


**Pyle Elementary**

10621666006068

Principal's Name: Isacc Villanueva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

**Consolidated Program Assurances**

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

## School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Isacc Villanueva	X				
2. Chairperson -Marisela Castillo				X	
3. Jessica Jolliffe				X	
4. Dellane Valrey				X	
5. Bri Knavel				X	
6. Frances Cano				X	
7. Shawna Brashears			X		
8. Alexandra Douglass		X			
9. Tricia Hill		X			
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:



☐ ELAC reviewed the SPSS as a school advisory committee on 1/18/24 and 2/29/24.

Pyle Elementary

Title I SWP/CSI



## Required Signatures

School Name: Pyle Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Isacc Villanueva		4/2/24
SSC Chairperson	Marisela Castillo		4/2/2024

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

## **Assurances for Comprehensive Support and Improvement Schools (CSI)**

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Pyle - 0370

**ON-SITE ALLOCATION**

3010	Title I	\$86,805	*
7090	LCFF Supplemental & Concentration	\$270,674	
7091	LCFF for English Learners	\$46,224	
3182	Comprehensive Support and Improvement	<b>\$196,758</b>	**

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$600,461**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,572
Remaining Title I funds are at the discretion of the School Site Council	\$84,233
Total Title I Allocation	<u>\$86,805</u>

January 24, 2024

**Updated February 21, 2024**

Pyle Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review  
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-74 pts	-94 pts	2023-2024	-74 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-113.5 pts	2023-2024	-90 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-97.1 pts	2023-2024	-87 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-94.2 pts	2023-2024	-84 pts
SBAC ELA - percentage of students met/exceeded standard	✓	25.36 %	16.3 %	2023-2024	26 %
SBAC Math - Average distance from standard	✓	-94 pts	-102.6 pts	2023-2024	-92 pts
SBAC Math - Average distance from standard (English Learner)	✓		-115.6 pts	2023-2024	-100 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-108.2 pts	2023-2024	98 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-168.8 pts	2023-2024	158 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.39 %	15.2 %	2023-2024	25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: Development of Balanced Literacy Plan

- SBAC 2022-2023
  - Overall Grades 3-6 DFS -97.7; Met/Exceed 16.3%, Nearly Met 20%
- i-Ready Diagnostic 2023-2024 D1 to D2 outcomes

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Action 1: Development of Balanced Literacy Plan

English Learners (15.6% enrollment 3/11/24)

- Further, intensive professional learning on the various levels of English Language Learners (ELL)/Emergent Bilinguals (EB) and characteristics of each
- Need for explicit guidance on curriculum embedded ELL/EB scaffolds in Wonders Curriculum



- Overall: On/Above 11.8% to 21%, 1 below 37.9% to 36%, 2 or more below 50.2% to 42.95%
- Grade K: On/Above 11.11% to 32.8%, 1 below 88.9% to 67.1%
- Grade 1: On/Above 6.8% to 20%, 1 below 60.3% to 62.7%, 2 or more below 32.9% to 17.3%
- Grade 2: On/Above 15.8% to 24.7%, 1 below 41.4% to 35.1%, 2 or more below 42.9% to 40.3%
- Grade 3: On/Above 18.7% to 34%, 1 below 25.3% to 24.7%, 2 or more below 56.1% to 41.2%
- Grade 4: On/Above 6.5% to 15.1%, 1 below 30.4% to 32.3%, 2 or more below 63% to 52.7%
- Grade 5: On/Above 15.6% to 12.8%, 1 below 16.9% to 22.1%, 2 or more below 67.5% to 65.2%
- Grade 6: On/Above 8.8% to 8.5%, 1 below 12.5% to 15.9%, 2 or more below 78.8% to 75.6%
- Grades K-2 grade focus on implementation of intervention blocks utilizing Wonders Phonics Survey to identify phonics levels and Orton Gillingham framework for direct instruction during small group reading intervention; not implemented consistently within and across grade levels
- Grades 3-6 utilization of Wonders Phonic Survey or Basic Phonics Skills Test to identify students level if below level 3 on i-Ready Reading diagnostic implemented within grade levels but analysis and interpretation of data and identified next steps not consistently aligned with research based practices
- Grades 3-6 implementation of small group reading intervention implemented inconsistently across and within grade levels; Grade 3-6 teachers have not received phonics intervention professional development
- Grades TK-4 utilization of California Teaching Fellows Federation for reading intervention block push in support utilized in various classrooms but not consistently (expectations and actions) within and across grade levels
- Data chats implemented in some classrooms and during Parent-Teacher conferences in October 2023
- Professional learning focused on English Language development strategies and knowledge of standards, writing focus (Grades K-2 Write Tools, Grades 3-5 Ready Writing, Grade 6 Inquiry Writing), and implementation of Literacy Six (Akhavan) professional learning for TK-1 (initiated January 2024)
- SMART goal conferences implemented August 2023, January 2024 to monitor PLC progress on literacy and math goal with varying levels of efficacy and improved outcomes across grades

**Action 2: Development of Mathematics Instruction**

- SBAC 2022-2023
  - Overall Grades 3-6: DFS -107.1 ; Met/Exceed 15.2% , Nearly Met 21.2%
- i-Ready Diagnostic D1 to D2 outcomes (2023-2024)
  - Overall: On/Above 3.97% to 9.61%, 1 below 42.06% to 48.1%, 2 or more below 54% to 42.3%
  - Grade K: On/Above 5.6% to 17.1%, 1 below 94.4% to 82.9%
  - Grade 1: On/Above 0% to 5.4 % , 1 below 59.7% to 68.9%, 2 or more below 40.3% to 25.7%
  - Grade 2: On/Above 0% to 12%, 1 below 49.3% to 44%, 2 or more below 50.7% to 44%
  - Grade 3: On/Above 1.1% to 8.3%, 1 below 35.2% to 53.1%, 2 or more below 63.8% to 38.6%
  - Grade 4: On/Above 5.6% to 9.7%, 1 below 29.2% to 38.7%, 2 or more below 65.2% to 51.6%
  - Grade 5: On/Above 10% to 9.4%, 1 below 27.5% to 36%, 2 or more below 62.6% to 54.6%
  - Grade 6: On/Above 5.1% to 4.9%, 1 below 9% to 19.8%, 2 or more below 85.9% to 75.3%
- Professional learning focused Math Lesson Design through Swun Consultants (Grades 3-4 year 1, Grades 5-6 year 2)
- Inconsistent use of Go!Math adopted curriculum Tier 1 and Tier 2 resources
- Data chats implemented in some classrooms and during Parent-Teacher conferences in October

- Need for systematic, protected designated English language development for ELLs/EBs

Hispanic (63% enrollment 3/11/24)

- Need for increased coherence and adherence to adopted curriculum and aligned resources in Grades TK-6
- Inconsistent small group, targeted Tier 3 in class intervention to develop reading foundational skills and Tier 2 in class intervention to support grade level standard proficiency

Socioeconomic disadvantaged (93.9% 2022-2023)

- Need for increased coherence and adherence to adopted curriculum and aligned resources in Grades TK-6
- Need for students to engage in complex text, talk, and tasks that incorporates reading and writing as interdependent

**Action 2: Development of Mathematics Instruction**

English Learner (15.6% enrollment 3/11/24)

- Further, intensive professional learning on the various levels of English Language Learners (ELL)/Emergent Bilinguals (EB) and characteristics of each
- Need for explicit guidance on curriculum embedded ELL/EB scaffolds in Go! Math Curriculum
- Need for systematic, protected designated English language development for ELLs/EBs

Hispanic (63% enrollment 3/11/24)

- Need for increased coherence and adherence to adopted curriculum and aligned resources in Grades TK-6
- Inconsistent small group, targeted intervention with utilization of Tier 2 resources from Go! Math curriculum

Students with Disabilities (21% enrollment September 2023)

- Students may be pulled during core instruction due to a need for clearer master scheduling that protects service minutes and GE core instruction

2023

- Inconsistent implementation of 30 minute math intervention block within and across grade levels; some classrooms utilized high fidelity use of Tier 2 resources for targeted skills development; some classrooms utilized intervention for reteaching Tier 1 instruction in smaller group

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**Action 1 Literacy**

- Focus on developing Grades 3-6 teachers instructional practices and knowledge in constructed written responses
- Not all instruction will include challenging content and employ questions and tasks, both oral and written, that integrate reading, writing, speaking, and listening standards in service of English Language Development (ELD).
- A multi-tiered system of support needs to be developed and implemented to improve ELA/Literacy instruction at Tier 1, Tier 2, and Tier 3 intervention and enrichment to ensure that all students make continuous progress and are able to demonstrate mastery of standards.
- Inconsistent staffing for Teaching Fellows
- reallocated travel and conference expense to materials and supplies to support instruction
- SST coordinator reallocated

**Action 2 Math**

- Pyle Elementary will need to continue implement math instruction to reflect Focus, Coherence, and Rigor with learning opportunities and intervention rooted in conceptual understanding of mathematics, problem-solving, and real-life application.
- All teachers will continue fidelity of implementation of the Guaranteed Viable Curriculum (GVC)Go! Math to plan and refine Tier 1 and Tier 2 instruction.
- Grades 3-6 participated in Math Lesson Design (MLD) learning with Swun Math and district math coaches.
- All teachers' lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks.
- A systematic multi-tiered system of support will be implemented to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards.
- Tier 1 and 2 instruction will continue to be developed and provided by classroom teachers.
- reallocated travel and conference expense to materials and supplies to support instruction

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**Action 1 Literacy**

- Grades TK-1 will utilize the Lit Six theory and strategies to establish a Tier 1 literacy program that targets developmentally aligned phonological awareness and phonics instruction in service of reading comprehension through the District adopted grade level curriculum.
- Grades 2-6 will utilize the theory and strategies in This is Balanced Literacy to focus on fidelity of implementation of the adopted Wonders curriculum to support comprehension of rigorous texts and standards based writing skills.
- All instruction will include challenging content and employ questions and tasks, both oral and written, that integrate reading, writing, speaking, and listening standards in service of English Language Development (ELD).

