

Pyle Elementary

10621666006449

Principal's Name: Isacc Villanueva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>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.</p>	
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



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Isacc Villanueva-Langdon	X				
2. Chairperson – Steven Vasquez				X	
3. Frances Cano				X	
4. Dellane Valrey				X	
5. Nick Vang				X	
6. Marisela Castillo				X	
7. Nydia Annie Loera		X			
8. Benjamin Watkins		X			
9. Tricia Hill		X			
10. Shawna Brashears			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee on 9/4/24 and 1/29/25.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

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-Langdon		3/21/25
SSC Chairperson	Steven Vasquez		3/21/25

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

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

FY 2025/26

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	\$84,318 *
7090	LCFF Supplemental & Concentration	\$260,712
7091	LCFF for English Learners	\$46,200

TOTAL 2025/26 ON-SITE ALLOCATION	\$391,230
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,444
Program Budget	\$81,874
Total Title I Allocation	\$84,318

ESSA Assistance Status: Not Identified for Assistance

Pyle Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		23.2 %	2023-2024	33 %
i-Ready ELAD2 proficiency - percentage of students on/above			22.2 %	2024-2025	35 %
i-Ready Math D2 proficiency - percentage of students on/above			12.8 %	2024-2025	25 %
SBAC ELA - Average distance from standard	✓	-74 pts	-87.6 pts	2023-2024	-72 pts
SBAC ELA - Average distance from standard (African American)	✓		-126.7 pts	2023-2024	-111 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26 %	19.8 %	2023-2024	29 %
SBAC Math - Average distance from standard	✓	-92 pts	-98.3 pts	2023-2024	-83 pts
SBAC Math - Average distance from standard (African American)	✓		-143.8 pts	2023-2024	-128 pts
SBAC Math - percentage of students met/exceeded standard	✓	25 %	18.7 %	2023-2024	28 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Literacy

Based on the metrics in this current goal, most students are not reading on grade level as identified by Smarter Balanced Assessment Consortium (SBAC) and i-Ready. African American students are a specific student group performing significantly below grade level in English Language Arts (ELA).

Mathematics

Based on the metrics in this current goal, most students are not performing on grade level in math as identified by SBAC and i-Ready. African American students are a specific student group performing significantly below grade level in mathematics.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Literacy

1. Students are not mastering foundational reading and writing skills in the primary grades.
2. Students time engaging in standards rigor aligned text, task, and talk is limited.
3. A need to develop pedagogical skills and reading foundation skills knowledge for all staff.

Mathematics

1. Students are not mastering fluency in basic operations and place value understanding.
2. Professional Learning Communities (PLCs) have not used Focused Interim Assessment Blocks (FIABs), performance tasks, and data analysis to the fullest extent.
3. A need to develop pedagogical skills for effective teaching in mathematics.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Literacy

1. Systematic interventions for students not meeting grade level literacy skills
2. Increase in standards rigor aligned text, task, and talk during lessons
3. Professional learning in reading foundational skills and reading pedagogy for all teachers

Mathematics

1. Systematic interventions for students not meeting grade level fluency and place value understanding
2. Implementation of FIABS and performance tasks for data analysis and instructional planning
3. Professional learning in math pedagogy (with a focus on fluency, place value understanding, and standards aligned manipulatives and models) for all teachers

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Development of a Literacy Program

Partially Implemented

The actions were partially implemented. There is a lack of consistency around Response to Intervention. Not all grade levels have structures in place to support standards rigor aligned Tier 1 and Tier 2 learning. PLC work

around FIABs and performance tasks cycles were not complete. Teachers developed their understanding and skills in analyzing common assessments and identifying instructional next steps based on the PLC+ Framework.

Action 2: Development of Mathematics Instruction

Partially Implemented

The actions were partially implemented. There is a lack of consistency around the focus of the fluency block by grade level. Not all grade levels have structures in place to support standards rigor aligned Tier 1 and Tier 2 learning. PLC work around FIABs and performance tasks cycles were not complete or implemented. Grades Transitional Kindergarten (TK) to 2 teachers require additional professional development in research based and evidence based instructional strategies for math. Teachers developed their understanding and skills in analyzing common assessments and identifying instructional next steps based on the PLC+ Framework.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Development of a Literacy Program

Partially Effective

The actions were partially effective. We see increases in i-Ready Diagnostic 2 growth year over year for almost all grade levels. However, in grades 3-6 only two grade levels are on track to potentially meet or exceed on SBAC as per year over year progress on i-Ready Diagnostic 2 data.

Action 2: Development of Mathematics Instruction

Partially Effective

The actions were partially effective. We see increases in i-Ready Diagnostic 2 growth year over year for some grade levels. However, grades K-2 have inconsistent growth and in grades 3-6 only two grade levels are on track to potentially meet or exceed on SBAC as per year over year progress on i-Ready Diagnostic 2 data.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Literacy

Student confidence to access grade level texts

- I-Ready instructional lesson utilized 45 minutes per week or 2 lesson with 70% passing score minimum
- Use of Fresno Unified School District (FUSD) Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grade 2) and quarterly as a post test minimally
- Use of FUSD Scope and sequence with rigor alignment tools
- Response to Intervention progress monitoring every 6 weeks with the Phonics Wonders Survey and/or Fluency and Comprehension Assessment

Motivation to grow at least one grade level

- Student data chats and tracking every 6 weeks
- Incentives for i-Ready growth and meeting grade level

