

Phoenix Elementary

106216661207031

Principal's Name: Jack Kelly

Principal's Signature: 

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

Title I SWP

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

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

Consolidated Program Assurances



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 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 Involvement 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 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.

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 – Timothy Allison			X		
3. Veronica Aguayo		X			
4. Denise Diamond				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 type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>03/13/2018</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jack Kelly		3/13/2018
SSC Chairperson	Denise Diamond		3/13/2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	\$4,845 *
7090	LCFF Supplemental & Concentration	\$20,799
7091	LCFF for English Learners	\$1,905
TOTAL 2018/19 ON-SITE ALLOCATION		\$27,549

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$114
Remaining Title I funds are at the discretion of the School Site Council	\$4,731
Total Title I Allocation	\$4,845

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	1.961	8.961
One D or F on Any Report Card (grades 2-12)	51.351	44.351

Needs Assessment

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

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

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

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with 100% of students transitioning in and out of the school-site throughout the year, 96.2% of students did not meet ELA standards in year-end assessment data.

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

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with 100% of students transitioning in and out of the school-site throughout the year, 92.2% of students did not meet MATH standards in year-end assessment data.

One D or F on Any Report Card (grades 2-12)

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with 100% of students transitioning in and out of the school-site throughout the year, 53.2% of students received 1 or more D/Fs on their quarter 4 report card.

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

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

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 96.2% of students did not meet ELA standards in year-end assessment data. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

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

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 92.2% of students did not meet ELA standards in year-end assessment data. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

One D or F on Any Report Card (grades 2-12)

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, 53.2% of students had 1+ D/Fs in their ELA/Math report cards. This disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

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

1 SSC:	2 ELAC:	3 Staff:
<p>Parents believe the school site is moving in the right direction and students are making academic growth in their core subjects, however due to the constant overturn of students throughout the year, the number of students taking tests or getting grades throughout the year is not accurate the the growth of students who have been enrolled awhile.</p>	<p>N/A -Site does not meet the requirement of 21 EL students or more to warrant ELAC</p>	<p>By utilizing a variety of assessments staff can mentor student progress towards standards mastery.</p>

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

Titles I funds used to support academic actions have shown to have improvements and growth to the academic areas despite an overwhelming majority of at-risk students still not meeting year-end summative goals.

Action 1

Title: ELA/Math

Action Details:

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, there is a school-wide focus on the Recursive standards in Math "Number Sense" in 2018-2019. This is highlighted by 92.2% of students not meeting standards in year-end assessment data. In the 2016-2017 school year, Reading Comprehension/Fluency measured by state testing showed 96.2% of students did not meet ELA year end standards.

Phoenix will implement a comprehensive core academic support and intervention program in ELA/Math, with an emphasis on foundational skills to address the percentage of student earning one or more D/Fs on their quarterly report cards. Foundation 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.
 - 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.
 - Professional learning for the use of BAS assessment to be utilized in grades K-2nd to address reading comprehension, fluency, and vocabulary.
 - 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.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennesse #1-3.

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

Grade level common assessments using GoMath, and teacher created materials; Classroom supervision feedback using Instructional Practice Guides; Weekly AC Meetingsschedules will be adjusted to allow Administrators to collaborate using "Foundations" and IPG to monitor effectiveness; On-going Reflective conversations.

- KAIG/BAS/DRP/CAASPP
- Dibels
- interim Assessments
- ELPAC
- Common Formative Assessment
- Atlas grades (ELA/Math)
- Classroom Observations/Feedback aligned to the IPG
- AC Agendas

Owner(s):

Administrator, Teacher, and Staff

Timeline:

On-going

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

August/September Math training for paraprofessionals; Annual SBAC administration/results; Staff collaboration during Weekly AC meetings; Effective Math Foundational Skills; Monthly assessments focusing on "Number Sense" standards will be posted in classroom and target a 15% increase throughout the semester.

Specify enhanced services for EL students:

- All actions targeted fro 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 on-going data charts with our EL students to identify gaps in meeting Redesignation criteria.

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

Provide professional learning on academic English development through integrated ELD to teachers. Also Deconstruction/Reconstruction. Continue Making Thinking Visible book strategies. EL Goal Setting tool (atlas). Provide professional learning on the use of EL goal setting report to establish each EL student's instructional needs.

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

Describe Professional Learning related to this action:

Lead Teacher meetings to support AC's and Math IPG; PL in Math IPG; Classroom Supervision Feedback; and Math Training for paraprofessionals.