- A 60 minute block of literacy intervention will be established and master scheduled for Grades TK-6.
- California Teaching Fellows will push in to support small group Tier 1 instruction in the classrooms for grades TK-6 for 4 days per week.
- All grade level teachers will utilize a common assessment to identify individual student literacy development needs and monitor student progress during 4-6 week cycles of intervention.
- Grades TK-6 Phonemic Awareness and Phonics Assessments with progress monitoring every 4-6 weeks
- Teachers will carry out data chats and goal setting with all students twice per year (once in Semester 1, once in Semester 2)

Action 2 Mathematics

- All teachers will continue fidelity of implementation of the Guaranteed Viable Curriculum (GVC) Go! Math to plan and refine Tier 1 and Tier 2 instruction.
- Grades 3-6 will participate in Math Lesson Design (MLD) learning with Swun Math and the site Academic/Instructional Coach.
- All teachers' lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks.
- A systematic multi-tiered system of support will be implemented to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards.
- All teachers will include a daily 30 minute block of time in their daily instructional schedule to provide intervention to students

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC input on 1/18/24 and 2/29/24.  Parent input via paper and online survey 1/29/24-2/5/24 and included recommendations of helping students that are behind, parent learning opportunities, information on what students are learning.</div>	<div>2 ELAC:</div> <div>ELAC input on 9/13/23 and 1/17/24 and included recommendations of tutoring, information on child's progress, homework, extra help for struggling students, more field trips, family learning nights and events, clubs and athletics for students in Grade 1-4.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff input 2/6 (ILT), 2/7 (Staff), 2/29 (ILT), 3/20 (Staff) and included recommendations focus on reading foundational skills, training for Grades 3-6 on reading foundational skills, continue A4 reading partnership, use of Teaching Fellows for additional support, continue partnership with ENP Literacy Mentors, identify grade span literacy skills assessment, writing competition, develop intervention block, continue with Math Lesson Design coaching and professional learning, continue with Reflex and Frax</div>
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Action 1

Title: Development of a Literacy Program

Action Details:

Pyle Elementary grades TK-6 will continue to develop a comprehensive literacy program founded in the adopted curriculum Wonders with a focus on foundational reading skills and foundational writing skills as defined in This Is Balanced Literacy (Fisher, Frey, & Akhavan, 2020) and/or Lit Six (Akhavan). Grades TK-1 will utilize the Lit Six theory and strategies to establish a Tier 1 literacy program that targets developmentally aligned phonological awareness and phonics instruction in service of reading comprehension through the District adopted grade level curriculum. Grades 2-6 will utilize the theory and strategies in This is Balanced Literacy to focus on fidelity of implementation of the adopted Wonders curriculum to support comprehension of rigorous texts and standards based writing skills. All instruction will include challenging content and employ questions and tasks, both oral and written, that integrate reading, writing, speaking, and listening standards in service of English Language Development (ELD). A multi-tiered system of support will be developed and implemented to improve ELA/Literacy instruction at Tier 1, Tier 2, and Tier 3 intervention and enrichment to ensure that all students make continuous progress and are able to demonstrate mastery of standards. A 60 minute block of literacy intervention will be established and master scheduled for Grades TK-6. Tier 1 and 2 instruction will be provided by the classroom teachers. Tier 3 instruction will be provided by classroom teachers and/or pull out service providers. California Teaching Fellows will push in to support small group Tier 1 instruction in the classrooms for grades TK-6 for 4 days per week. All grade level teachers will utilize a common assessment to identify individual student literacy development needs and monitor student progress during 4-6 week cycles of intervention. Professional learning developed in collaboration between the Instructional Leadership Team (ILT) and administrators will focus on improving Tier 1 through Tier 3 instructional practices by developing teacher

content knowledge and implementing effective research based practices in service of California Common Core State Standards and California English Language Development Standards.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>District and State assessments</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers</li><li>Professional Learning Communities (PLCs)</li><li>Instructional Leadership Team (ILT)</li><li>Administration</li><li>Instructional Coach</li><li>Teacher on Special Assignment (TSA)</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>As per District schedule</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Grades TK-6 Common Formative Assessments (CFAs)</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Admin</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Initial implementation after i-Ready Diagnostic 1</li><li>Progress monitoring every 4-6 weeks</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Grades 3-6 IABs / FIABs</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Admin</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Quarterly</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Grades TK-6 Phonemic Awareness and Phonics Assessments<ul style="list-style-type: none"><li>Grades TK-1 Wonders Phonemic Awareness Survey and/or Phonics Survey</li><li>Grade 2 Wonders Phonic Survey</li><li>Grades 3-6 Basic Phonics Skills Test version 3</li></ul></div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Admin</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Initial implementation after i-Ready Diagnostic 1 (Grades TK-2 all students, Grades 3-6 students level 2 or below)</li><li>Progress monitoring every 4-6 weeks</li></ul></div>

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

<div>Tier 1<ul style="list-style-type: none"><li>Teachers will provide multiple research-based strategies integrated within reading instruction aligned to the CA Common Core standard and IPG using the district GVC.</li><li>Teachers will ensure all English Learners receive daily integrated ELD that aligns with students' English Language proficiency level.</li><li>Teachers will carry out data chats and goal setting with all students twice per year (once in Semester 1, once in Semester 2)</li><li>Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.</li><li>Classroom materials and supplies will be purchased to support literacy in all subject areas such as but not limited to notebooks, graphics, Wonders manipulatives, printing (RICOH Copy Lease for classrooms printing), whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)</li><li>Technology will be purchased, repaired (direct maintenance), replaced to support the academic program.</li><li>Academic award and incentive program will be used to recognize students for their growth and achievement.</li></ul></div>
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- Teaching Fellows will support teachers in grades TK-6 as assigned for small group Tier 1 instruction
- On-going analysis of academic progress of student groups such as but not limited to EL [English Learners], Hispanic students, African American/Black students, SWDs [students with disabilities/varying abilities], homeless youth, and foster Youth, will be monitored to ensure equity and access.
- Substitute release time for certificated staff will be used for quarterly instructional planning, monthly IEP meeting days, attendance at professional learning, assessment, peer observation, attendance at Instructional Learning Team (ILT) planning, and monthly SSTs.
- Home School Liaison (HSL) will assist teachers as needed with translations and communication with parents on student needs, parent participation, and IEP or SST meetings.
- Purchase of materials, supplies, and classroom technology to support instruction.
- Ricoh equipment lease to support instruction through printing and copies.

Tier 2

- All teachers will include a daily 60 minute block of time in their daily instructional schedule to provide reading/literacy intervention to students and ensure all English Learners receive daily designated ELD that aligns with students' English Language proficiency level.
- Grades K-2 teachers will utilize the Orton Gillingham phonics intervention program in classrooms for identified students
- Grades TK, 3-6 will teachers will learn and implement the Orton Gillingham phonics intervention program for identified students
- All teachers will utilize the Wonders and i-Ready Tier 2 resources for planning Tier 2 instruction
- All teachers will utilize technology to provide individualized instruction for students utilizing Wonders online components, i-Ready lessons, and other district provided online programs
- Teachers and administrators will use the Professional Learning Communities+ (PLC+) model to analyze student work, plan instruction, and design Tier 2 differentiated learning opportunities.
- Certificated staff will be provided additional compensation for afterschool intervention and tutoring to support student success.
- The Targeted Support Team (TST) will identify students that are not making adequate progress and provide teachers with recommendations and next steps for student support
- Administrators in collaboration with the ILT will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- Pyle Elementary will continue to partner with non-profit organizations such as A4 Reading Intervention Program, Every Neighborhood Partnership, and AmeriCorps Reading Corps to provide additional literacy support.
- Purchase of SPED supplemental curriculum.
- Funds to support travel and conference for Professional Development for teachers and administrators.

Tier 3

- The Student Success Team (SST) will be utilized to identify individual students that are not making adequate progress in Tier 1 and Tier 2 in class interventions and provide recommendations and next steps to support individual students.
- Teachers will ensure all Newcomer English Learners receive additional appropriate language support for English language development.
- Academic support will be provided by Resource Specialty Program (RSP) teachers with push in and pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, teaching fellows, Teacher on Special Assignment (TSA), and Instructional Coach.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*English Learner student population is performing at the lowest level in areas of English Language Arts and Mathematics.*

**2. Title I funds : What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

- providing supplemental contracts for teachers to carry out afterschool tutoring
- purchase of materials and supplies that support English Language Development instruction

**3. 7090/7091 f: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

- providing substitute teachers to release classroom teachers to attend Orton Gillingham phonics instruction training
- purchase of Heggerty Phonemic Awareness materials and supplies
- purchase of student technology to support access to online curriculum and applications that develop

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Hispanic Students**

*The Hispanic student population is performing at the lowest level in areas of English Language Arts and Mathematics.*

**Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support Hispanic students by...*

- providing supplemental contracts for teachers to carry out afterschool tutoring
- purchase of materials and supplies that support English Language Development instruction

**7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support Hispanic students by...*

- providing substitute teachers to release classroom teachers to attend Orton Gillingham phonics instruction training
- purchase of Heggerty Phonemic Awareness materials and supplies

*English language skills*

**4. As a site: What are planned actions to support English learner students?**

- ELL student group data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students toward reclassification and general academic progress.
- Designated intervention will be provided based upon student ELD needs during and after school hours
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier I, Tier II, and Tier III for ELLs.
- Teacher on Special Assignment (TSA) to support with Designated instruction during intervention blocks

- *purchase of student technology to support access to online curriculum and applications that develop English language skills*

**As a site: What are planned actions to support this student group?**

- Hispanic student group data will be analyzed during PLCs to address student learning needs.
- Reading intervention cycles implemented during 60 minute literacy intervention and 30 minute math intervention blocks
- Goal setting chats with students on general academic progress.
- Professional learning for teachers will be provided to review adopted curriculum Wonders and Go! Math
- 
- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.