Student ability to produce a cohesive and coherent grade level written composition

- Use of Restate Answer Cite Explain strategy in Grades 1-6 and Restate Answer in Grades TK-K
- Practicing grade level appropriate writing genres

Student ability to produce a cohesive and coherent grade level written composition

- Utilizing structured guided practice
- Utilizing Wonders Talking and Listening check list
- Use of sentence frames

Mathematics

Student confidence to access grade level concepts

- I-Ready instructional lesson utilized 45 minutes per week or 2 lesson with 70% passing score minimum
- Use of FUSD Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grades K-2) quarterly as a post test minimally
- Teacher professional development on the use of manipulatives or models by chapter/lesson
- Use of FUSD Scope and sequence with rigor alignment tools
- Intervention and/or fluency block that utilizes Beyond the Basic Facts, Reflex/Frax Math, Number Talks, Go!Math Tier 2 resources, and i-Ready instructional resources

Motivation to grow at least one grade level

- Student data chats and tracking quarterly
- Incentives for i-Ready growth and meeting grade level
- Incentives for Reflex/Frax goal attainment
- Teacher professional development on the use of manipulatives or models by chapter/lesson

Student ability to explain mathematical reasoning in written responses

- Use of 3 reads math strategy for Word Problems
- Use of manipulatives or models by chapter/lesson
- Utilizing complex math tasks problem solving such as Performance Tasks

Student engagement through collaborative conversations

- Utilizing structured guided practice
- Utilizing Math Lesson Design reaching consensus protocol
- Use of sentence frames

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

SSC:

- Ensure all students receive intervention support as needed
- Improve and increase communication on student progress between school and home
- Communicate learning focuses with families
- Provide appropriate homework that supports student need

ELAC:

- Ensure English Language Learner (ELL) students receive appropriate intervention and support
- Communicate progress with families
- Provide additional learning for families on how to support students at home

Staff:

- Ensure systematic intervention with regular data analysis in the classroom and grade level (teacher and PLC) and school wide (Instructional Leadership Team [ILT]) for decision making
- On going professional development focused on grade level

standards, job embedded coaching, and peer observation to improve practices

Action 1 :

Increased Proficiency in Literacy

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 framework 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 improve Tier 1 and Tier 2 instruction in whole group and small group intervention in support of 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 block of time for literacy intervention will be established and a master schedule 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. Literacy tutors will push in to support small group Tier 1 and Tier 2 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 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 or evidence based practices in service of the California Common Core State Standards and California English Language Development Standards.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Teachers will provide multiple research-based strategies integrated within reading instruction aligned to the California Common Core standard and Instructional Practice Guide using the District adopted curriculum.
- Teachers will use the FUSD Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grades K-2) quarterly as a post test minimally.
- Teachers will ensure all English Learners receive daily integrated English Language Development that aligns with students' English Language proficiency level.
- Teachers will carry out data chats and goal setting with all students minimally every 6 weeks
- Teachers will use the common strategy Restate Answer Cite Explain strategy in Grades 1-6 and Restate Answer in Grades TK-K to support grade level composition
- Teachers will utilize the Wonders Talking and Listening Check List to improve student engagement through collaborative conversations
- Teachers and administrators will use the Professional Learning Communities+ (PLC+) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.
- Administrators will purchase 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.)
- Administrators will purchase technology, order repairs (direct maintenance), and replace technology to support the academic program.
- Teachers and administrators will provide an academic award and incentive program to recognize students for their growth and achievement.
- Teachers, administrators, and the Instructional Leadership Team will analyze 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.
- Administrators will ensure substitute release time for certificated staff will be used for quarterly instructional planning and professional development, 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.

Tier 2

- Teachers will include a daily, regular block of time in their daily instructional schedule to provide reading/literacy intervention (RTI) to students and ensure all English Learners receive daily designated ELD that aligns with students' English Language proficiency level.
- Teaching Fellows will support teachers in grades 2-6 as assigned for small group Tier 1 and Tier 2 instruction

- Teachers in Grades K-6 trained to utilize the Orton Gillingham phonics intervention program will implement in classrooms for identified students
- Teachers in Grades K-1 will utilize the Literacy Footprints leveled reading system in small group
- Teachers will utilize the Wonders and i-Ready Tier 2 resources for planning Tier 2 instruction
- Teachers will integrate technology to provide individualized instruction for students utilizing Wonders online components, i-Ready lessons, and other site or 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.
- Teachers will be provided additional compensation for afterschool intervention and tutoring to identified students as per Response to Intervention progress monitoring data and/or i-Ready
- 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 organizations such as but not limited to A4 Reading Intervention Program, Every Neighborhood Partnership, and AmeriCorps Reading Corps to provide additional literacy support.
- Administrators will purchase of special education supplemental curriculum.
- Teachers and administrators will ensure incentives for students showing growth or meeting/exceeding grade level on i-Ready
- The Instructional Leadership Team will monitor 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.
- Resource Specialty Program (RSP) teacher and paraprofessionals will provide academic support with push in and pull out supports for identified students in all grades during RTI and outside of RTI.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 by the Instructional Leadership Team.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) by the Instructional Leadership Team
- 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 English Language Proficiency Assessment of California 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
- Supplemental contracts for teachers to carry out afterschool tutoring
- Purchase of materials and supplies that support English Language Development instruction
- Use of Orton Gillingham Phonics Intervention Framework and Heggerty Phonemic Awareness Framework to support reading foundational skills
- Purchase of student technology to support access to online curriculum and applications that develop English language skills

Student Groups

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

African American (AA):

- Teaching fellows to support for reading intervention
- Parent Involvement, participation, and engagement
- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

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

African American (AA):

- Identification of student levels based on i-Ready Diagnostic, Phonics Survey, and Fluency and Comprehension to align to appropriate intervention group
- Progress monitoring student achievement every 6 weeks to identify next steps for instruction (fluid intervention group, refer to TST, refer to SST, etc.)
- Providing parents with a menu of activities and/or providing materials and supplies to support student literacy development in the home

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers and administrators will monitor...