- 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.

Action 2

Title: DRP/DIBELS

Action Details:

The first DRP benchmark (2016-2017) indicated that nearly all eligible, enrolled students took the DRP, but only 14% of the assessed students met/exceeded standards in 3-6th grade. This is an increase from last years scores where on 2.8% met/exceeded standards. In the 2016-2017 school year, Reading Comprehension/Fluency measured by DIBELS saw an increase of 12% in the first semester, followed by an increase of 12% in the second semester. State and

Local District Formative/Summative Assessments, however indicated that despite the growth made, 96.2% of students Did Not Meet ELA year end standards.

Phoenix will implement a comprehensive core academic support and intervention program in ELA/Math, with an emphasis on foundational skills to increase the number of students who will Meet ELA year end standards. Teachers will use time during their accountable communities to implement a comprehensive action plan to address various subgroups present at Phoenix Elementary (EL, SPED, African American, Foster youth, etc).

- Implement ELD strategies and supplement EL curriculum resources into K-6th grade lesson design
 - AC groups will collaborate, create common assessment, 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 Tennesse #1-3.
- Professional learning for the use of DIBELS to be utilized in grades K-6th to address reading comprehension, and fluency.
- 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 and speaking skills.

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

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

Utilizing the data from previous assessments, combined with future assessment data will indicate growth in English Language Art abilities.

- KAIG/BAS/DRP/CAASPP
- DIBELS
- Interim Assessments
- ELPAC
- Common Formative Assessments
- Atlas grades (ELA, Writing)
- Classroom Observations/Feedback aligned to the IPG
- AC Agendas

Owner(s):

Teachers, Administrators, Staff

Timeline:

On-going

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

Administration of assessments: DIBELS (monthly), Bi-Annual DRP, Annual SBAC, CFA (weekly). Data analysis of assessment data during: AC meetings (weekly), ILT meetings (Quarterly), Quarterly DIBELS refresh/calibration training. Materials/Supplies: Student tablets, Guaranteed Viable Curriculum, paper, pencil, markers, close reading text, and note paper for annotation/note taking.

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

All parents will be required to attend a "Comprehensive Review" during the first semester after about 6 weeks of enrollment. This review will address academics, behavior, family structures, parent support and future options. Weekly hosting of Parent Labs Meetings on-site to support and promote reading practices at home. Quarterly parent meetings with Teacher where parents can view student progress in ELA. Parents will receive daily two-way

Specify enhanced services for EL students:

All EL students will participate in reading intervention with additional practice time on student tablets to strengthen fluency and comprehension skills in ELA.

Instructional Aide Supplemental Contracts provided for at-risk students (EL, foster, sped, and other at-risk subgroups) to attend after school tutoring (after instructional duty day) to receive additional academic supports in core curriculum homework/content.

Describe Professional Learning related to this action:

Utilize FUSD PL to support teachers to provide every student with challenging content utilizing high quality texts and tasks. Provide professional learning on academic English Development through integrated ELD to teachers. Also Deconstruction/Reconstruction. Continue Making Thinking Visible book strategies. EL Goal Setting tool (Atlas). Provide professional learning on the use of EL goal setting report to establish each EL students' instructional

communication with Teacher detailing progress/concerns from each day. Parent will sign and return the report each day indicating to the classroom teacher that they are receiving the information from the school on the student's progress. needs.

Action 3

Title: ELA recursive standards.

Action Details:

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, there is a school-wide focus on the Recursive standards in ELA#1-3 in 2018-2019. This is highlighted by 96.2% of students not meeting standards in year-end assessment data. 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 2017/2018 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 assessment, and align ELA instruction with ELS strategies incorporated.
- Teachers will use the Instructional Practice Guide during their Professional learning communities to calibrate and plan challenging content to address Tennesse #1-3.
- Professional learning for the use of DIBELS to be utilized in grades K-6th to address reading comprehension, and fluency.
- 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 and speaking skills.

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

Explain the Progress Monitoring and data used for this Action

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

Monthly Grade level assessments using DIBELS materials; DRP Quarter 1 and 3 assessments; Annual SBAC; BAS; Classroom Supervision Feedback using Instructional Practice Guides; Weekly AC meeting schedules will be adjusted to allow Administrator to collaborate with AC team using "Foundations" and IPG to monitor effectiveness; On-going reflective conversations; Quarterly DIBELS training/calibration; Staff collaboration during AC; Effective Reading Foundational Skills; Close Reading; and Annotation/Note taking.