**Socioeconomically Disadvantaged Students**

*The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of English Language Arts.*

**Title I funds: What are the planned expenses to support this student group?**

*With Title I funds we plan to support socioeconomically disadvantaged students by...*

- *providing supplemental contracts for teachers to carry out afterschool tutoring*
- *funding for full time School Social Worker to support social emotional needs*

**7090 funds: What are the planned expenses to support this student group?**

*With 7090 funds we plan to support socioeconomically disadvantaged students by...*

- *purchase of supplies for direct student use such as binders, markers, crayons, agendas, and other items*
- *purchase of classroom supplies to support instruction*
- *funding for full time School Social Worker to support social emotional needs*
- *providing substitute teachers to release classroom teachers to attend Orton Gillingham phonics instruction training*
- *purchase of Heggerty Phonemic Awareness materials and supplies*
- *purchase of student technology to support access to online curriculum and applications that develop English language skills*

**As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- SED student group data will be analyzed during PLCs to address student learning needs.
- Reading intervention cycles implemented during 60 minute literacy intervention and 30 minute math intervention blocks
- Goal setting chats with students on general academic progress.
- Professional learning for teachers will be provided to review adopted curriculum Wonders and Go! Math

- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.

Action 2

Title: Development of Mathematics Instruction

Action Details:

Pyle Elementary will implement math instruction to reflect Focus, Coherence, and Rigor with learning opportunities and intervention rooted in conceptual understanding of mathematics, problem-solving, and real-life application. All teachers will continue fidelity of implementation of the Guaranteed Viable Curriculum (GVC) Go! Math to plan and refine Tier 1 and Tier 2 instruction. Grades 3-6 will participate in Math Lesson Design (MLD) learning with Swun Math and the site Academic/Instructional Coach. All teachers' lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks. A systematic multi-tiered system of support will be implemented to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by classroom teachers.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

District and State Assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLCs)
- Instructional Leadership Team (ILT)
- Administration
- Instructional Coach
- Teacher on Special Assignment (TSA)

Timeline:

- As per District schedule

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

Grades TK-6 Common Formative Assessments (CFAs)

Owner(s):

- Teachers
- PLC

Timeline:

- As defined by the PLC

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

Grades 3-6 IABs / FIABs

Owner(s):

- Teachers
- PLC

Timeline:

- Quarterly

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

Tier 1

- All Teachers will implement the district adopted GVC Go! Math and provide multiple research-based strategies integrated within math instruction aligned to the CA Common Core standard and IPG.
- Grades 4-6 will utilize MLD framework and Swun math resources to develop math lessons based on the GVC Go! Math
- Teachers will carry out data chats and goal setting with all students twice per year (once in Semester 1, once in Semester 2)
- Teachers and administrators will use the Professional Learning Communities+ (PLC+) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.
- Classroom materials and supplies will be purchased to support math instruction such as but not limited to notebooks, graphics, manipulatives, printing (RICOH Copy Lease for classrooms printing), whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)
- Technology will be purchased, repaired, replaced to support the academic program.
- Academic award and incentive program will be used to recognize students for their growth and achievement.
- On-going analysis of academic progress of student groups such as but not limited to EL [English Learners], African American/Black students, SWDs [students with disabilities/varying abilities], homeless youth, and foster Youth, will be monitored to ensure equity and access.
- Home School Liaison (HSL) will assist teachers as needed with translations and communication with parents on student needs, parent participation, and IEP and SST meetings.
- Substitute release time for certificated staff will be used to plan instruction, attend PL, observe peers, attend ILT, and SSTs.
- Professional development will be provided to include but not limited to Math Lesson Design (MLD), improvement of mathematical practices, and instruction.
- Substitute release time for MLD professional development, coaching, and implementation.
- Administrators and teachers will analyze site, district, and state assessment results to adjust instruction to meet student needs.
- Purchase of materials, supplies, and classroom technology to support instruction.
- Funds to support graphics development for communication about instruction.

Tier 2

- Teachers and administrators will use the Professional Learning Communities+(PLC+) model to analyze student work, plan instruction, and design Tier 2 differentiated learning opportunities.
- All teachers will include a daily 30 minute block of time in their daily instructional schedule to provide intervention to students
- All teachers will utilize the Go! Math and i-Ready Tier 2 resources for planning Tier 2 instruction
- Grades 3-6 teachers will utilize Swun math resources as a supplemental planning source
- All teachers will utilize technology to provide individualized instruction for students utilizing Go! Math online components, i-Ready lessons, and other district provided online programs
- Certificated staff will be provided additional compensation for afterschool intervention and tutoring to support student success.
- Teachers will ensure the ELD standards are integrated and implemented in math instruction
- The Targeted Support Team (TST) will identify students that are not making adequate progress and provide teachers with recommendations and next steps for student support
- Administrators in collaboration with the ILT will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- Sub release for SST and 504 monthly meetings.
- Purchase of SPED supplemental curriculum.
- Funds to support travel and conference for Professional Development for teachers and administrators.

Tier 3

- The Student Success Team (SST) will be utilized to identify individual students that are not making adequate progress in Tier I and Tier II and provide recommendations and next steps to support individual students.
- Teachers will ensure all Newcomer English Learners receive additional appropriate language support for English language development.
- Academic support will be provided by Resource Specialty Program (RSP) teachers with push in and pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, teaching fellows, Teacher on Special Assignment (TSA), and Instructional Coach.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

- providing supplemental contracts for teachers to carry out afterschool tutoring
- purchase of materials and supplies that support English Language Development instruction in mathematics

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Hispanic Students**

*The Hispanic student population is performing at the lowest level in areas of Mathematics and English Language Arts.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support Hispanic students by...*



- *purchase of online applications Reflex and Refrax to support student math facts automaticity development*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

- *purchase of student technology to support access to online curriculum and applications*
- *purchase of materials and supplies that support English Language Development instruction in mathematics such as primary language supports*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- ELL student group data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students toward reclassification and general academic progress.
- Designated intervention will be provided based upon student ELD needs during and after school hours
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier I, Tier II, and Tier III for ELLs.
- Professional learning on curriculum embedded supports for English Language Development
- Teacher on Special Assignment (TSA) to support with Designated instruction during intervention blocks

- *purchase of online applications Reflex and Refrax to support student math facts automaticity development*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support Hispanic students by...*

- *materials and supplies to support goal setting with students and teachers*
- *substitute teachers to release classroom teachers to attend Math Lesson Design professional development*
- *purchase of classroom materials and supplies to support instruction*

**4. As a site: What are planned actions to support this student group?**

- Hispanic student group data will be analyzed during PLCs to address student learning needs.
- Reading intervention cycles implemented during 60 minute literacy intervention and 30 minute math intervention blocks
- Goal setting chats with students on general academic progress.
- Professional learning for teachers will be provided to review adopted curriculum Wonders and Go! Math
- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.

**Students with Disabilities**

*The Students with Disabilities population is performing at the lowest level in areas of Mathematics.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support students with disabilities by...*

- *purchase of online applications Reflex and Refrax to support student math facts automaticity development*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

- *materials and supplies to support goal setting with students and teachers*
- *substitute teachers to release classroom teachers to attend Math Lesson Design professional development*
- *purchase of classroom materials and supplies to support instruction*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups
- Incentives to support Reflex Math proficiency
- Small group instruction for identified students will be provided to develop student basic operations skill and other pre-requisite skills as identified per assessments
- Teacher assigned i-Ready online instruction to focus on student need
- Professional learning will address identifying the problem of practice, responses, and data chat
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to

improve student outcomes.

- Student with Disability will receive small group or individualized instruction as per IEPs from IEP identified service providers
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Afterschool intervention and tutorial will be provided based upon student needs.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation (7 fellows)	44,256.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Classroom Technology	9,925.00
G1A1	ESSA-CSI	Instruction	Subagreements			*Other* : Orton-Gillingham Training (Grades 3-6)	27,109.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training (Grades 1-2, RSP)	11,400.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP Sub Days (2 subs; 12 days)	4,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub Days (2 subs; 12 days)	4,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT SPSA Planning Sub Days (10 subs; 2 days)	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Academic Award Luncheon (Merit and Honor Roll)	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Materials and Supplies	22,498.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation (7 Fellows)	44,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Orton-Gillingham Training (Grades 3-6) :	24,891.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conferences	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	3,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: HSL Mileage	100.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs OG Training	10,401.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 contracts; 60 hours each)	6,360.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	5,463.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student Technology	24,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex and Refrax (Site License)	3,836.00
G1A2	Title 1 Basic	Instruction	Subagreements			Swun Consultants : Math Lesson Design Coaching & PD (Grades 3-6; 9 days)	36,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Math Lesson Design Sub Days (4 subs; 9 days)	7,200.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring Contracts **NO IEPs**	8,480.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			ILT Supp Contract (TSA and IC; 20 hours each)	2,120.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: RICOH Lease	11,500.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
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\$323,139.00



Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.07 %	80.8 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- StudyTrips planned and participated
- Weekly classroom music and performance groups (i.e.Choir, Strings, and Band) reinstated, students recruited, and expanded to K-2 grades
- Elementary athletics increased
- College and Career Readiness activities and events (e.g. college/university trips, study trips, etc.) planned and participated
- ELOP/After School Program vendors provided by College and Career Readiness Department (e.g. Chaffee Zoo Mobile, AES,Drone Legendz, Bricks4Kidz, etc.)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Classroom music limited to grades K-4
- Need music experience for Transitional Kindergarten
- Music performance groups limited to grades 5-6
- No strings performance group offered due to staffing
- Elementary athletics available to 5-6 with some opportunities for grades 3-4
- Low daily attendance overall
- VAPA student low participation (Engagement Summary Report 3/11/24)
  - Ethnicity/race: Asian, Filipino, Native American
  - Group: Foster Youth, Homeless
  - Gender: Male (choir), Female (band)
- Athletics student low participation (Engagement Summary Report 3/11/24)
  - Ethnicity/race: Asian, Filipino, Native American
  - Group: Foster Youth, Homeless
  - Gender: Female (band)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Events and clubs supplemental contracts offered to staff but limited interest
- Utilized district funded opportunities such as CTE BreakerBox (Grade 6) and Arts Enrichment for All: Dance (Grade 2)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Establishment of Student Leadership for grades 4-6
- Provide for afterschool clubs and activities led by teachers, staff, and community partners focused on art, dance, theater, ethnic/racial affinity groups, SEL development, and STEM
- Encourage 100% of students to participate in district provided study trips
- Recruitment of students in grades 5-6 for music groups and sustain 2 concerts per year to showcase student music groups
- Monitor student experience/activity/event satisfaction through post survey
- Track attendance of students in experiences/activities/events
- Increase study trip for each grade level by 1 funded through site allocation

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC input on 1/18/24 and 2/29/24. Parent input via paper and online survey 1/29/24-2/5/24 student encouragement to be successful and extracurricular activities.</div>	<div>2 ELAC:</div> <div>ELAC input on 9/13/23 and 1/17/24 and included recommendations of tutoring, information on child's progress, homework, extra help for struggling students, more field trips, family learning nights and events, clubs and athletics for students in Grade 1-4.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff input 2/6 (ILT), 2/7 (Staff), 2/29 (ILT), 3/20 (Staff) and included recommendations of increasing events/activities/trips by 1, celebrating athletic teams at end of season, holding an athletics awards banquet each semester.</div>
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Action 1

Title: Inclusive and Diverse Clubs, Activities, and Events

Action Details:

Pyle Elementary will increase engagement and participation of all students in student-centered clubs, activities, and community opportunities by expanding student-centered and real-world learning experiences. Each grade TK-6 will include one additional event, activity, or study trip from baseline District provided events, activities, and study trips. A career day will be established for Grades TK-6 to promote career and college orientation. We will provide an inclusive school climate focused on building relationships through learning. The Instructional Leadership Team (ILT), Climate and Culture Team (CCT), and administrative team will identify strategies to increase all students participation in enriching activities, analyze engagements rates with attention given to reducing disproportional participation, ensuring equity and access to all, and building partnerships with district and community groups and organizations.

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>ATLAS Engagement tool</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>• Club advisors</li><li>• Professional Learning Communities (PLCs)</li><li>• Climate and Culture Team (CCT)</li><li>• Instructional Leadership Team (ILT)</li><li>• Administration</li><li>• Teacher on Special Assignment (TSA)</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>• Quarterly update of engagement tool</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Student Climate and Culture Survey</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>• Teachers</li><li>• Professional Learning Communities (PLCs)</li><li>• Climate and Culture Team (CCT)</li><li>• Instructional Leadership Team (ILT)</li><li>• Administration</li><li>• Teacher on Special Assignment (TSA)</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>• Student Climate and Culture Survey (Fall and Spring)</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Site developed post experience survey</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>• Teachers</li><li>• Professional Learning Communities (PLCs)</li><li>• Climate and Culture Team (CCT)</li><li>• Instructional Leadership Team (ILT)</li><li>• Administration</li><li>• Teacher on Special Assignment (TSA)</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>• Within 2 school days of the completion of a student centered and real-world learning experience</li></ul></div>

<div>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</div> <div><ul style="list-style-type: none"><li>• All students encouraged to participate in activities that are student-centered and include real-world learning experiences that include but are not limited to clubs, groups, musical/dance/ drama programs, sports, activities, STEM cultural and linguistic events, etc.</li><li>• Grade levels will inform parents of Study Trips and recruit parent volunteers as chaperones.</li><li>• Funding for transportation and event, activity, or study trip fees</li><li>• Grades 4-6 will participate in a Career Day that includes presenters from community partners</li><li>• 2 supplemental contracts to be created for 2 staff members to lead development and implementation of career day</li><li>• Continued recognition ceremony for student athletes for Semester 1 and Semester</li><li>• Materials and supplies will be provided for promotion of and sustaining of clubs, sports teams, and activities such as but not limited to apparel, art supplies, technology, sports equipment, transportation, paper, and specialty items.</li><li>• Transportation will be provided for student study trips and other activities and events.</li><li>• Students and families will be supplied with the needed supplies and materials to participate in clubs, activities, and events with such items that include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.</li><li>• All students will be invited to participate in School-Wide events calendared by the CCT. The calendar may include but not be limited to Read Across America, Autism Awareness, Sports and Club signup dates, Community events such as March of Dimes Marathon, Pennies for Patients, Red nose Day, Red Ribbon Week, Pi Day, STEAMWeek, Constitution day, and Cultural Events.</li><li>• All students will be included in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs and individual teachers.</li><li>• Recognition programs will be planned by CCT, ILT, and grade level PLCs to celebrate student participation and outstanding performance. Such programs include but are not limited to sports recognition awards and music recognition awards.</li><li>• CCT, ILT, Home School Liaison (HSL), office staff, teachers, TSA, and/or support staff will communicate current events on campus, help recruit advisors, and report the progress and participation of students in clubs, activities, and events with families.</li></ul></div>		
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- All Students will participate in student-centered and real-world activities such as field trips, study trips, community resources, performances, activities, and learning projects. Participation will be recorded within Atlas Engagement participation logs, attendance forms, observation notes, and reflection.
- All students will be invited to participate in School-Wide events calendared by the CCT.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*English Learner student population is performing at the lowest level in areas of English Language Arts and Mathematics.*

**Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

- teacher supplemental contracts to establish and execute a career day
- provide an additional event/activity/study trip that aligns with grade level learning and promotes real-world application
- teacher supplemental contracts to offer during and after school clubs and activities

**As a site: What are planned actions to support English learner students?**

- ELL student group data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students toward reclassification and general academic progress.
- Designated intervention will be provided based upon student ELD needs during and after school hours
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier I, Tier II, and Tier III for ELLs.
- Teacher on Special Assignment (TSA) to support with Designated instruction during intervention blocks
- Primary language translation of informational materials and materials for clubs, activities, and events
- EL student participation in clubs, activities, and events will be monitored by the ILT, CCT, and administrative team
- Individual student-parent-school staff chats to inform of and encourage participation in clubs, activities, and events
- Identifying and supporting clubs, activities, and events that celebrate EL students primary language
- HSL will support with translation and communication with EL student families

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Hispanic Students**

*The Hispanic student population is performing at the lowest level in areas of English Language Arts and Mathematics.*

**7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support Hispanic by...*

- teacher supplemental contracts to establish and execute a career day
- provide an additional event/activity/study trip that aligns with grade level learning and promotes real-world application
- teacher supplemental contracts to offer during and after school clubs and activities

**As a site: What are planned actions to support this student group?**

- Hispanic student group data will be analyzed during PLCs to address student learning needs.
- Reading intervention cycles implemented during 60 minute literacy intervention and 30 minute math intervention blocks
- Goal setting chats with students on general academic progress.
- Professional learning for teachers will be provided to review adopted curriculum Wonders and Go! Math
- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- Engagement data from PowerBI and Atlas will be reviewed quarterly by the CCT and ILT to plan and support students with disproportional participations rates
- Priority enrollment will be given to focus student groups as identified by the California Dashboard in Goal 2 clubs, activities, and events

**Socioeconomically Disadvantaged Students**

*The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of English Language Arts.*

**7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by...*

- teacher supplemental contracts to establish and execute a career day
- provide an additional event/activity/study trip that aligns with grade level learning and promotes real-world application

- *teacher supplemental contracts to offer during and after school clubs and activities*

**As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- SED student group data will be analyzed during PLCs to address student learning needs.
- Reading intervention cycles implemented during 60 minute literacy intervention and 30 minute math intervention blocks
- Goal setting chats with students on general academic progress.
- Professional learning for teachers will be provided to review adopted curriculum Wonders and Go! Math
- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- Engagement data from PowerBI and Atlas will be reviewed quarterly by the CCT and ILT to plan and support students with disproportional participations rates
- Priority enrollment will be given to focus student groups as identified by the California Dashboard in Goal 2 clubs, activities, and events

#### **Students with Disabilities**

*The Students with Disabilities population is performing at the lowest level in areas of Mathematics.*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support students with disabilities by...*

- *teacher supplemental contracts to establish and execute a career day*
- *provide an additional event/activity/study trip that aligns with grade level learning and promotes real-world application*
- *teacher supplemental contracts to offer during and after school clubs and activities*

**As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- PLC SMART Goal/Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups
- Incentives to support Reflex Math proficiency
- Small group instruction for identified students will be provided to develop student basic operations skill and other pre-requisite skills as identified per assessments
- Teacher assigned i-Ready online instruction to focus on student need
- Professional learning will address identifying the problem of practice, responses, and data chat
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- Student with Disability will receive small group or individualized instruction as per IEPs from IEP identified service providers

- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Afterschool intervention and tutorial will be provided based upon student needs
- Engagement data from PowerBI and Atlas will be reviewed quarterly by the CCT and ILT to plan and support students with disproportional participations rates
- Priority enrollment will be given to focus student groups as identified by the California Dashboard in Goal 2 clubs, activities, and events

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Clubs Contracts (6 staff; 20 hours each)	6,197.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Career Day Lead (2 contracts/10 hours each)	1,060.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Student Council Advisor Supp Contract (25 hours)	1,090.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Additional Study Trip/Experience (Grades TK-6)	10,000.00

**\$18,347.00**



Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		40.8 %	2023-2024	30 %
Suspension Rate - Semester 1	✓	3.29 %	1.8 %	2023-2024	1.47 %
Suspension Rate - Semester 1 (African American)	✓		6.1 %	2023-2024	4 %
Suspension Rate - Semester 1 (Hispanic)	✓		1.4 %	2023-2024	1 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		2 %	2023-2024	1 %
Suspension Rate - Semester 1 (Two or More Races)	✓		0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Attendance