- Observation and feedback measured by Literacy Six (Akhavan) look fors and alignment between standard-task-objective
- By November 2025, 70% of classrooms will demonstrate Tier 1 instruction alignment between the adopted curriculum and the rigor of the standard
- By November 2025, 70% of classrooms will demonstrate an intervention block (RTI) that utilizes Wonders Tier 2 resources, i-Ready Tier 2 lessons, Literacy Footprints Leveled Reading System, and i-Ready MyPath Lessons

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Teachers, grade level PLCs, ILT, and administrators will monitor...

- Use of FUSD Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grades K-2) quarterly as a post test minimally with increasing percentage of students on grade level
- Response to Intervention progress monitoring every 6 weeks with the Phonics Wonders Survey and/or Fluency and Comprehension Assessment showing growth for every child and increasing the percentage of students on grade level
- The percentage of Kindergarten to Sixth Graders who are proficient in Literacy based on i-Ready results will increase from 22% on Diagnostic 2 in December of 2024 to 35% on Diagnostic 2 by December 2025.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, and administrators will monitor...

- Increase in percentage met or exceed on SBAC.
- Increase in Distance from Standard (DFS) on SBAC.
- Increase of students on grade level measured by May 2025 Phonics Survey and/or Fluency and Comprehension Assessment

Action 2 :

Increased Proficiency in Mathematics

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 adopted curriculum Go! Math to plan and refine Tier 1 and Tier 2 instruction. Grades TK-6 will participate in quarterly planning days that will include professional learning in the Math Lesson Design (MLD) framework and PLC planning with the site Academic/Instructional Coach and Principal. 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 developed to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards with a focus on fluency of basic and place value understanding. Tier 1 and 2 instruction will be provided by classroom teachers.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- All Teachers will implement the district adopted curriculum Go! Math and provide multiple research-based or evidence based strategies integrated within math instruction aligned to the CA Common Core standard and IPG.
- Grades 3-6 will utilize the Math Lesson Design (MLD) framework and Swun math resources to develop math lessons based on the adopted curriculum Go! Math
- Teachers will use the FUSD Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grades K-2) quarterly as a post test minimally
- Teachers will carry out data chats and goal setting with all students quarterly
- 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.)
- Classroom 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.
- 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.
- Teachers will include a daily block of time in their daily instructional schedule to provide intervention to students with a focus on fluency and place value utilizing Beyond the Basic Facts, ReflexFrax Math, number talks, and i-Ready lessons
- Teachers will utilize the Go! Math and i-Ready Tier 2 resources for planning Tier 2 instruction
- Teachers in Grades 3-6 teachers will utilize Swun math resources as a supplemental planning source
- Teachers will integrate technology to provide individualized instruction for students utilizing Go! Math online components, i-Ready lessons, other district provided online programs, and/or supplemental online programs
- Teachers 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.
- Teachers provided substitute time release for SST and 504 monthly meetings.

- Administrators will purchase of SPED supplemental curriculum.
- Instructional Leadership Team will monitor 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/or pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, teaching fellows, and Instructional Coach.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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
- providing supplemental contracts for teachers to carry out afterschool tutoring
- purchase of materials and supplies that support English Language Development instruction in mathematics
- purchase of online applications Reflex and Refrax to support student math facts automaticity development
- 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

Student Groups

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

African American (AA):

- Parent Involvement, participation, and engagement
- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

- Explore Learning (Reflex/Frax)

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

African American (AA):

- Identification of student levels based on i-Ready Diagnostic, FIABs, and the Wonders Pre-requisite skills assessment to align to appropriate intervention group
- Progress monitoring student achievement every 6 weeks to identify next steps for instruction (fluid intervention group, refer to TST, refer to SST, etc.)
- Providing parents with a menu of activities and/or providing materials and supplies to support student fluency and place value understanding in the home

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers and administrators will monitor...

- FUSD Math look fors and alignment between standard-task-objective
- By November 2025, 70% of classrooms will demonstrate Tier 1 instruction alignment between the adopted curriculum and the rigor of the standard
- By November 2025, 70% of classrooms will demonstrate a fluency block that utilizes Go!Math Tier 2 resources and i-Ready online instruction, i-Ready Tier 2 lessons

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Teachers, grade level PLCs, ILT, and administrators will monitor...

- Use of FUSD Scope and Sequence recommended FIABs (Grades 3-6) or Performance Tasks (Grades K-2) quarterly as a post test minimally with increasing percentage of students on grade level
- Fluency block progress monitoring every 6 weeks with the Go!Math fluency assessments and/or Beyond the Basic Facts fluency assessment showing growth for every child and increasing the percentage of students on grade level
- The percentage of Kindergarten to Sixth Graders who are proficient in Math based on i-Ready results will increase from 13% on Diagnostic 2 in December of 2024 to 25% on Diagnostic 2 by December 2025.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, and administrators will monitor...