Owner(s):

Administrators, Teachers, and Staff

Timeline:

On-going

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

Phoenix Elementary will implement a comprehensive reading support and intervention program with an emphasis on students scoring significantly below grade level on the latest CAASSP, DRP, BAS, and DIBELS assessments. Phoenix Academy will implement school-wide reading comprehension strategies through the use of DIBELS, small-group/individual reading intervention, EL reading intervention strategies (building background knowledge, book walks, etc.), and whole class reading strategies. AC's, Scope and Sequence, Common Planning, Common

Specify enhanced services for EL students:

All EL students will also participate and benefit from the incorporation of EL strategies in reading intervention. Additional practice on tablets.

- Local Control Accountability Plan (LCAP)
- Transition to Middle School
- Academic Success/Atlas
- School Choice

Assignments, and Common Tasks (CFA) will be integral in this action.

- KAIG/BAS/DRP/CAASPP
- DIBELS
- Interim Assessments
- ELPAC
- Common Formative Assessments
- Atlas grades (ELA, Writing)
- Classroom Observations/Feedback aligned to the IPG
- AC Agendas
- Equipment lease

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

Phoenix Elementary will host weekly parent support meetings to provide positive tools to promote reading in the home. The school-site will host quarterly meetings between teacher and parent for parents to have the opportunity to view student progress. Parent will receive a daily two-way communication report from their student's teacher detailing progress/concerns from each day. Parents will sign and return the report each day.

- 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

- Middle School Campus Visit
- Healthy Living/Choices curriculum
- Strengthening/Empowering family program.

Describe Professional Learning related to this action:

Provide professional learning on academic English development through integrated ELD to teachers. Also Deconstruction/Reconstruction. Continue Making Thinking Visible book strategies. EL Goal Setting tool (atlas). Provide professional learning on the use of EL goal setting report to establish each EL student's instructional needs.

- 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 on-going data charts with our EL students to identify gaps in meeting Redesignation criteria.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix 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	Parent Participation	Mat & Supp			Materials/Supplies to support academic success **NO FOOD, NO INCENTIVES**	900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target CORE standards for K-6th grade curriculum and intervention.	7,493.00
G1A2	Sup & Conc	Instruction	Ins Aide-Supp			After-school ELA/Math intervention support.	4,281.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (GW, Office Depot) for increasing reading fluency/comprehension and written expression. **NO FOOD, NO INCENTIVES**	3,945.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Equip Lease			Equipment lease	3,975.00

\$20,594.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	25	32

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, 75% of students did not meet behavioral expectations to participate in arts/athletics activities.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, of the 75% of students did not meet behavioral expectations, this disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Parents believe this school provides awesome experiences children otherwise may not have the ability or means to do so.</p>	<p>2 ELAC:</p> <p>N/A - Site does not meet the requirement of 21 EL students or more to warrant ELAC</p>	<p>3 Staff:</p> <p>Site provides opportunities for students who display appropriate behavior.</p>
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Action 1

Title: Clubs/Activities/Team Building

Action Details:

Every student enrolled at Phoenix Elementary has an opportunity to participate in various on-site: clubs (chess club, leadership group, girl's support group, etc.); activities (spelling bee, science fair, talent show, etc.); and organized team-building activities through the coordination of staff members on a daily basis. Students will choose to join activities based on what staff members have organized that day/week. Outdoor Education field trips will provide opportunities for students to be exposed to new activities and build their self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student participation for various activities will be noted through Atlas to track data trends.

Owner(s):

Teachers, staff

Timeline:

on-going

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

- Extra pay contracts, and milage reimbursement for staff.
- Sporting equipment, supplies, etc.
- Club equipment, supplies, etc.
- Activity equipment, supplies, etc.

Specify enhanced services for EL students:

All EL students will have an opportunity to participate in clubs/activities that support interaction with teachers/staff and peers.

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

Parent participation will be encouraged for every student, and parents will have notification of on-site events via phone call, text, flyer, and/or email. Photos of clubs, activities, and events will be captured and uploaded onto official social mediums through the school site and/or district.

Describe Professional Learning related to this action:

Teachers/staff will receive PL training on Social Emotional strategies to increase involvement of all children.

2018-2019 SPSA Budget Goal Subtotal

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

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies for Parent/Student to target ELL sub-groups.	1,905.00

\$1,905.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	61.538	68.538
Exposure to Careers - 6th Grade	100	100

Needs Assessment

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

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

Exposure to Careers - 3rd Grade

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, 100% of 3rd grade students met behavioral expectations to participate in opportunities to be exposed to career events.