- Communication and clarification of health protocols and regular attendance expectations and protocols via Parent Square, paper flyers, teacher communication, parent conferences, Parent Engagement Hour, SSC, and ELAC
- Development and distribution of "Attendance Matters" infographic to parents (via Parent Square, flier) and students (Student Weekly News, morning announcements)
- Tier 2 Intervention Specialist focus on attendance monitoring, direct student support, and parent support for manageable attendance students (89%-93% attendance rate)
- Office Assistant and Home School Liaison holding attendance meetings, parent attendance calls, home visits for residence verification and attendance checks
- SST meetings to address chronic attendance concerns that impact learning
- Utilization of Student Attendance Review Board

Suspension

- Behavior expectations presented in Semester 1 and Semester 2 through Pyle PROUD Behavior Assembly
- Guidelines for success posted in common areas
- Use of morning announcements to reiterate expectations and a focus on "Be the reason someone

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Absenteeism

- Overall-44.1%
  - Homeless: 71.4%
  - Foster Youth: 60%
  - African American: 56.3%
  - Students with Disabilities: 50.6%
  - Hispanic: 43.8%
  - White: 45.7%
- Quarter 1: 23.9%; Quarter 2: 31.7%; Quarter 3: 30.9%

Suspension

- Suspensions predominantly in Grade 6 and of males
- Students in Grade 6 academically lowest performing in literacy and mathematics
- Students in Grade 6 in grades 2-3 during pandemic closures
- High number of level 3 misbehaviors in Grade 2 and 3
- Inconsistent implementation of class meetings, Second Step, and Olweus curriculum in some classrooms

African American (12.5% enrollment 2022-2023)

smiles" and " Find a way to be helpful today"

- Utilization of Tier 2 Intervention Specialist and Hand in Hand Mentors (e.g. check in check outs, alternative recess, structured recess play, social skills groups, 1-to-1 re-engagement, informal counseling) to support Tier 2 social emotional needs
- School Social Worker (SSW) and Licensed Marriage and Family Therapist (LMFT through All4Youth Fresno County Superintendent of Schools) for direct counseling services
- Utilizations of Wellness Center and ICET for supports
- Inconsistent implementation of class meetings, Second Step, and Olweus curriculum in some classrooms

- 13 students (YTD 3/11/24)
- Disproportionalities
  - Primary reason: 48900 (a)(1) caused, attempted, or threatened injury
  - Primary location: Classroom
  - Grade level(s): Grade 5, Grade 6
  - Gender: Male
  - Quarter/Month(s): Quarter 3, February-March

Hispanic (64.3% enrollment 2022-2023)

- 14 students (YTD 3/11/24)
- Disproportionalities
  - Primary reason: 48900 (a)(1) caused, attempted, or threatened injury
  - Primary location: Classroom, Playground
  - Grade level(s): Grade 6, Grade 2
  - Gender: Male
  - Quarter/Month(s): Quarter 3, January-February

Socioeconomically Disadvantaged (93.9% enrollment 2022-2023)

- Disproportionalities
  - Primary reason: 48900 (a)(1) caused, attempted, or threatened injury
  - Primary location: Classroom, Playground
  - Grade level(s): Grade 6, Grade 5
  - Gender: Male
  - Quarter/Month(s): Quarter 3, January-March

Two or More Races (18.9% enrollment 2022-2023)

- 2022-2023 California Dashboard
  - 44 students
  - 13.6% suspended at least 1 day

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Inconsistent implementation of Morning Meetings, Second Step, and Olweus Bullying prevention due to need for professional development in some classrooms
- Push-in inclusion time increased for students in Special Day Classes (SDC)
- No professional learning in restorative practices achieved
- Shifted from punitive actions for misbehavior to a focus on rewarding desired and expected behaviors
- The Climate & Culture Team required more time to establish and monitor systems and processes to address student behavioral needs to create a safe and effective learning environment.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Absenteeism

- Expand push-in inclusion time for students in Special Day Classes
- A quarterly Attendance Hero will be established to recognize students with less than two excused absences and no more than 3 tardies.
- Parents will receive attendance calls to express concern and identify barriers to attendance by teachers, office staff, and administrators the first 20 days of Semester 1 and Semester 2.
- Classrooms will utilize a whole class incentive spelling the word PERFECT or ATTENDANCE for whole class 100% attendance which will earn a whole class reward.
- Teacher initiated parent phone calls for absent students as needed
- Weekly parent phone calls and home visits of severely chronic absent students with ATLAS documentation by HSL
- Parent meetings of severely chronic absent students with ATLAS documentation by OA and/or administrator as needed
- Incentive opportunities for improved attendance provided
- Need for student voice opportunities

Suspension

- PROUD Python award to honor students attaining guidelines for success awarded Quarterly
- Develop, calendar, and implement quarterly Positive Behavior Reward activity with grade level identified points level to access event communicate with parents and students factors that will cause loss of access
- Develop, calendar, and implement Fun Friday activity with grade level identified points level to access event and communicate with parents and students factors that will cause loss of access
- School wide fidelity of implementation of Classroom Meetings with Second Step Online Curriculum as foundation
- Implement a 4-to-1 positive connection to redirection/correction ratio between staff and students utilizing a positive points system to access Quarterly PBIS parties and Fun Fridays.
- Professional learning on trauma informed practices, understanding the effects of Adverse Childhood Experiences, restorative approach to student discipline
- Communicating with all staff the tiered social emotional support system of the school site
- Need for student voice opportunities

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

SSC input on 1/18/24 and 2/29/24.

Parent input via paper and online survey 1/29/24-2/5/24 included extracurricular activities, increased social emotional support, and increased participation in enrichment activities.

**2** ELAC:

ELAC input on 9/13/23 and 1/17/24 and included recommendations of tutoring, information on child's progress, homework, extra help for struggling students, more field trips, family learning nights and events, clubs and athletics for students in Grade 1-4.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff input 2/6 (ILT), 2/7 (Staff), 2/29 (ILT), 3/20 (Staff) and included recommendations identifying criteria for success for PBIS and Fun Friday, establish Attendance Hero award, class incentives for completing PERFECT or ATTENDANCE with 100% attendance in consecutive days, communicating attendance expectations with families, clarity on behavior expectations and protocols for teachers-students-parents, establish a Re-engagement Room, partnerships with local law enforcement to discuss vaping and drug use, develop student learning on language use and less use of physical interactions, need for Restorative Practice training.

**Action 1**

**Title:** Increase Student Attendance

[Action Details:](#)

Pyle Elementary will increase overall average daily attendance to 95% and decrease chronic absenteeism to 30% by developing student-teacher relationships, communicating with parents and students in the importance of attending school every day on time, celebrating engagement in school and community, and developing a multi-tiered system of support for students that are in need of improvement in their attendance. A quarterly Attendance Hero will be established to recognize students with less than two excused absences and no more than 3 tardies. Parents will receive attendance calls to express concern and identify barriers to attendance by teachers, office staff, and administrators the first 20 days of Semester 1 and Semester 2. Classrooms will utilize a whole class incentive spelling the word PERFECT or ATTENDANCE for whole class 100% attendance which will earn a whole class reward. Pyle's Mission, Vision, and Guidelines for Success are aligned to the Fresno Unified School District's goals and will be communicated to students and families to increase attendance and engagement. Pyle Elementary will collaboratively develop with the ILT, CCT, and TST teams a multi-tiered system of support to decrease absenteeism, increase good attendance rates, and create clarity of expectations.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>ATLAS attendance</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Teachers</li><li>Climate and Culture Team (CCT)</li><li>Office Assistant (OA)</li><li>Home School Liaison (HSL)</li><li>Tier 2 Intervention Specialist</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Teacher initiated parent phone calls for absent students as needed</li><li>Daily attendance calls by OA and HSL</li><li>Weekly Case management of manageable absenteeism students and as needed parent phone calls or meetings by Tier 2 Intervention Specialist</li><li>Weekly parent phone calls and home visits of severely chronic absent students with ATLAS documentation by HSL</li><li>Parent meetings of severely chronic absent students with ATLAS documentation by OA and/or administrator as needed</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Power BI attendance</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Climate and Culture Team (CCT)</li><li>Admin</li><li>Tier 2 Intervention Specialist</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Quarterly review of attendance rates by CCT and ILT</li></ul></div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Climate and Culture Survey data</div>	<div>Owner(s):</div> <div><ul style="list-style-type: none"><li>Climate and Culture Team (CCT)</li><li>Admin</li></ul></div>	<div>Timeline:</div> <div><ul style="list-style-type: none"><li>Review of Climate and Culture Survey by CCT and ILT</li></ul></div>
<div>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</div>		

Tier 1

- Classroom Meetings will be implemented by all classroom teachers daily to promote relationships and connectivity to school to increase attendance.
- Establish and sustain student centered organizations and groups that meet during the instructional days such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- Push-in inclusive practice from SDC classrooms into General education classrooms will be maintained.
- Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Classroom incentives for achievement of 100% attendance by spelling PERFECT or ATTENDANCE
- Criteria for success communicated with all students and families for attendance award and incentives.
- Attendance focus week in Semester 1 and Semester 2 for promoting regular attendance
- On-going analysis of identified student groups such as those identified on the California Dashboard (Hispanic, Homeless, and White/ AI student) will be monitored to ensure equity and access.
- Substitute release time and/or supplemental contracts for CCT to meet and plan to increase attendance.
- CCT will analyze site data and classroom practices to improve attendance rates.

