

Phoenix Elementary School

10621666120703

Principal's Name: Jack Kelly

Principal's Signature: 

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

Phoenix Elementary

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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.

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> The first DRP benchmark (2015-2016) indicated that all eligible, enrolled students took the DRP, but only 2/72 (2.8%) students were proficient. 81% were in the intensive range and 16% were in the strategic range.		
<i>SQII Element:</i> #3778 DRP	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> +5%	<i>Vendor (contracted services)</i> Savemart GW's, Office Max, Costco
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> a. By the end of 2016-2017 school year 100% of present and former eligible students will participate and take the DRP (while enrolled at Phoenix or their school of attendance) and will demonstrate no drop in DRP level with at least 50% of all site/transitioned students.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Monthly Grade level assessments using DIBELS materials (Lead Teachers) DRP spring and fall (Lead Teachers) Administrations 2016 SBAC results (P & VP) Classroom Supervision Feedback using Instructional Practice Guides (P & VP) Weekly AC Meeting schedules will be adjusted to allow Principal and VP to collaborate using “Foundations” and IPG to monitor effectiveness Ongoing Reflective conversations August, 2016 institute day for reading strategies August/September DIBELS training for paraprofessionals (Lead Teachers) Quarterly refresher DIBELS trainings for calibration (Lead Teachers) Staff collaboration during accountable communities (All Teachers) Effective Reading Foundational Skills. (All Teachers) Close Reading (All Teachers) Annotating Text (All Teachers) Note Taking (All Teachers) Foundational skills (All Teachers)		<i>Owner(s)</i> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants August/September and January/February - -Teachers Grades 1-2	<i>Timeline</i> Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):
 All parents will be required to attend a “Comprehensive Review” after about six weeks of enrollment. This Review will address academics, behavior, family, parent support, and future options.
 Phoenix Academy will host weekly parent meetings to provide positive tools to promote reading in the home.
 Phoenix Academy will host 4 parent meetings throughout the 2016-2017 school year where parents can view their student’s progress
 Parents will receive a daily communication report from their student’s teacher detailing progress/concerns from each day. Parents 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.

Describe related professional learning:
 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 student’s instructional needs.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Dibels, BAS kits, student tablets
 Phoenix Academy 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, and whole class reading strategies.
 AC’s, Scope and Sequence, Common Planning, Common Assignments, and Common Tasks (Assessments) will be integral in this action.

Specify additional targeted actions for EL students:
 All EL students will also participate in reading intervention, as needed
 Additional practice on tablets

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instructional Supervision & Administration	Equipment Lease					\$2,975
1	1	Title 1 Basic	Instruction	Materials & Supplies					\$3,341
Total									\$6,316

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action:</i> In 2014-2015 Reading Comprehension as measured by DIBELS (reading fluency) improved 31% in the first semester and 33% in the second semester. This improvement, however, still leaves 94% of our students below grade level and 81% significantly below grade level		
<i>SQII Element:</i> #2139	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> +30	<i>Vendor (contracted services)</i> Savemart GW's, Office Max, Costco
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> In 2016-2017 school year, DIBELS will continue to be administered to our transient, SPED, EL, and academically at-risk populations as a tool to form intervention academic groups, monitor progress, and identify academically at-risk youth. By the end of the 2016-2017 school year, students will increase the fluency improvement to 35% by the end of the first semester and to 30% by the end of the second semester. Additionally, 100% of the 1st and 2nd graders will participate and complete the BAS test to align with the district and capture more complete data on our youngest students. By the end of the 2016-2017 school year, a minimum of 15% of primary student's will score at or above grade level by the end of the first and second semester.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) Monthly Grade level assessments using DIBELS materials (Lead Teachers) DRP spring and fall (Lead Teachers) Administrations 2016 SBAC results (P & VP) BAS for grades 1-2 (Teachers Grades 1-2) Classroom Supervision Feedback using Instructional Practice Guides (P & VP) Weekly AC Meeting schedules will be adjusted to allow Principal and VP to collaborate using "Foundations" and IPG to monitor effectiveness Ongoing Reflective conversations August, 2016 institute day for reading strategies August/September DIBELS training for paraprofessionals (Lead Teachers) Quarterly refresher DIBELS trainings for calibration (Lead Teachers) Staff collaboration during accountable communities (All Teachers) Effective Reading Foundational Skills. (All Teachers) Close Reading (All Teachers) Annotating Text (All Teachers) Note Taking (All Teachers)</p>		<p><i>Owner(s)</i> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants August/September and January/February - -Teachers Grades 1-2</p>	<p><i>Timeline</i> Ongoing</p>