Exposure to Careers - 4th Grade

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, about 40% of students did not meet behavioral expectations to participate in opportunities to be exposed to career events.

Exposure to Careers - 6th Grade

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, 100% of 3rd grade students met behavioral expectations to participate in opportunities to be exposed to career events.

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

Exposure to Careers - 3rd Grade

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year the number of opportunities for career exposure is less frequent than on a public day school campus and thus the disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

Exposure to Careers - 4th Grade

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year the number of opportunities for career exposure is less frequent than on a public day school campus and thus the disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

Exposure to Careers - 6th Grade

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year the number of opportunities for career exposure is less frequent than on a public day school campus and thus the disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

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

1 SSC:

2 ELAC:

3 Staff:

Exposure to numerous careers allows children to view life after school in many different levels and pathways.

N/A- Site does not meet the requirement of 21 EL students or more to warrant ELAC

Site provides students opportunities to engage in exploring career options.

Action 1

Title: Social-Emotional Support

Action Details:

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.

- Professional learning for the use on 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, and 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 to create a Safe/Civil Educational Setting and support the social emotional domains.
- 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly reviews of SST/Comprehensive Review meetings
- Quarterly reviews of suspensions
- weekly reviews of reflection room referrals
- Quarterly review of reflection room data/pattern/trends
- review student responses from the 2017-2018 Social-Emotional Learning and School Climate/Culture Student surveys.

Owner(s):

Teachers, Staff

Timeline:

on-going

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

School-wide tiered supports to increase alternative and decrease at-risk behaviors from occurring.

Tier I supports

- Daily morning SE oral/writing prompts (Essential 55 curriculum)

Specify enhanced services for EL students:

All actions targeted for EL/Foster/At-risk students, along with integration of EL strategies used in all content areas.

Re-designation goal setting report will be utilized to monitor growth and gaps for EL students, while teachers will provide on-going data chats with our EL students to identify gaps in meeting Re-designation criteria.

School site Social worker will support students/student families inside and outside school site setting.

- 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 earned activities
- STOIC/CHAMPS
- School-wide Behavioral Level System
- Daily behavior charts (2-way communication with Parent/Guardian)
- Leadership program
- Girl's 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

Tier III supports

- Behavior intervention plan (FBA)
- reflection room referrals
- 1-on-1 mentoring
- Restorative circle
- individual counseling (School psychologist/social worker)
- Individual Threat Assessment

Explain the 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-wk course)
- 4 Annual Family Gathering Sessions
- 2-hour Orientation
- ICET

- Home visits
- Family support training (flexible settings)
- Student social-emotional support (flexible settings)

Describe Professional Learning related to this action:

- 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

Action 2

Title: Reflection Room

Action Details:

Reflection Room data from 2013-2017 indicated that the average time a student was in the reflection room and out of the classroom was about 27 minutes, which reduces the amount of time a student is engaged in core

academic, fine/performance arts, and athletics.

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

Collect daily reflection room data which logs individual students frequency of visits, type of behavioral referral, intensity of the behavioral referral, and duration of time spent within the reflection room per visit. Monthly AC meetings will utilize behavioral data and analyze trends of the types of referrals, the intensity of behaviors, the duration of behaviors, and frequency of behaviors based on classroom location, sub-group, and individual. Interventions implemented can be cross-referenced with behavioral data to look for the effectiveness of interventions and determine while in the AC meetings whether things should be added, removed, changed or maintained.

Owner(s):

Admin, Teacher, Staff

Timeline:

on-going

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

Restorative practices, counseling/mentoring as needed, de-escalation area for students to independently or under supervision of a staff member cool-off, quiet location for self-reflection of behavioral, social-emotional, intrapersonal and interpersonal social skills; ELA standards for reading/written expression of reflective social-emotional standards. Materials to support completion of reflective written assignments/tasks needed to meet the social-emotional objectives for K-6th grade students.

Specify enhanced services for EL students:

All EL students have equal opportunity to participate in self-reflection activities.

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

Weekly parent meetings. Quarterly family classroom engagement opportunities to have meetings between Parent and teacher, Monthly event opportunities for students to engage in (Talent show, spelling bee, etc), Bi-annual family gatherings, and year-end Promotion ceremony.

Describe Professional Learning related to this action:

Teachers will receive information regarding parent outreach efforts and calendars.