Tier 2

- Quarterly Attendance Hero Award for students with less than 2 excused absences and less than 3 tardies.
- Attendance Award, assemblies, and incentive opportunities for improved attendance provided.
- OA to conduct daily attendance calls.
- HSL to conduct and document phone chat with parents of students with severely chronic absenteeism.
- Tier 2 Intervention Specialist and administrative team will support students with attendance concerns.
- The TST (Targeted Support Team) will identify students that are not making adequate progress and make recommendations for support.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- Teacher initiated parent phone calls for absent students as needed
- Weekly parent phone calls and home visits of severely chronic absent students with ATLAS documentation by HSL
- Parent meetings of severely chronic absent students with ATLAS documentation by OA and/or administrator as needed
- The Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- Administrator will conduct and document parent conference of students with severely chronic absenteeism.
- Student Attendance Review Board (SARB) referral.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- ELL student group data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students toward reclassification and general academic progress.
- Designated intervention will be provided based upon student ELD needs during and after school hours
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier I, Tier II, and Tier III for ELLs.
- Teacher on Special Assignment (TSA) to support with Designated instruction during intervention blocks
- Translation into primary language of attendance expectations, policies, and supports

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Homeless Youth**

*The Homeless youth student population is performing at the lowest level in areas of attendance.*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support homeless youth by...*

- full time school social worker to support social emotional needs

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support homeless youth by...*

- purchase of incentives to increase attendance rate
- mileage for Home-School Liaison to perform home visits, residence checks, and support with connecting to

- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers, student needs, communicate events, documents, meetings, and student progress.

*resources*

- *mentoring services to support school connectedness*

**As a site: What are planned actions to support this student group?**

- Home visits by HSL and/or administrator for students in severely chronic absenteeism group
- Parent-student-admin attendance meeting
- Connection to community resources to remove or diminish barriers that hinder good attendance
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Collaboration with DPI case managers

**Foster Youth**

*The Foster Youth student population is performing at the lowest level in areas of attendance.*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support foster Youth by...*

- *full time school social worker to support social emotional needs*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support foster youth by...*

- *purchase of incentives to increase attendance rate*
- *mileage for Home-School Liaison to perform home visits, residence checks, and support with connecting to resources*
- *mentoring services to support school connectedness*

**As a site: What are planned actions to support this student group?**

- Home visits by HSL and/or administrator for students in severely chronic absenteeism group
- Parent-student-admin attendance meeting
- Connection to community resources to remove or diminish barriers that hinder good attendance
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Collaboration with DPI case managers

**African American**

*The African American student population is performing at the lowest level in areas of attendance.*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support African American by...*

- *full time school social worker to support social emotional needs*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support African American by...*

- *purchase of incentives to increase attendance rate*
- *mileage for Home-School Liaison to perform home visits, residence checks, and support with connecting to resources*
- *mentoring services to support school connectedness*

**As a site: What are planned actions to support this student group?**

- Home visits by HSL and/or administrator for students in severely chronic absenteeism group
- Parent-student-admin attendance meeting
- Connection to community resources to remove or diminish barriers that hinder good attendance
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Development of parent affinity group to elicit recommendations and concerns

**Students with Disabilities**

*The students with disabilities student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support students with disabilities by...*

- *full time school social worker to support social emotional needs*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support students with disabilities by...*

- *purchase of incentives to increase attendance rate*
- *mileage for Home-School Liaison to perform home visits, residence checks, and support with connecting to resources*
- *mentoring services to support school connectedness*

**As a site: What are planned actions to support this student group?**

- Home visits by HSL and/or administrator for students in severely chronic absenteeism group
- Parent-student-admin attendance meeting
- Connection to community resources to remove or diminish barriers that hinder good attendance
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Collaboration with SPED Department and case managers for transportation, communication with families, and incentivization of attendance

**Action 2**

**Title:** Reducing Suspension Rate

[Action Details:](#)

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Pyle Elementary will decrease the overall suspension rate to 4% as well as decrease the number of suspensions for African American students to 10%, Hispanic students to 5%, Students who are two or more races to 10%, and socioeconomically disadvantaged students by 5% by implementing trauma informed practices, understanding the effects of Adverse Childhood Experiences, restorative approach to student discipline, celebrating positive behavior through classroom and school wide incentives, increasing engagement in school and community, continuing to improve practices that build relationships between staff, families, and students, and developing a multi-tiered system of support for addressing behavioral and social emotional needs. Pyle's Mission, Vision, and Guidelines for Success are aligned to the Fresno Unified School District's goals and will be communicated to students and families to encourage positive behavior, foster respect and responsibility in staff and students, and reduce conflicts between students and between students and staff. The Climate & Culture Team will establish and monitor systems and processes to address student behavioral needs to create a safe and effective learning environment.

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

ATLAS behavioral  
Power BI data

Owner(s):

- Teachers
- Climate and Culture Team (CCT)
- Admin

Timeline:

- Monthly and Quarterly review and identification of next steps to decrease suspensions

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

Office Disciplinary Referrals and Behavior Notifications

Owner(s):

- Teachers
- CCT
- Admin

Timeline:

- Quarterly review and identification of next steps to decrease referrals

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

Climate and Culture Survey Data

Owner(s):

- CCT
- Admin

Timeline:

- Yearly review for student perceptions of safety and implementation of discipline practices.

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

Tier 1

- Daily Classroom Meetings will be implemented by all classroom teachers daily to respond to student needs, build social emotional learning skills, promote relationship building, increase engagement, and increase a sense of belonging.
- Implement a 4-to-1 positive connection to redirection/correction ratio between staff and students utilizing a positive points system to access Quarterly PBIS parties and Fun Fridays.
- The Climate Culture Team (CCT) with input from the staff will establish the criteria to access Quarterly PBIS parties and Fun Fridays; students and families will be informed of event dates and the criteria to access the events
- Positive Behavior Award (PROUD Python), Effort Awards (Super Python) and quarterly incentives (Positive Behavior Reward Activity) will be used to recognize students for their growth and achievement.
- Establish and sustain student centered organizations and groups that meet during the instructional days such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- CHAMPS/ MAC expectations practices that will be part of all teachers' lesson plans, classroom routines, and classroom procedures to ensure clarity of expectations and safety.
- Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system (PROUD Python Award).

- SEL (Social Emotional Learning) skills will be taught through Second Step Curriculum by all classroom teachers to promote self-awareness, self-management, and social awareness, leading to a decrease in suspension.
- OBPP (Olweus Bullying Prevention Program) will be implemented by all classroom teachers with weekly class meetings to prevent bullying and build relationships between students,
- Behavior Assemblies to be held twice per year at the onset of Semester 1 and Semester 2 to inform students of discipline procedures, positive behavior incentives, and expectations.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- On-going analysis of identified subgroups such as but not limited to EL African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth, will be monitored to ensure equity and access.
- Substitute release time for staff on CCT will be used to plan instruction, attend PL, and observe site protocols and processes 2 times per year.
- Professional development collaboratively developed by CCT and admin will be provided to build staff Social Emotional Learning (SEL) strategies and classroom management strategies.
- Administrators and teachers will analyze site and district data results to adjust instruction to meet student needs and design differentiated learning opportunities.
- Purchase of movie license to support positive behavior and celebrations.

Tier 2

- Parent-teacher-student conferences and parent-teacher phone chats to communicate positive behavior and concerning behavior.
- Hand in Hand Mentors and Tier 2 Intervention Specialist will support students in and out of the classroom with social-emotional needs, behavioral needs, and establish and maintain structured play/activities during recess and lunches utilizing social skills groups, Check In Out Check
- School Social Worker (SSW) and Tier 2 Intervention Specialist will support with social-emotional support in small group pull-out services.
- The Targeted Support Team (TST) will identify students that are not making adequate progress in Tier I and make recommendations to support students.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- Tier 2 Intervention Specialist will work with families and students that are identified in TST that need additional support in SEL, engagement, and school connectivity.

Tier 3

- Establishment of a Re-Engagement Room to support student academic and social emotional needs during instructional day with support from Teacher on Special Assignment and administrator
- The Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II and make recommendations to support individual students which may include but not limited to counseling services in or out of school, development of a formal Behavior Support Plan (BSP), and in class teacher-student centered strategies.
- Individualized supports will be provided by SSW, All4Youth Counseling, outside counseling referrals, and Tier 2 Intervention Specialist (as appropriate).
- School Psychologist will assist with crisis intervention and supports.
- Parent-student-admin conferences to address concerning behavior and identify needed supports.
- Re-entry conference for suspended students with the parent, admin, and other support staff to reteach expectations and identify needed supports

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- Translation into primary language of behavioral expectations, policies, and supports
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers, student needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**African American Students**

*The African American student population is performing at the lowest level in areas of suspension rate.*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support African Americans by...*

- full time social worker to support with social emotional needs and development of Behavior Support Plans
- materials and supplies to support establishment of a African American affinity group to elicit recommendations and concerns

**Using 7090 funds only: What are the planned expenses to support this student group?**

*With 7090 funds we plan to support African Americans by...*

- materials and supplies to support Targeted Support Team meetings and referrals

- establishment of lunch time optional sports program to model conflict resolution strategies
- supplemental contracts for teachers to support lunch recess alternative activities

**As a site: What are planned actions to support this student group? .**

- Professional learning in ACEs, trauma informed practices, and dimensions of culture
- Prioritization of enrollment in school based activities, clubs, and events.
- Home visits by administrator for students as needed
- Parent-student-admin conference
- Connection to community resources to remove or diminish barriers to positive behavior or for social emotional needs
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

**Hispanic Students**

*The Hispanic student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support Hispanic students by...*

- full time social worker to support with social emotional needs and development of Behavior Support Plans

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 funds we plan to support Hispanic students by...*

- materials and supplies to support Targeted Support Team meetings and referrals
- establishment of lunch time optional sports program to model conflict resolution strategies
- supplemental contracts for teachers to support lunch recess alternative activities

**As a site: What are planned actions to support this student group?**

- Professional learning in ACEs, trauma informed practices, and dimensions of culture
- Prioritization of enrollment in school based activities, clubs, and events.
- Home visits by administrator for students as needed
- Parent-student-admin conference
- Connection to community resources to remove or diminish barriers to positive behavior or for social emotional needs
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