- Increase in percentage met or exceed on SBAC.
- Increase in DFS on SBAC.
- Increase of students on grade level measured by i-Ready Diagnostic 3

2025-2026 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	Teacher-Supp			ILT Supp Contract for site Instructional Coach/Teacher (20 Hrs.) *No IEPs or 504s*	1,201.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (6 tutors/ 3 hours x 4 days from 8/18/25-5/29/26)	79,091.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher coverage for Quarterly grade level planning (33 teachers x 4 days)	29,042.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for SSTs (2 subs x 10 days)	4,600.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for ILT (2 days x 10 days)	4,600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutoring (3 contracts/ 20 hours each)	3,600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutoring (13 contracts/ 20 hrs. each)	15,599.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom materials and supplies for academic instruction.	29,129.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student classroom technology	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 contracts; 60 hours)	6,788.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplies to support classroom instruction (Paper, crayons, pencils, notebooks, folder, glue, paint, etc.) **No Food or Incentives**	1,582.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for IEP coverage (2 subs x 10 days)	4,600.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Explore Learning (Reflex/Frax Program)	4,300.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			RICOH lease	11,500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct maintenance	500.00

\$202,632.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	81.3 %	2024-2025	95 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the 2024 Fall Climate & Culture student survey increased by 5% from Spring 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Student understanding of survey items
- Explicit labeling of experiences as "real world"
- Family and cultural practices that limit participation in activities, events, and experiences

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Survey protocol to explain survey items at a developmentally appropriate level
- Communicating experiences as "real-world learning experiences" when appropriate
- Collaborating with families to understand needs and increase participation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive and Diverse Clubs, Activities, and Events

Partially Implemented

The actions were partially implemented. There is a low participation rate of student in real-world learning experiences for students in Special Education. Grades 3-6 have a higher participation rate. Some grade levels did not schedule an additional activity, event, or experiences.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive and Diverse Clubs, Activities, and Events

Effective

The actions were effective. The percent favorable in student-centered/real-world experiences domain of the 2024 Fall Climate & Culture student survey increased by 5% from Spring 2024. Preliminary responses for the 2025 Spring Fall Climate & Culture student survey increased by 11% from Fall 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Student interest elicited and utilized

- Interest survey for students developed by Instructional Leadership Team and Climate and Culture Team; administered in Spring

Staff advisor interest and commitments

- Staff interest survey for advisors completed by September 19, 2025

Data collection and Progress Monitoring

- Instructional Leadership Team (ILT) and Climate and Culture Team (CCT) creates student reflection tool
- Advisor or Teacher administers to participating students
- Student reflections completed within 2 school days of end of activity
- Advisors assigned in ATLAS Engagement tool by Week 2 of activity
- Lead teacher collects student reflections
- ILT and CCT progress monitoring in December 2025

Communication to students and families

- Activities/Engagement Calendar provided to students and their families organize by grade and quarter
- Strategic communication plan for study trips developed by ILT and implemented by all teachers

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

SSC:

- Ensure opportunities for all students
- Ensure inclusivity for students in Special Education

ELAC:

- Ensure that English Learner students have linguistic access to events and activities

Staff:

- Increase systemic scheduling and adherence from all classrooms
- Improve communication with families and students
- Ensure activities, clubs, and events are student interest driven

Action 1 :

Aligning Student Centered Real-World Learning Experiences

Action Details:

Pyle Elementary will increase engagement and participation of all students in student-centered clubs, activities, athletics, visual and performing arts, college and career experiences, and community opportunities by promoting student-centered and real-world learning experiences. 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Staff will encourage students 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, Science Technology Engineering Arts and Mathematics (STEAM), cultural and linguistic events, etc.
- Teachers will inform parents of Study Trips and recruit parent volunteers as chaperones utilizing the Pyle Study Trip Protocol.
- Administrators will ensure funding for transportation and event, activity, or study trip fees
- Administrators will ensure 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.
- Pyle Elementary will supply students and families 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.
- Staff will invite all students to participate in School-Wide events calendared by the Climate and Culture Team and Instructional Leadership Team. 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, STEAM Week, Constitution day, and Cultural Events.
- Teachers will include each student in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs and individual teachers.
- CCT, ILT, Home School Liaison (HSL), office staff, teachers, 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.

Tier 2

- CCT, ILT, and grade level PLCs will plan recognition programs to celebrate student participation and outstanding performance. Such programs include but are not limited to sports recognition awards and music recognition

awards.

- Extended Learning Opportunity Program Coordinator will plan a recognition ceremony for student athletes for Semester 1 and Semester 2
- TST will recommend priority enrollment or participation of students based on identified needs

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

Students with Disabilities (SWD):

- Supplies for communication with families
- Supplies for incentives

Foster Youth (FY):

- Supplies for communication with families
- Supplies for incentives

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

Students with Disabilities (SWD):

- Supplies for communication with families
- Supplies for incentives

Foster Youth (FY):

- Supplies for communication with families
- Supplies for incentives

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

Students with Disabilities (SWD):

- Ensure activities, events, and experiences are inclusive for the developmental, cognitive, and physical needs of each student

Foster Youth (FY):

- Priority participation or enrollment in activities, events, and experiences

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, CCT, and administrators will monitor...