Foundational skills (All Teachers)									
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Phoenix Academy will host weekly parent meetings to provide positive tools to promote reading in the home. Phoenix Academy will host 4 parent meetings throughout the 2016-2017 school year where parents can view their student’s progress Parents will receive a daily report from their student’s teacher detailing progress/concerns from each day. Parents will sign and return the report each day.</p>									
<p><i>Describe related professional learning:</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.</p>									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Phoenix Academy 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 Assignments, and Common Tasks (Assessments) will be integral in this action.</p> <p><i>Specify additional targeted actions for EL students:</i> All EL students will also participate and benefit from the incorporation of EL strategies in reading intervention. Additional practice on tablets</p>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Supplemental					\$3,171
								Total	\$3,171

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	Detail the action: With a transient population with severe behavior issues and students entering and exiting throughout the year we have focused on recursive standards 1-3 for ELA in 2016-2017.		
SQII Element: #2163	SQII Sub-element(s):	Site Growth Target: 15%	Vendor (contracted services) Savemart GW's, Office Max, Costco
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year both Key Ideas & Details in the ELA standards, Summary Writing, will be evident and present in daily lessons within 100% of the classrooms located in the K-6 classroom settings. Assessment data tied to these daily lessons will show a 15% improvement by the end of each semester in the 2016-2017 school year from pre-test data. 1st semester and again by the end of the 2nd semester, Key Ideas and Details in conjunction with Summary Writing will be present in every class, every day evidence of reading and writing will be present in every classroom.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monthly Grade level common assessments using DIBELS materials (All Teachers) DRP spring and fall (Lead Teachers) Classroom Supervision Feedback using Instructional Practice Guides (P & VP) Weekly AC Meeting schedules will be adjusted to allow Principal and VP to collaborate using "Foundations" and IPG to monitor effectiveness Ongoing Reflective conversations August, 2016 institute day for reading strategies August/September DIBELS training for paraprofessionals (Lead Teachers) Administrations 2016 SBAC results (P & VP) Quarterly refresher DIBELS trainings for calibration (Lead Teachers) Staff collaboration during accountable communities (All Teachers) Effective Reading Foundational Skills (All Teachers) Close Reading (All Teachers) Annotating Text (All Teachers) Note Taking (All Teachers) Foundational skills (All Teachers)</p>		Owner(s) -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants	Timeline Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):
 Phoenix Academy will host weekly parent meetings to provide positive tools to promote reading in the home.
 Phoenix Academy will host 4 parent meetings throughout the 2016-2017 school year where parents can view their student’s progress
 Parents will receive a daily report from their student’s teacher detailing progress/concerns from each day. Parents will sign and return the report each day.

Describe related professional learning:
 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.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Phoenix Academy 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, and whole class reading strategies. AC’s, Scope and Sequence, Common Planning, Common Assignments, and Common Tasks (Assessments) will be integral in this action.

Specify additional targeted actions for EL students:
 All EL students will also participate in reading intervention, as needed
 Additional practice on tablets

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies					\$2,984
3	1	Sup & Conc	Instruction	Materials & Supplies				Math	\$200
								Total	\$3,184