**Students of two or more races**

*The Two or more races student population is performing at the lowest level in areas of (Insert all areas in Goal 1*

*that the student group is identified in red according to the CA Dashboard).*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support students that are two or more races by...*

- *full time social worker to support with social emotional needs and development of Behavior Support Plans*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support students that are two or more races by...*

- *materials and supplies to support Targeted Support Team meetings and referrals*
- *establishment of lunch time optional sports program to model conflict resolution strategies*
- *supplemental contracts for teachers to support lunch recess alternative activities*

**As a site: What are planned actions to support this student group?**

- Professional learning in ACEs, trauma informed practices, and dimensions of culture
- Prioritization of enrollment in school based activities, clubs, and events.
- Home visits by administrator for students as needed
- Parent-student-admin conference
- Connection to community resources to remove or diminish barriers to positive behavior or for social emotional needs
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

**Socioeconomically Disadvantaged Students**

*The socioeconomically disadvantaged student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support socioeconomically disadvantaged students by...*

- *full time social worker to support with social emotional needs and development of Behavior Support Plans*

**Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by...*

- *materials and supplies to support Targeted Support Team meetings and referrals*
- *establishment of lunch time optional sports program to model conflict resolution strategies*
- *supplemental contracts for teachers to support lunch recess alternative activities*

**As a site: What are planned actions to support this student group?**

- Professional learning in ACEs, trauma informed practices, and dimensions of culture
- Prioritization of enrollment in school based activities, clubs, and events.
- Home visits by administrator for students as needed
- Parent-student-admin conference

- Connection to community resources to remove or diminish barriers to positive behavior or for social emotional needs
- Supplies for parent meetings
- Classified additional support supplemental contracts utilized to support materials, supplies, and instruction
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Bks & Ref			: SEL Learning Program and PD	5,133.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Movie License	500.00
G3A2	ESSA-CSI	Instruction	Mat & Supp			: SSW Benefits **No food or incentives**	13,432.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000		129,759.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			CCT Planning Sub Days (5 subs; 2 days)	2,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: PBIS Quarterly Activity	6,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Fun Friday Incentives	2,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Rare Breed : Rare Breed (Lunch Support/Sports)	4,880.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring (3 mentors)	75,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Additional Support	10,057.00

**\$248,761.00**

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	78.62 %	63.6 %	2023-2024	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Professional Learning Communities (PLC) framework reviewed as defined in Learning by Doing (DuFour, DuFour, Eaker, Many, & Mattos, 2016).
- PLCs met weekly to focus on the Four Guiding Questions of a PLC.
- PLCs will establish meeting norms, identify member roles, and document their commitments in PLC meeting notes; inconsistent documentation of meeting and next steps
- Professional Learning (PL) opportunities included information and strategies for improving the PLC through text analysis and/or modeling via ELD standards, math instruction, and grade level writing
- Social hours (off duty) implemented quarterly with 12-20 staff members participating on average
- Provided whole group PL time and PLC time with push in SPED teacher job-alike; professional learning included vertical articulation through writing samples analysis
- PL surveys implemented after each professional learning

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Teaching Staff Racial/Ethnic Identity

- 37 teachers total
  - African American: 2.7%
  - Asian and Pacific Islander: 13.5%
  - Hispanic: 24.3%
  - White: 59.5%

Classified Staff Racial /Ethnic Identity

- 42 staff members
  - African American: 16.7%
  - Asian and Pacific Islander: 11.9%
  - Hispanic: 40.5%
  - White: 30.9%
  - Middle Eastern: 4.7%

Teaching Staff Years of Experience (completed)

- 37 teachers total
  - 5 years or less: 13 teachers
  - 6-10 years: 11 teachers
  - 11-19 years: 8 teachers
  - 20 or more years: 5 teachers

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).



PLC Framework

- Instructional Leadership Team (ILT) and administration transitioned to use of PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019) as per regional and district focus with opportunities that ground Professional Learning Communities (PLCs) in the Five Questions of a PLC+ and the 6 characteristics of a PLC+
- PLCs will utilize inconsistent documentation and data analysis protocols
- Funding allocated to support travel and conference fees in service of developing PLC+ best practices reduced as only utilized by 1 teacher

Positive Staff Relationships

- Low participation in social hours (off duty)
- Activities not calendared and staff informed timely and regularly

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

PLC Framework

- Instructional Leadership Team (ILT) and administration will utilize PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019) to develop site based Professional Learning (PL) opportunities that ground Professional Learning Communities (PLCs) in the Five Questions of a PLC+ and the 6 characteristics of a PLC+
- PLCs will utilize common PLC meeting documentation established by the ILT that addresses the guiding questions and disaggregates student data for focus student groups
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- Funding will be allocated to support travel and conference fees in service of developing PLC+ best practices
- Materials and supplies will be provided such as but not limited to purchasing of PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019), technology for presentation and resources, paper, copies, folders, pens, etc.
- SMART Goal/Data chats each grade level 3 times per year

Positive Staff Relationships

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use the Dimensions of Equity and Inclusion Cultural Proficiency Framework to support Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction
- Site based PL will include a CCT implemented Connection before Content focus to build staff cultural proficiency and positive relationships between staff members including to but not limited to Quarterly Social events, all staff appreciation week in May, monthly events (e.g. potlucks, spirit weeks, appreciation activities, etc.)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

SSC input on 1/18/24 and 2/29/24.  
Parent input via paper and online survey 1/29/24-2/5/24 included increase number of instructional aides, encourage employee dedication and training, and share out teacher training.

2 ELAC:

ELAC input on 9/13/23 and 1/17/24 and included recommendations staff training on helping students who speak another language and students with social emotional needs.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff input 2/6 (ILT), 2/7 (Staff), 2/29 (ILT), 3/20 (Staff) and included recommendations incentivization for staff participation, increasing positive professional feedback, continue social hours and activities between staff, sharing instructional practices between grade levels.

Action 1

Title: Sustaining the PLC+ Framework

Action Details:

Pyle Elementary will focus on sustaining the Professional Learning Communities+ (PLC+) framework as defined in, PLCs will meet weekly to focus on the Five Guiding Questions of a PLC. PLCs will establish meeting norms, identify member roles, and document their analysis of student progress and instructional plans in PLC+ documentation/notes as established by the Instructional Leadership Team (ILT). The Instructional Leadership Team (ILT) in collaboration with admin will ensure that Professional Learning (PL) opportunities include information and strategies for improving the PLC through student work analysis and/or modeling.

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

Professional Learning Community+ (PLC+) Documentation/Notes

Owner(s):

- PLCs
- Admin
- Instructional Coach

Timeline:

- Per every scheduled PLC meeting

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

Climate and Culture surveys

Owner(s):

- All teachers
- Admin

Timeline:

- As per the district schedule

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

Self-assessment on the PLC+ Six Characteristics of a PLC+

Owner(s):

- Teachers
- PLC
- Admin

Timeline:

- Three times per year prior to PLC SMART Goal/data chats with admin

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

- The Instructional Leadership Team (ILT) and administration will utilize PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019) to develop site based Professional Learning (PL) opportunities that ground Professional Learning Communities (PLCs) in the Five Guiding Questions and best practices
- PLCs will utilize common PLC meeting agenda and documentation that addresses the Five Guiding Questions and disaggregates student data for focus student groups
- PLCs will identify meeting norms
- PLCs will complete PLC meeting documentation for every PLC meeting utilizing the ILT established common PLC meeting notes document
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- Funding will be allocated to support travel and conference fees in service of developing PLC best practices
- Materials and supplies will be provided such as but not limited to purchasing of PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019), technology for presentation and resources, paper, copies, folders, pens, etc.
- Sub release for ILT planning days.
- Establishing grade level SMART Goals, and three total data chats with administrators
- Supplemental contracts for coaching and professional learning of new teachers and identified teachers.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Site based Professional Learning (PL) will include Cultural Proficient practices and a focus on the Five Guiding Questions of a PLC
  - Site based Professional Learning (PL) will include strategies to meet the needs of English Learners, how to disaggregate EL student data for assessments, and how to identify EL students needing further support based on assessment criteria for success
- ne funded staff at your school sites or other district supports that you do not fund out of the SPSA.

  - Site based Professional Learning (PL) will include Culturally Proficient practices and a focus on the Five Guiding Questions of a PLC
  - Site based Professional Learning (PL) will include strategies to meet the needs of low-performing students, how to disaggregate student data for assessments, how to identify low-performing groups based on assessment criteria for success

Action 2

Title: Positive Staff Relationships

Action Details:

Pyle Elementary is committed to building positive relationships between all staff. The Climate Culture Team (CCT) in collaboration with the Instructional Leadership Team (ILT) and administration will ensure that staff have opportunities to engage with staff across grades and job types during duty hours and during optional, non-duty hours events in service of building mutual understanding, providing positive feedback, and developing a sense of belonging. The CCT, ILT, and administration will ensure that all site-based Professional Learning (PL) opportunities provide for a Connection before Content rooted in activities and strategies in support of cultural proficiency. All PL will include a closing survey to elicit from participant perceptions on the effectiveness of the PL, lingering questions or wonderings, and suggested focus for next PL opportunities.