- Student study trips scheduled by Week 2 of instruction
- Provide students and families with a menu of extra-curricular activities, Career Technical Education experiences, music and art options, and athletics teams by semester
- Lead teachers and advisors will track student participation in the ATLAS Engagement Tool

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

ILT, CCT, and administrators will monitor...

- ATLAS engagement tool data analyzed quarterly
- Student reflection post experience will be analyzed by PLCs and data presented to ILT and CCT for analysis and planning next steps quarterly

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, CCT, and administrators will monitor...

- By June 2026, 90% of TK- 6th Grade students will participate in at least one real-world learning experience such as a study trip, career technical education experience, or hands on project based learning as measured by ATLAS engagement tool and student reflections.
- Increase in favorable responses as measured in the Spring 2026 Fall Climate & Culture student survey student-centered/real-world experiences domain

2025-2026 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	Direct-Food			Food for study trips.	100.00

\$100.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		43.1 %	2023-2024	33 %
Chronic Absenteeism - (White)	✓		41.4 %	2023-2024	30 %
Suspension Rate	✓	1.47 %	6.4 %	2023-2024	5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal...

- Chronic Absenteeism has decreased by 4.3% from 2022-2023. Identified student groups are White students.
- Suspensions have decreased by 1.6% from 2022-2023. Identified student groups are White students, African American students, and Students with Disabilities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Absenteeism

1. High transiency of families
2. Lack of transportation to and from school
3. Student-Parent conflicts or misalignment in importance of regular attendance

Suspension

1. High percentage of students exposed to trauma
2. Need for increased social emotional supports

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Absenteeism

1. Connecting families with School, District, or community based resources
2. Development of carpools or meet up spots for walking groups
3. Parent education and support in student regular attendance

Suspension

1. Parent education and support in addressing significant behaviors in the home and healthy family practices
2. Connecting families with School, District, or community based resources

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Student Attendance

Fully Implemented

The actions were fully implemented and met the desired student outcomes.

Action 2: Reducing Suspension Rate

Fully Implemented

The actions were fully implemented and met the desired student outcomes.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Student Attendance

Partially Effective

The actions were partially effective. Chronic absenteeism decreased overall from 47.4% to 43.1%. One student group increased in Chronic absenteeism.

Action 2: Reducing Suspension Rate

Partially Effective

The actions were partially effective. Suspension decreased overall from 8% to 6.4%. Six student groups decreased in Suspension Rate.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Absenteeism

Caring and supportive relationships

- Attendance needs survey administered when a student drops below 85% year to date Average Daily Attendance
- Teacher phone call home after CCT and ILT established days absent threshold
- Student peer check-ins
- Quarterly rally to promote school community building led by Student Leadership Council

Student incentives

- Monthly goal setting by grade level and class and communicated to ILT, CCT, and families
- Students earn Positive Behavioral Interventions and Support (PBIS) points for each day of attendance
- Tiered incentive system for monthly goal
- School wide Average Attendance posted weekly

Collaborative safety systems

- Buddy system for walking together, identifying meet up spots, or family carpools
- Communicate with families available community resources

Suspension

Caring and supportive relationships

- Second Step and Classroom Meetings implemented in every class every week
- Mentor utilized to provide in class support and/or pull out social skills groups in 8 week cycles for students identified in TSTs or SSTs

Student incentives

- Grade levels set and communicate with students and their families the PBIS points goal for Fun Fridays and quarterly PBIS activity
- Each student earns PBIS points daily or weekly for positive behavior
- Student shout outs on morning announcements for peer to peer recognition
- Lunch time Prepared Responsible On Task United Determined (PROUD) behavior system for Noon Time Assistants to recognize students

Collaborative safety systems

- Establishment of a play structure rotation by grade to limit number of students

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

SSC:

ELAC:

Staff:

- Ensuring clear expectations for positive behavior and attendance
- Communicating with families behavior and attendance concerns in a timely manner

- Communication of behavior and attendance expectations in home language
- Timely communication from school staff on behavioral and attendance concerns

- Reduction in number of suspensions through school wide alignment in classroom management and intervention strategies
- Increase in student led and student centered experiences promoting attendance and positive behavior

Action 1 :

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 Award will be established to recognize students with less than two excused absences and no more than 3 tardies. A Perfect Attendance Award will be provided to students who have zero absences and less than 3 tardies per quarter. Parents will receive attendance calls to express concern and identify barriers to attendance by teachers, office staff, and administrators. Classrooms will reward students with attendance with PBIS points for each day of attendance. 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 aligned with the FUSD attendance tiered system to decrease absenteeism, increase good attendance rates, and create clarity of expectations.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Teachers will implement Classroom Meetings and/or Second Step will be implemented by all classroom teachers daily to promote relationships and connectivity to school to increase attendance.
- CCT and ILT will establish and sustain student centered organizations and groups that meet during the instructional day such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- SPED Teachers will ensure push-in inclusive practice from SDC classrooms into General education classrooms will be maintained.
- Staff will implement and reinforce Guidelines for Success (PROUD) aligned to the school-wide incentive system.
- Administrators will ensure materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Teachers will reward students with Positive Behavior Intervention System points for each day of attendance
- Office Assistant and Home School Liaison will communicate the school wide weekly Average Daily Attendance via Parent Square and a banner
- Grade Level PLCs and teachers will establish an attendance goal communicated to all Pyle members
- Administrators will communicate criteria for success all students and families for attendance award and incentives (e.g. Attendance Hero, Perfect Attendance Award, Fun Friday, etc.)
- CCT will establish and promote an attendance focus week in Semester 1 and Semester 2 for promoting regular attendance
- CCT, ILT, PLCs and teachers will engage in on-going analysis of identified student groups such as those identified on the California Dashboard (Homeless and White) will be monitored to ensure equity and access.
- CCT Administrator Co-Chair will ensure 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 improved attendance across quarters
- Perfect Attendance Award, assemblies, and incentive opportunities for improved attendance provided.
- Office Assistant (OA) to conduct daily attendance calls.
- Home School Liaison (HSL) to conduct and document phone chat with parents and conduct home visits of students with chronic absenteeism or more severe.
- Tier 2 Intervention Specialist and administrative team will support students with attendance concerns.