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> Recidivism rate 2014-2015 ranged from 9.5%- 24% and thus far in 2015-2016; 13%-23%		
<i>SQII Element:</i> #2317	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> below 20%	<i>Vendor (contracted services)</i> Savemart GW's, Office Max, Costco
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
<i>Write a SMART Goal to address each data point:</i> During the 2016-2017 school year, Phoenix Elementary staff will facilitate in connecting key stakeholders (administrators, school psychologists, teachers, education specialists, instructional assistants, and/or any relevant additional education professionals) for individual transitioning students to their expected receiving school settings, and will for 100% of transitioning students: (a) provide formal or informal behavior support contracts based on evidence-based interventions taught or supported during the student’s attendance at Phoenix Elementary; (b) offer token-economy based incentives to support alternative pro-social behaviors at the receiving school; (c) offer consequence based reinforcement reduce the likelihood of at-risk behaviors; (d) offer support to receiving schools to support alternative pro-social behavior with on-site and off-site visits with Phoenix Elementary staff or outreach program key stakeholders. By 12/2016 the recidivism rate will be at or below 15%, and by 6/2017 the recidivism rate will be at or below 20%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Mentors visit and 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 and family and are welcomed back to begin the transition process. • SPED students have a transition IEP before returning to comprehensive schools • Phoenix Teachers email receiving teacher and Admin two times a month seeking progress reports on students • Principal and VP email teachers and admin monthly to offer support and suggestions • Instructional Aides, Teachers, Principal, and/or VP visit schools to support student and school 		-Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants	Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):
 2 hour Orientation/welcoming
 ICET meetings
 Student Success Teams
 Mandatory Comprehensive Review Meetings.
 Parent Lab
 2 Classroom Open House celebrations
 3 School Celebrations (Back to School, End of First Semester, End of Second Semester)

Describe related professional learning:
 Why Try
 Anti-Bullying
 Second Step
 Restorative Practices
 Classroom meetings

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Work with receiving schools (administrators, Mentors, teachers, and aides) to connect Phoenix student and parent to new school. As appropriate include a BSP, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc.

Specify additional targeted actions for EL students:

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<i>Detail the action:</i> Room 7 (time out room) data from 2013-2014 and 2014-2015 indicated that the average time a student was in Room 7 (time out room) (when sent) was 31 minutes. Thus far in 2015-2016 the average time has been reduced to 18 minutes		
<i>SQII Element:</i> #3099	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> below 18 minutes	<i>Vendor (contracted services)</i> Savemart GW's, Office Max, Costco
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
<i>Write a SMART Goal to address each data point:</i>			

<p>By the end of the 2016-2017 school year the average time an individual student will spend de-escalating in Room 7 (time-out resource room) will be reduced from the 2015-2016 average baseline of 18 minutes to average at or below 16 minutes per day and the frequency of students entering will be at or below 8 students per day.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Implement a formal transition process where Instructional Aides, Mentors, Teachers, and Phoenix Administration accompany targeted students (African American and SPED) to their comprehensive new home school to help develop a transition plan and help the student connect with their new teacher and environment; so that by the end of 2016-2017, Phoenix’s African American population and SPED population will each be below 30%.</p>	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants 	<p><i>Timeline</i></p> <p>Ongoing</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents attend reunification meeting as voluntary students are welcomed back to home school. 2 hour Orientation/welcoming ICET meetings Mandatory Comprehensive Review Meetings. Student Success Teams Parent Lab 2 Classroom Open House celebrations 3 School Celebrations (Back to School, End of First Semester, End of Second Semester)</p>		
<p><i>Describe related professional learning:</i> Why Try Anti-Bullying Second Step Restorative Practices Classroom meetings</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Work with receiving schools (administrators, Mentors, teachers, and aides) to connect Phoenix student and parent to new school. As appropriate include a BSP, incentives, consequences, visits, and an Instructional Aide as transition liaison, etc</p>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i> In 2014-2015 the average Parenting Lab attendance was 18 adults. Examination of the sign in sheets reveals that 18 adults represented an average of 7 students; about 10% of our students		
<i>SQII Element:</i> #356	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> +20%	<i>Vendor (contracted services)</i> Savemart GW's, Office Max, Costco
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-2017 school year, 25% of all students will have parents present at four or more Parenting Labs based on sign in sheets. Parenting Lab can help to build parenting capacity and improve relationships with families.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Phoenix Academy will continue a parent component to improve parent participation in school activities. Parents will be encouraged to participate in our weekly Parenting Lab. Parents will be encouraged to read with their children every night.		<i>Owner(s)</i> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants	<i>Timeline</i> Ongoing
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Weekly parent meetings. Family gatherings 3x during the 2016- 2017 school year Classroom gatherings each semester with primary language translations Phoenix Family Gatherings/Classroom Gatherings Phoenix Promotion Ceremony			
<i>Describe related professional learning:</i> 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.

