of 3rd grade students who are on grade level will increase by 10-25% as measured by the: SQII #3169, Interim Assessments, DRP, BAS, KAIG, CAASPP, and DIBELS benchmarks.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. KAIG/BAS/DRP/CAASPP
2. DIBELS
3. Interim Assessments
4. CELDT
5. Grade level common assessments
6. Atlas Grades (ELA, Writing)
7. Classroom Observations/Feedback aligned to the IPG
8. AC Agendas

Owner(s):

- Teacher
- Admin

Timeline:

on-going

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

- Weekly Parent Support Group/Learning Lab program
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

Describe Related Professional Learning:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success / ATLAS
- School Choice
- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Paper/Charts/Poster Paper/Folders/Whiteboards
 Resources to support RIRAMath development
 Manipulative/Supplies for Hands-On lessons
 Technology to support instruction and assessments.
 Vendor support will come from SaveMart, Costco, GW, Office Max

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All actions targeted for EL/Foster/At-risk students.
 Use of visuals and realia when teaching ELA lessons.
 Integrated EL strategies will be used to support students in all content areas.
 Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
 Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.

Phoenix Elementary Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Participation Material and Supplies	\$	2,286.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$	5,753.00
Total									\$	8,039.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	90	95	
5942 - Chronic absenteeism rate	58.33	50	
4849 - Truancy rate	75	50	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Phoenix will develop an attendance incentive program to increase the attendance rates, enhance the time spent in class engaged and on-task, while also reducing the number and percentage of students who are chronically absent and/or truant as defined by educational code (attendance rate of 90% or less and/or 3+ truancy violations).

- Implement a character building program to increase attendance rates and on-campus engagement.
- Implement a leadership program to increase attendance rates and on-campus engagement.
- Implement a "Girls support group" to increase attendance rates and on-campus engagement.
- Implement an attendance incentive program for students and parents through the guidance of the CWAS/Home School Liaison.
- Implement a month recognition program for student with Perfect Attendance.
- Hold monthly SST/Comprehensive Review meetings for students with/without Academic, Behavior, Social Emotional and/or Attendance concerns.
- Increase average attendance of Parent Support Group through weekly Parent Engagement meetings, Quarterly Family Gatherings, Parent University Program, Guest programs/speakers presentations.
 - 2015/2016 the weekly average Parent participation attn is 18.5.

SMART Goals

By the end of the 2017/2018 school year, the percentage of K-6th grade student's daily attendance will increase to about 95% as measured by weekly, and YTD ATLAS data.

By the end of the 2017/2018 school year, the percentage of K-6th grade student's who were chronically absent will decrease to about 50% as measured by weekly, and YTD ATLAS data.

By the end of the 2017/2018 school year, the percentage of K-6th grade student's who were truant will decrease to about 50% as measured by weekly, and YTD ATLAS data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Daily monitoring by teachers, HSL/CWAS, and/or Admin.
2. Monthly Attn Reviews

Owner(s):

- Teachers
- CWAS/HSL
- Office Manager
- Admin

Timeline:

Monthly

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

- Weekly Parent Support Group/Learning Lab program
 - 2015-2016 Weekly average Parent attn was 18.5
 - Babysitting services for Parents to attend meetings.
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

Describe Related Professional Learning:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success / ATLAS
- School Choice
- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Attendance incentives for individual students, classrooms, and school-wide

Vendors: Costco, GW, SaveMart, Office Max

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All actions targeted for EL/Foster/At-risk students.

Integrated EL strategies will be used to support students in all content areas.

Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.

Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.

Phoenix Elementary Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation Material and Supplies Save Mart	\$	4,300.00	
4	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage	\$	250.00	
									Total	\$	4,550.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.38	0.1	
2080 - Students engaged in a goal 2 activity	0	33	
7132 - Elementary students self-management survey results for questions 1-9	38.22	50	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Phoenix will develop a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, and Restorative Practices to reduce the suspension rates and increase the on-campus engagement of students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of negative interactions between peer/peer and peer/staff relationships.