- TST (Targeted Support Team) will identify students that are not making adequate progress and make recommendations for support.
- Administrators 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
- HSL to conduct weekly parent phone calls and home visits of severely chronic absent students with ATLAS documentation
- OA and/or administrator will hold parent meetings of severely chronic absent students with ATLAS documentation
- Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II through Student Attendance Review Team Protocols.
- Administrator will conduct and document parent conference of students with severely chronic absenteeism and SART meetings.
- Student Attendance Review Board (SARB) referral.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Quarterly monitoring of EL students attendance rates
- Translation into primary language of attendance 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.

Student Groups

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

White (WH):

- Supplies for communication with families
- Supplies for incentives

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

White (WH):

- Supplies for communication with families
- Supplies for incentives such a movie presentations, tangibles, access to PBIS rewards

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

White (WH):

- Welcome back letter in August of 2025 for students with chronic or severely chronic attendance
- Administrators and HSL to conduct home visits in Quarter 1 and Quarter 3 for students with chronic or severely chronic attendance

- Nudge letters sent quarterly for identified students with reduced or chronic or severely chronic attendance

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, CCT, ILT, and Administrators will monitor...

- decrease in chronic absenteeism by month year over year

Office Assistant and HSL will monitor...

- increase in Average Daily Attendance by week year over year
- decrease in chronic absenteeism by month year over year

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, CCT, and administrators will monitor..

- decrease in chronic absenteeism by quarter year over year

TST and SST will monitor...

- identified individual student Average Daily Attendance quarterly year over year and/or from start date of intervention to progress monitoring date

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, CCT, and administrators will monitor...

- The percent of good attendance or better will increase from 37.3% in February 2025 to 45% by February 2026 as measured by Power BI and the California Dashboard.
- Decrease in chronic absenteeism as measured by the California Dashboard

Action 2 :

Reducing Suspension Rate

Action Details:

Pyle Elementary will decrease the overall suspension rate to 5% as well as decrease the number of suspensions for White students, Students with Disabilities, and African American students 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Teachers will implement daily Classroom Meetings and/or Second Step 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.
- Teachers will implement the first 10 days of school learning in Semester 1 and Semester 2
- Grade levels will establish and communicate with students and their families the PBIS points goal for Fun Fridays and quarterly PBIS activity
- Staff will ensure each student earns PBIS points daily or weekly for positive behavior
- Staff will 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.
- Climate Culture Team (CCT) with input from the staff will establish the criteria to access Quarterly PBIS parties and Fun Fridays
- CCT and administrators will ensure students and families will be informed of event dates and the criteria to access the events
- Teachers will utilize the 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.
- CCT and ILT will establish and sustain student centered organizations and groups that meet during the instructional day such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- Teachers will integrate CHAMPS/ MAC expectations practices in lesson plans, classroom routines, and classroom procedures to ensure clarity of expectations and safety.
- Staff will implement Guidelines for Success (PROUD) school-wide with an aligned school-wide incentive system (PROUD Python Award).
- Teachers will teach SEL (Social Emotional Learning) skills through Second Step Curriculum to promote self-awareness, self-management, and social awareness, leading to a decrease in suspension.
- Teachers will implement OBPP (Olweus Bullying Prevention Program) with weekly class meetings to prevent bullying and build relationships between students
- Administrators will hold Behavior Assemblies twice per year at the onset of Semester 1 and Semester 2 to inform students of discipline procedures, positive behavior incentives, and expectations.
- Administrators will ensure materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- CCT, ILT, teachers, and administrators will engage in on-going analysis of identified subgroups such as but not limited to White students, African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth to ensure equity and access.
- CCT Administrator co-chair to ensure 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.
- CCT and administrators will collaboratively develop professional development to build staff Social Emotional Learning (SEL) strategies and classroom management strategies.
- Administrators will purchase of movie license to support positive behavior and celebrations.