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

Climate and Culture surveys

Owner(s):

- All staff
- Climate and Culture Team (CCT)
- Admin

Timeline:

- As per District schedule

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

Site based Professional Learning (PL) surveys and input

Owner(s):

- Teachers
- Staff
- Instructional Leadership Team (ILT)
- CCT
- Admin

Timeline:

- After each PL meeting

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

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use the Dimensions of Equity and Inclusion Cultural Proficiency Development/Training to support Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction
- Communication among all staff will be maintained through the weekly Pyle 4-1-1 developed in collaboration with the CCT and ILT; administration will ensure publication
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- CCT will develop staff wide practices that promote positive feedback
- CCT will establish a calendar of events that promote building positive staff relationships during the duty day and outside of the duty day (for optional events)

- Site based PL will include a CCT implemented Connection before Content focus to build staff cultural proficiency and positive relationships between staff members including to but not limited to Quarterly Social events, all staff appreciation week in May, monthly events (e.g. potlucks, spirit weeks, appreciation activities, etc.)
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Food items for staff professional learning.
- Supplemental contracts for classified staff for additional support to students, teachers, and other duties as assigned

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet meet the needs of English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet the needs of low-performing students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff Engagement	1,500.00

\$1,500.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	83.98 %	87.4 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- .Communication with families around weekly school-wide events and activities will occur through weekly Pyle Family Connect newsletter, monthly Parent Engagement Hour, School Site Council (SSC), English Learner Advisory Committee (ELAC), school website pyle.fresnounified.org, and District provided communication platforms.
- Teachers will send home regular classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas.
- The Climate Culture Team (CCT), Instructional Leadership Team (ILT), and administration will collaboratively plan and calendar family events that will help inform parents of their child's learning, develop a sense of belonging to the school, and/or develop family relationships with staff.
- Implementation of a Family Learning Night in Semester 1 and Semester 2; low attendance in Semester 2
- Parent Teacher Association (PTA) established
- calendared events that include monthly Parent Engagement Hour, Back To School Night, Parent-Teacher Conferences, Open House, Quarterly Academic Award ceremonies, music group performances, athletic events, School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC) meetings, PTA family gatherings, and Book Fair.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Time of events created barriers for some families due to work duty time
- Transportation availability a barrier for some families
- Timely communication of event purpose and details prevented sufficient planning
- Level of use of ParentSquare low for some families

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Some calendared events moved due to staff availability or timing for preparation
- Utilization of both Parent Square digital communication and paper flyer

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Teachers will send home regular classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas at a minimum on a monthly basis using Parent Square and paper flyer
- Grade levels will provide one (1) family education night in semester 1 and one (1) family education night in semester 2
- Parent Teacher Association (PTA) sustained to provide parents a forum to support and collaborate with the school site
- Establishment of parent affinity groups to develop voice and forum to share recommendations and concerns
- Supplemental classified contracts childcare, translation, and meeting/activity supports to ensure equity and access for parents will be provided
- Supplemental classified contracts to support special projects such as, but not limited to Open House, Back to School Night, Parent-Teacher Conference Week, etc.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC input on 1/18/24 and 2/29/24.  Parent input via paper and online survey 1/29/24-2/5/24 included providing information on how to help their child in learning, increasing communication between school and parents, providing students parents individualized student info rather than general, weekly or monthly newsletter about learning, teacher office hours, increase parent involvement in classroom during instruction, and provide parenting skills education and strategies.</div>	<div>2 ELAC:</div> <div>ELAC input on 9/13/23 and 1/17/24 and included recommendations of tutoring, information on child's progress, homework, extra help for struggling students, more field trips, family learning nights and events, clubs and athletics for students in Grade 1-4.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff input 2/6 (ILT), 2/7 (Staff), 2/29 (ILT), 3/20 (Staff) and included recommendations re-establish school carnival, regular classroom newsletter.</div>
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Action 1

Title: Increasing Family Engagement

Action Details:
Pyle Elementary will continue to increase inclusive opportunities for families to engage in their students' education. Communication with families around weekly school-wide events and activities will occur through weekly Pyle Family Connect newsletter, monthly Parent Teacher Association (PTA) partnership, scheduled School Site Council (SSC), scheduled English Learner Advisory Committee (ELAC), school website pyle.fresnounified.org, and District provided communication platforms. Teachers will send home regular classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas. The Climate Culture Team (CCT), Instructional Leadership Team (ILT), and administration will collaboratively plan and calendar family events that will help inform parents of their child's learning, develop a sense of belonging to the school, and/or develop family relationships with staff.
Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

Atlas Engagement, participation logs, and/or attendance forms

Owner(s):

- Parents/Families
- Teachers
- Climate and Culture Team (CCT)
- Instructional Leadership Team (ILT)
- Admin

Timeline:

- Quarterly Review

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

Parent/Family Climate and Culture Survey

Owner(s):

- Parents/Families
- CCT
- ILT
- Admin

Timeline:

- As per District schedule

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

School Master Calendar of Events

Owner(s):

- CCT
- ILT
- Admin

Timeline:

- Established yearly; reviewed in May of academic year

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

- Teachers will send home regular classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas at a minimum on a monthly basis using Parent Square and paper flyer
- Grade levels will provide one (1) family education night in semester 1 and one (1) family education night in semester 2
- Administrative team will send home a weekly Pyle Family Connect that includes important school events, information, and the principal's message
- Parent Teacher Association (PTA) sustained to provide parents a forum to support and collaborate with the school site
- Establishment of parent affinity groups to develop voice and forum to share recommendations and concerns
- Parents will be encouraged to volunteer using the FUSD volunteer process for in class activities, on campus activities, and off campus activities (e.g. Study Trips, athletic events, etc.)
- Pyle staff and families will be encouraged to communicate with staff to ensure ongoing communication through various outlets including but not limited to phone call, email, Parent Square.
- Pyle families will be encouraged to participate in calendared events that include but are not limited to monthly Parent Engagement Hour, Back To School Night, Parent-Teacher Conferences, Open House, Quarterly Academic Award ceremonies, music group performances, athletic events, School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC) meetings, family gatherings, School Carnival, Book Fair, etc.
- Supplemental classified contracts childcare, translation, and meeting/activity supports to ensure equity and access for parents will be provided
- Supplemental classified contracts to support special projects such as, but not limited to Open House, Back to School Night, Parent-Teacher Conference Week, etc.
- Home School Liaison (HSL) and additional translation services will be provided for meetings and activities.
- When needed HSL will make home visits to support parent outreach; mileage reimbursement will be used for the HSL home visits
- Participation will be recorded within Atlas Engagement tool, participation logs, and attendance forms
- Materials and supplies will be provided such as but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, food, drink, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- EL families will be invited to all school based activities and events through primary language announcements
- HSL will support translation as applicable while also assisting in overall communication with all families. When needed HSL will make home visits to ensure equity and access to all families, mileage reimbursement/allowance will be used for the HSL home visits, and parent outreach

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Low-performing students' families will be contacted and communicated with directly by the classroom teacher and/or an administrator to invite and encourage participation in activities and events
- District transportation may be provided to encourage participation of families who live west of Highway 41 and east of Blackstone Ave in the Pyle attendance zone

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement **No incentives or food**	2,713.00
G5A1	Sup & Conc	Instruction	Direct-Food			: Food Items for Study Trips	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Family Engagement Events	5,001.00

\$8,714.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0370 Pyle Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation (7 fellows)	44,256.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Classroom Technology	9,925.00
G1A1	ESSA-CSI	Instruction	Subagreements			*Other* : Orton-Gillingham Training (Grades 3-6)	27,109.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training (Grades 1-2, RSP)	11,400.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP Sub Days (2 subs; 12 days)	4,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub Days (2 subs; 12 days)	4,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT SPSA Planning Sub Days (10 subs; 2 days)	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Academic Award Luncheon (Merit and Honor Roll)	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Materials and Supplies	22,498.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation (7 Fellows)	44,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Orton-Gillingham Training (Grades 3-6) :	24,891.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conferences	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	3,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: HSL Mileage	100.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs OG Training	10,401.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 contracts; 60 hours each)	6,360.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	5,463.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student Technology	24,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex and Refrax (Site License)	3,836.00
G1A2	Title 1 Basic	Instruction	Subagreements			Swun Consultants : Math Lesson Design Coaching & PD (Grades 3-6; 9 days)	36,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Math Lesson Design Sub Days (4 subs; 9 days)	7,200.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring Contracts **NO IEPs**	8,480.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			ILT Supp Contract (TSA and IC; 20 hours each)	2,120.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: RICOH Lease	11,500.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Clubs Contracts (6 staff; 20 hours each)	6,197.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Career Day Lead (2 contracts/10 hours each)	1,060.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Student Council Advisor Supp Contract (25 hours)	1,090.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Additional Study Trip/Experience (Grades TK-6)	10,000.00
G3A1	ESSA-CSI	Instruction	Bks & Ref			: SEL Learning Program and PD	5,133.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Movie License	500.00
G3A2		Instruction	Mat & Supp				10,133.00

G3A2	ESSA-CSI	Instruction	Mat & Supp	: SSW Benefits **No food or incentives**	13,432.00	
G3A2	ESSA-CSI	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	129,759.00
G3A2	Sup & Conc	Instruction	Teacher-Subs	CCT Planning Sub Days (5 subs; 2 days)	2,000.00	
G3A2	Sup & Conc	Instruction	Mat & Supp	: PBIS Quarterly Activity	6,000.00	
G3A2	Sup & Conc	Instruction	Mat & Supp	: Fun Friday Incentives	2,000.00	
G3A2	Sup & Conc	Instruction	Cons Svc/Oth	Rare Breed : Rare Breed (Lunch Support/Sports)	4,880.00	
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements	Hand in Hand Mentoring : Hand in Hand Mentoring (3 mentors)	75,000.00	
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp	Classified Additional Support	10,057.00	
G4A2	Sup & Conc	Instruction	Mat & Supp	: Staff Engagement	1,500.00	
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	: Parent Involvement **No incentives or food**	2,713.00	
G5A1	Sup & Conc	Instruction	Direct-Food	: Food Items for Study Trips	1,000.00	
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: Family Engagement Events	5,001.00	
					\$600,461.00	

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,805.00
ESSA-CSI	3182	\$196,758.00
Sup & Conc	7090	\$270,674.00
LCFF: EL	7091	\$46,224.00
<b>Grand Total</b>		<b>\$600,461.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$323,139.00
G2 - Expand student-centered and real-world learning experiences	\$18,347.00
G3 - Increase student engagement in their school and community	\$248,761.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,714.00
<b>Grand Total</b>	<b>\$600,461.00</b>