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 additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Parent Participation	Materials & Supplies					\$4,300
6	3	Title 1 Basic	Parent Participation	Materials & Supplies					\$830
6	2	Sup & Conc	Attendance & Social Work Services	Local Mileage					\$250
6	3	EL	Parent Participation	Materials & Supplies					\$3,810
Total									\$9,190

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 7	<p><i>Detail the action:</i> On average beginning in 2012-2013 school year through 2015-2016, between 30-40% of Phoenix students are African American and 30-40% are SPED. These numbers are consistently disproportionate from FUSD populations.</p>		
<i>SQII Element: #356</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target: +90%</i>	<i>Vendor (contracted services)</i>

		Savemart GW's, Office Max, Costco	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of 2016-2017, Phoenix's African American population and Sped population will be at or below 30%. By the end of 2016-2017, 90% of Parent Surveys will indicate that parents and their children will feel honored and respected at Phoenix Elementary.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) Sign-in sheets Participation Rates Increased Parent Involvement Recidivism Rate Peach Blossom Scoring sheets ICET data</p>		<p><i>Owner(s)</i> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants</p>	<p><i>Timeline</i> Ongoing</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Continue weekly Parenting Lab Continue Two Hour Orientation Continue Vocational Education Study Trips Continue to participate in Peach Blossom Continue Phoenix Family Gatherings Continue Phoenix Olympics Expand Phoenix Transition process (include Mentors) ICET Weekly parent meetings. Family gatherings 3x during the 20152016 school year Classroom gatherings each semester with primary language translations Phoenix Family Gatherings/Classroom gatherings Phoenix Promotion Ceremony</p>			
<p><i>Describe related professional learning:</i></p>			

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. If appropriate, a Phoenix staff member will spend extra time at the new site to train receiving staff

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

Specify additional targeted actions for EL students:

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 8	<i>Detail the action:</i> With a transient population with severe behavior issues and students entering and exiting throughout the year we will focus on Math “Number Sense” standards in 2016-2017 throughout the school year		
<i>SQII Element:</i> #2163	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> +15%	<i>Vendor (contracted services)</i> Savemart GW’s, Office Max, Costco
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
<i>Write a SMART Goal to address each data point:</i> By the end of the first semester and again by the end of the second semester, “Number Sense” standards will be present in every classroom and evidence will reveal grade level assessments have progressed monthly and assessment results will show a 15% improvement during the first semester and again in the second semester.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Grade level common assessments using Go Math and teacher created materials (All Teachers) Classroom Supervision Feedback using Instructional Practice Guides (P & VP) Weekly AC Meeting schedules will be adjusted to allow Principal and VP to collaborate using “Foundations” and IPG to monitor effectiveness Ongoing Reflective conversations (P & VP)		<i>Owner(s)</i> -Principal/Vice Principal -All Teachers -Lead Teachers -Classroom assistants	<i>Timeline</i> Ongoing

<p>August, 2016 institute day for Math strategies August/September Math training for paraprofessionals (Lead Teachers) Administrations 2016 SBAC results (P & VP) Staff collaboration during accountable communities (All Teachers) Effective Math Foundational Skills (All Teachers) Monthly assessments based on "Number Sense" standards will be posted in every classroom and will show a 15% increase over the semester (All Teachers)</p>	<p>August/September and January/February - -Teachers Grades 1-2</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Phoenix Academy will host weekly parent meetings to provide positive tools to promote reading in the home. Phoenix Academy will host 4 parent meetings throughout the 2016-2017 school year where parents can view their student's progress Parents will receive a daily report from their student's teacher detailing progress/concerns from each day. Parents will sign and return the report each day.</p>		
<p><i>Describe related professional learning:</i> Lead Teacher meetings to support AC's and Math IPG PL in Math IPG Classroom Supervision Feedback August, 2016 institute day for Math strategies August/September Math training for paraprofessionals</p>		

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

E.1. Assurances


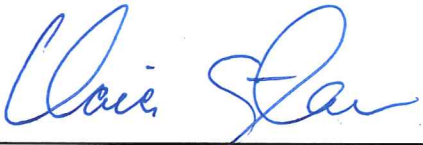
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. 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 - Mayra Figueroa		X			
3. Iris Carrasco			X		
4. Clarice Washington				X	
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date 10-01-2015 .			

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

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Jack Kelly		April 1, 2016
SSC Chairperson	Clarice Washington		April 16, 2016

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