Tier 2

- Teachers will hold Parent-teacher-student conferences and parent-teacher phone chats to communicate positive behavior and concerning behavior.
- Hand in Hand Mentor 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 through 8 week cycles of intervention as identified by the TST or SST
- School Social Worker (SSW) and Tier 2 Intervention Specialist will support with social-emotional support in small group pull-out services.
- Targeted Support Team (TST) will identify students that are not making adequate progress in Tier I and make recommendations to support students.
- Administrators 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

- 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.
- SSW, AI4 Youth Counseling, outside counseling referrals, and itinerant social emotional staff will provide individualized supports
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

Students with Disabilities (SWD):

- Supplies for communication with families
- Supplies for incentives

White (WH):

- Supplies for communication with families
- Supplies for incentives

African American (AA):

- Supplies for communication with families
- Supplies for incentives

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

Students with Disabilities (SWD):

- Supplies for incentives and PBIS rewards
- Mentoring services
- Social Emotional support from SSW

White (WH):

- Supplies for incentives and PBIS rewards
- Mentoring services
- Social Emotional support from SSW

African American (AA):

- Supplies for incentives and PBIS rewards
- Mentoring services
- Social Emotional support from SSW

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

Students with Disabilities (SWD):

- Ensure social emotional supports provided
- Ensure IEP goals or behavior intervention plans are updated and implemented with fidelity

White (WH):

- Ensure social emotional supports provided
- Goal setting with individual student and their family through Tier 2 or Tier 3 service providers (Administrator, counselor, Tier 2 Interventionist, Teacher)

African American (AA):

- Ensure social emotional supports provided
- Goal setting with individual student and their family through Tier 2 or Tier 3 service providers (Administrator, counselor, Tier 2 Interventionist, Teacher)

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, CCT, ILT, and Administrators will monitor...

- decrease in misbehaviors and suspensions by month year over year

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Teachers, ILT, CCT, and administrators will monitor..

- decrease in misbehaviors and suspension by quarter year over year
- TST, SST, Tier II Interventionist will monitor...
- identified individual student suspension quarterly year over year and/or from start date of intervention to progress monitoring date

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

CCT, ILT, teachers, and administrators will monitor...

- The number of suspension will decrease from 31 in February 2025 to 25 by June 2026.
- Decrease in the overall suspension rate as measured by the California Dashboard
- White, African Americans, and Students with Disabilities will increase at least by one performance level (orange to yellow) as measured by the California Dashboard

2025-2026 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	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for PBIS coverage (2 subs x 4 days)	1,840.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Movie License	700.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified supplemental support	10,800.00
G3A2	Sup & Conc	Instruction	Mat & Supp			PBIS (Positive Behavior Intervention & Support): activities, materials, and supplies.	6,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : (1 mentor x 5 days per week)	28,200.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.7070		95,102.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.2930		39,412.00

\$182,054.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85 %	80.9 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the current goal, not all staff members provided a favorable response as measured by the 2024 Fall Climate & Culture staff survey organizational culture domain. 26 out of 35 teachers responded and 16 out of 90+ non classroom teachers responded.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Low response rate to total staff
2. Clarity on survey items (i.e. I feel valued)
3. Low participation in non-duty hours, community building events and activities

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increase in survey participation
2. Definition of survey items provided to each staff member (e.g. meaning of I feel valued, meaning of a positive response vs a neutral response)
3. Increase participation in non-duty hours, community building events and activities

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Sustaining the PLC+ Framework

Partially Implemented

The actions were partially implemented due to a decrease in Regional ILT training hours and lack of clarity from ILT on structures and protocols to implement in PLCs from PLC+ framework.

Action 2: Positive Staff Relationships

Partially Implemented

The actions were partially implemented due to inconsistent planning and execution of events and activities with and between CCT, ILT, and administrators.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Sustaining the PLC+ Framework

Effective

The actions were effective as there was an increase of 2% in favorable responses from the Spring 2024 (74%) to the Fall 2024 (76%) Climate and Culture survey. Preliminary staff favorable responses for Spring 2025 are at 87% from 49 respondents (an increase of 10 respondents).

Action 2: Positive Staff Relationships

Effective

The actions were effective as there was an increase of 2% in favorable responses from the Spring 2024 (74%) to the Fall 2024 (76%) Climate and Culture survey. Preliminary staff favorable responses for Spring 2025 are at 87% from 49 respondents (an increase of 10 respondents).

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

PLC+ Framework

- Increase professional learning on Teacher Clarity

Authentic and intentional appreciation

- Calendared appreciation days or weeks
- Praise provided to each staff member by preferred style
- Staff survey identifying preferred style of praise

Staff engagement

- Calendared social activities
- Timely invitations via paper flyer, email, and word of mouth from ILT and CCT members
- Calendared school events provided to all staff; Grade level teams will identify at least 1 staff member (by a rotating schedule) to be present for each event

Consensus on Staff Climate and Culture Survey questions

- CCT and ILT develop a definition tool for Organizational Environment Domain questions

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

SSC:

- Encourage teachers to participate more in events
- Help teachers develop skills to help students with reading needs

ELAC:

- Ensure staff that speak languages of families of Pyle Elementary

Staff:

- Increase praise and systematically ensure praise from administrators to staff
- Ensure staff participation in school events and activities in light of a potential reduction of designated hours
- Promote staff community building activities and events

Action 1 :

Sustaining the PLC+ Framework: Teacher Clarity

Action Details:

Pyle Elementary will focus on sustaining the Professional Learning Communities+ (PLC+) framework as defined in PLC+: Better Decisions and Greater Impact by Design (Nagel, Flories, Fisher, Frey, & Almarode, 2019). PLCs will meet regularly 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 via PLC+ protocols and documentation/notes). 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 and grounded in the theory of The Teacher Clarity Playbook, Grades K-12: A Hands On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction (Fisher, Frey, Amador, Assof, 2018).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Instructional Leadership Team (ILT) and Administrators will utilize PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019) and The Teacher Clarity Playbook, Grades K-12: A Hands On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction (Fisher, Frey, Amador, Assof, 2018) 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
- Staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- ILT will monitor funding allocated to support travel and conference fees in service of developing PLC best practices
- Administrators will ensure 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.