2018-2019 SPSA Budget Goal Subtotal

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

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			School outreach intervention milage	50.00

\$50.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	91.11	92.11
Chronic Absenteeism	32.967	30.967
Suspensions Per 100	322.078	100

Needs Assessment

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

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

Chronic Absenteeism

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, about 68% of the student population still meets the requirements of chronically absent.

Suspensions Per 100

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school-site throughout the year, the suspension rate per 100 is around 322.

ADA Attendance

While students entering Phoenix Elementary traditionally enroll with low Attendance rates, students have a 91% attendance rate while enrolled despite the student population being highly transient and transitioning in and out of throughout the school year. Nearly 100% of students are bused in through district buses from all over the Fresno Unified School District.

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

Chronic Absenteeism

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, of the 68% of students which met the requirements for chronic absenteeism, this disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

Suspensions Per 100

Due to the transient population of students served at Phoenix Elementary along with students transitioning in and out of the school-site throughout the year, the high suspension rate disproportionality affects specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

ADA Attendance

Due to nearly 100% of the student population being bused in from around Fresno Unified School District, the high attendance rates allow access to specific subgroups at Phoenix Elementary as our student population is around 30% Students with Disabilities, 35% African American, and 95% Male.

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

1 SSC:

Phoenix truly works in this area with the kids and parents. They go above and beyond.

2 ELAC:

N/A - Site does not meet the requirement of 21 EL students or more to warrant ELAC

3 Staff:

Phoenix staff members do everything they can to ensure that students attend consistently and do not miss out on instructional

opportunities.

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

Titles I funds used to support academic actions have shown to have improvements and growth to the academic areas despite an overwhelming majority of at-risk students still not meeting year-end summative goals.

Action 1

Title: Attendance

Action Details:

In the 2017-2018 school year students enrolled with Phoenix Elementary had a 91.11% attendance rate, despite about a third of students enrolling who were defined as chronically absent. Phoenix will develop an attendance incentive program to increase the attendance rates, reduce the percentage of students defined as chronically absent (defined by the educational code as a student with less than 90% attendance, and 3+ truancy violations), and enhance the time spent in class engaged and on-task.

- Implement a character building program to increase attendance rates and on-campus engagement.
- Implement an attendance incentive program for student and parents through the guidance of the CWAS/Home School Liaison.
- Implement a monthly recognition program for students with perfect attendance.
- Hold monthly SST/Comprehensive pReview 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 gathering, Parent University program, guest program/speaker presentations.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly attendance reviews
- Daily monitoring of students in attendance with phone calls home to clear absences.

Owner(s):

Teacher, Admin, CWAS/HSL, Social worker.

Timeline:

Daily.

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

Attendance incentives will be awarded weekly, and monthly for students in an attempt to increase attendance rates.

Vendors: Costco, GW, SaveMart, Office Max

Specify enhanced services for EL students:

All actions targeted for EL/Foster Youth/At-risk Subgroups.

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

Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.

Teachers will provide on-going data charts with our EL students to identify gaps in meeting re-designation criteria.

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

- Weekly Parent Support Group/Learning Lab program
- Babysitting services for parents to attend meetings.

Describe Professional Learning related to this action:

- Local Control Accountability Plan (LCAP)
- Transition to Middle School

- Semester Parent University program (6-week course)
- 4 Annual Family Gathering Sessions
- 2-hour orientation
- ICET

- Academic Success/Atlas
- School choice
- Middle School Campus Visit
- Healthy living/choices curriculum
- Strengthening/Empowering family program

Action 2

Title: At-risk Sub-groups/Recidivism rate

Action Details:

Historically (as evident from enrollment data pulled between 2012/13 to 2016/17 school years) between 30-50% of Phoenix Elementary students are African American; 30-50% are Students with Disabilities, and 90-100% are Male. These numbers are consistently disproportionate from National, State, and District averages. Due to severe at-risk behaviors students enrolled with Phoenix Elementary have shown, a majority of students have been unable to engage in arts, athletics, etc. in Public Day School Settings. Recidivism rate (based on data from 2014-2017) shows a recidivism rate of 13.2% of students who have attended Phoenix Elementary more than 1 time. This rate fluctuates between 5-15% annually on average over that same period of time.