Phoenix students will be provided opportunities to interact with peers/teachers, and community members during school activities, Visual and Performing Opportunities, and Team Building athletics

- Professional learning for the use of Non-violent Crisis Intervention training strategies for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting for students who are a Danger to themselves or Others.
 - Lead Teacher team utilize Professional Learning Community time to develop targeted Social-Emotional and K-6th grade writing standards to support reflection room assignments to build student capacities in peer/peer, peer/staff, peer/parent relationships. (NCI-CPI: Re-establishing relationships, p.1-20)
- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting to support the social emotional domains for students in K-6th grade. (Restorative Justice: Building/Restoring Relationships)
- Professional learning for the use of Second Step/Why Try curriculum for teachers to be utilized in grades K-6th grade to address create a Safe/Civil Ed setting and support the social emotional domains for students in K-6th grade.
- Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on Reflection Room frequency/intensity data trends/patterns.
 - 2015/2016 Reflection Room data. 18 daily Ed-Code violations, with more than 50% of Instances Serious Ed-Code violations.

School-wide Tiered Supports to increase alternative and decrease at-risk behaviors from occurring.

Tier I Supports

- Daily Morning SE oral/writing prompts
 - Based around the Essential 55 curriculum
- Daily Class meetings
- Weekly Second Step/Why Try? Curriculum

- Monthly perfect attendance awards/celebrations
- Daily incentive PBIS model using token economy rewards.
- Weekly Team Building Activities to support peer/peer, peer/staff relationships
- "Fun" Friday
- STOIC/CHAMPS
- School-Wide Behavioral Level System
- Daily behavior charts
 - 2-way communication with Parent
- Leadership Program
- Girls Support Group
- Mentor program
- Vocational program
 - School-wide/classroom roles/jobs.
- Church Mentoring Program (3-4th grade)
- Fresno Chaplain Program (K-2nd grade)
- Weekly Parent Support Group Meetings

Tier II Supports

- In-class time-away areas
 - Independent de-escalation area within classroom setting.
- Student "Check-In" program with Cen-Cal Mentors
 - Support Social Emotional concerns/needs of at-risk students.
- Restorative practices/Conflict resolution strategies with Staff support
- Peer mediation
- Monthly SST/Comprehensive Review meets with Parent
- Behavior Intervention Plan Level 1

Tier III Supports

- Behavior Intervention Plan Level 2/3
- Reflection Room Referrals
- One-on-one mentoring
 - Cen-Cal Mentors
- Restorative Circle
- Individual Counseling
 - School Psychologist/Therapist
- Individual Threat Assessment

SMART Goals

By the end of the 2017/18 school year, the percentage of out of class student suspensions incidences per 100 will decrease to 0% as measured by monthly/YTD ATLAS data.

By the end of the 2017/18 school year, the frequency of in-class student suspensions will reduce by 25% as measured by weekly Reflection room referral visits.

By the end of the 2017/18 school year, the percentage of the total frequency of intense/serious at-risk behaviors will reduce to 33% of the total Quarterly Reflection room referral visits.

By the end of the 2017/18 school year, students participating in Goals 2 activities will increase to around 33% of the student population.

By the end of the 2017/18 school year, student responses on the Self-Management construct of the elementary student survey will increase the positive responses to 50% of either: "Often", or "Almost all the time".

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

1. Monthly reviews of SST/Comprehensive Review meetings
2. Quarterly Reviews of Suspensions
3. Weekly reviews of Reflection Room referrals.
4. Quarterly reviews of reflection room data/patterns/trends.
5. Review student responses from the Spring 2016 Social-Emotional Learning and School Climate/Culture Student Surveys.

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

- Daily 2-way communication with Parent/Teacher
- Weekly Parent Support Group/Learning Lab program
- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Cen-Cal mentors

Outreach Community Member

Technology to support instruction and assessments.

Vendor support will come from SaveMart, Costco, GW, Office Max

Owner(s):

- Teachers
- Admin
- School Psychologist
- Cen-Cal Mentors
- HSL/CWAS
- Paraprofessional Instructional Assistant
- Instructional Assistant

Timeline:

on-going

Describe Related Professional Learning:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success / ATLAS
- School Choice
- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0098 Comm-Phoenix Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies GW, Office Depot	3,628.00
1	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation	830.00
1	1	Sup & Conc	Instructional Supervision & Admir	Equip Lease			Equipment Lease	3,675.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup				3,255.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Math	200.00
3	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,753.00
3	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation Material and Supplies	2,286.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Material and Supplies Save Mart	4,300.00
4	2	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Local Mileage	250.00

\$24,177.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,458.00
Sup & Conc	7090	\$17,433.00
LCFF: EL	7091	\$2,286.00
Grand Total		\$24,177.00

Domain Totals	Budget Totals
Academic	\$16,511.00
SEL / Culture & Climate	\$7,666.00
Grand Total	\$24,177.00