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

Mentors visit/support Phoenix students transitioning to comprehensive schools. All teachers develop a transition plan tailored to students' specific behaviors sent to receiving school. ICET students meet at Phoenix with comprehensive schools. Phoenix teachers email receiving teacher and Administrators two times a month seeking progress reports on students. Administrators will email teachers and administrators monthly to offer support and suggestions. Instructional Aides, Teachers, Principal, and/or VP visit school sites to support transitioned students and schools maintain pro-social behaviors and decision-making. Work with receiving schools (Admin, mentors, teachers, etc) to connect Phoenix students and parents to new school. As appropriate include a Behavior Intervention Plans, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc.

Sign-in sheets; Participation rates; increased parental involvement; reduction in recidivism rate; Peach blossom scoring sheets; ICET data; Talent show; Spelling bee; Science fair; additional on-campus school events.

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

2-hour Orientation/welcome meeting during enrollment. ICET meetings, Student Success Teams, Mandatory Comprehensive Review meetings, Weekly Parent labs, Bi-annual Classroom family gatherings to allow Parent-teacher conferences on academic, behavior, social-emotional, etc updates; Monthly school celebrations and student events for parents to participate and observe. Incentives will be provided to students who have parents participate in activities on campus. Students will conduct presentations at Parent Meetings or Event gatherings.

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

Weekly Parent Support Group; Two hour Orientation during student enrollment; Vocational Education Studytrips; Peach Blossom participation; Quarterly Family gathering events (primary language translations); Bi-Annual Phoenix Elementary Olympics; Expanded Phoenix Transition process (including Mentors); ICET, Weekly Parent

Owner(s):

Administrator, Teacher, and Staff

Timeline:

On-going

Specify enhanced services for EL students:

All EL students have equal opportunity to participate in engagement activities.

Describe Professional Learning related to this action:

Work with receiving schools (Admin, mentors, teachers, etc) to connect Phoenix students and parents to new school. As appropriate include a Behavior Intervention Plans, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc.

Meetings, Year-End 6th grade Promotion ceremony, Bi-annual Spelling Bee competition, Bi-annual Talent Show, Annual Science Fair, Bi-annual Olympics, additional on-campus school events available for parent participation and attendance. Why Try, Second Step; Anti-bullying; Restorative Practices; Classroom meetings.

- 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

Action 3

Title: Parent Support Group

Action Details:

In 2016-2017 the average Parenting Lab attendance was 24 adults. Examination of the sign in sheets revealed that the 24 adults represented an average of 9-10 students, or around 10-15% of the total student population.

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

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

Phoenix will continue a parent support group to improve parent participation in school activities, attendance, and vocational skills for students. Parents will be required to attend weekly Parenting labs, and encouraged to implement professional learning and topics covered within the courses.

Owner(s):

Administrator, Staff, outside key community stakeholders.

Timeline:

weekly

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

Incentives will be provided to students who have parents participate in activities on campus. Students will conduct presentations at Parent meetings.

Specify enhanced services for EL students:

All EL students have equal opportunity to participate in engagement activities.

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

Weekly parenting meetings, quarterly family gatherings (primary language translations), monthly student events, year-end promotion ceremony.

Describe Professional Learning related to this action:

Teachers will receive information regarding parent outreach efforts, and calendars. Teachers will provide topics and presentations, at least quarterly, for parent meetings. Community members/outside agencies will present at weekly parent meetings. Transition meetings will take place before each student is placed at another site.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix 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	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies (Office Depot, GW, Save Mart, etc.), and Guest presenters (FCOE, etc.) for Parent Involvement.	5,000.00

\$5,000.00

2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies to support academic success **NO FOOD, NO INCENTIVES**	900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Target CORE standards for K-6th grade curriculum and intervention.	7,493.00
G1A2	Sup & Conc	Instruction	Ins Aide-Supp			After-school ELA/Math intervention support.	4,281.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (GW, Office Depot) for increasing reading fluency/comprehension and written expression. **NO FOOD, NO INCENTIVES**	3,945.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Equip Lease			Equipment lease	3,975.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies for Parent/Student to target ELL sub-groups.	1,905.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			School outreach intervention milage	50.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies (Office Depot, GW, Save Mart, etc.), and Guest presenters (FCOE, etc.) for Parent Involvement.	5,000.00
Total							\$27,549.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,845.00
Sup & Conc	7090	\$20,799.00
LCFF: EL	7091	\$1,905.00
Grand Total		\$27,549.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$20,594.00
G2 - All students will engage in arts, activities, and athletics	\$1,905.00
G3 - All students will demonstrate the character and competencies for workplace success	\$50.00
G4 - All students will stay in school on target to graduate	\$5,000.00
Grand Total	\$27,549.00