- Administrators will ensure substitute teacher release for ILT planning days.
- PLCs will establish grade level SMART Goals and provide quarterly updates to CCT, ILT, and administrators
- Administrators will ensure supplemental contracts for coaching and professional learning of new teachers and identified teachers.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 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

Student Groups

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

African American (AA):

- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

Students with Disabilities (SWD):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

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

African American (AA):

- Site based Professional Learning (PL) will include strategies to meet meet the needs of African American students, how to disaggregate student data for assessments, and how to identify African American students needing further support based on assessment criteria for success

Students with Disabilities (SWD):

- Site based Professional Learning (PL) will include strategies to meet meet the needs of Students with Disabilities, how to disaggregate student data for assessments, and how to identify Students with Disabilities needing further support based on assessment criteria for success

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, PLCs, and administrators will monitor...

- Semesterly PLC self-assessment grounded in the Six Characteristics of an Effective PLC+
- 70% of classrooms will incorporate elements of The Teacher Clarity Playbook, Grades K-12: A Hands On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction (Fisher, Frey, Amador, Assof, 2018)

Administrators will...

- Quarterly feed back to PLCs grounded in the Six Characteristics of an Effective PLC+

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Teachers, PLCs, and administrators will monitor...

- Quarterly PLC goal progress and aligned evidence

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Teachers, PLCs, ILT, and administrators will monitor...

- Increased ratings and alignment between self-reported and administrator identified Characteristics of Effective PLC+
- Increase in Climate & Culture staff survey percent favorable responses in organizational culture domain
- Increase in student literacy and math growth and proficiency outcomes as measured by i-Ready, Phonics Survey, Fluency and Comprehension Assessment, FIABs, PTs, and SBAC

Action 2 :

Positive Staff Relationships

Action Details:

Pyle Elementary is committed to building positive relationships between all staff through authentic and intentional appreciation and engagement. 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Principal or designee will ensure communication among all staff through the weekly Pyle 4-1-1 developed in collaboration with the CCT and ILT; administration will ensure publication
- Administrators and Academic Coach will ensure staff provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and/or via email
- CCT and ILT will calendar and communicate with all staff appreciation days or weeks
- ILT will ensure praise provided to each staff member is through the staff member's preferred style based on staff survey identifying preferred style of praise
- 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)
- Administrators will ensure 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.)
- Administrators will ensure materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Administrators will ensure if funds allow for food items for staff professional learning.
- ILT will establish one supplemental contract and the job description for a classified staff member for additional support to students, teachers, and other duties as assigned

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

- Parent Involvement materials and supplies to support teacher communication and engagement with families

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

- Staff social gatherings materials and supplies to increase staff relationship building

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

- Develop staff positive relationships through professional learning and social gatherings to increase cross collaboration on student needs and support

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, PLCs, CCT, ILT, and administrators will monitor...

- Staff participation rates in calendared activities and events
- Suggestions or recommendations for improvement of activities, events, and communication

Administrators will monitor...

- praise provided directly to each staff member at a minimum once per quarter

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

CCT, ILT, and administrators will monitor...

- Quarterly participation data in calendared events and activities
- Survey data from Professional Learning
- Increased percent favorable responses in the Staff Climate and Culture Survey's Organizational Environment Domain for Fall 2025

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

ILT, CCT, and administrators will monitor...

- The percent of favorable responses in the Staff Climate and Culture Survey's Organizational Environment Domain will increase from 81% Fall of 2024 to 90% in Spring of 2026.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	85.1 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, not all families provided a favorable response to the 2024 Fall Climate and Culture family survey family engagement domain. Only 112 responses were elicited. There was low participation in the survey from African American families in proportion to our enrollment percentage.
 Students with Disabilities, White students, and African American students are specific student groups requiring increased support.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of access to technology to complete survey
2. Lack of clarity of survey items
3. Lack of timely and clear communication of activities and events

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increase opportunities for parents to utilize school based technology
2. Provide clarity through definition of terms or survey items
3. Provide an established calendar of events at onset of school year

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increasing Family Engagement

Partially Implemented

The actions were partially implemented. There was a lack of coherence and adherence in implementation of actions within grade levels and across grade levels.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increasing Family Engagement

Effective

The actions were effective. The percent favorable in family engagement domain of the 2024 Fall Climate & Culture student survey increased by 5% from Spring 2024. Preliminary responses for the 2025 Spring Fall Climate & Culture family survey increased by 7% from Fall 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Mandatory school events will include participation from minimally 70% of eligible families

- Sign in sheet tracking at Back to School Night, Parent-Teacher conferences, Open House, Grade Level parent meetings for grade level study trips or activities, etc.

Family driven engagement promoted

- Supporting the Parent Teacher Association goals and activities
- Encourage parents to attend events for their child (e.g. music concerts, sports competitions, presentations, etc.)

Incentives

- Provide PBIS points to students whose families attended
- Utilize prizes, raffles, and other rewards

Strategic communication

- Develop a calendar by semester that is focused on family events to share with families and students
- CCT and ILT to develop a strategic communication plan that includes agents such as teachers, Home School Liaison, administrators, etc. with clear protocols for use of Parent Square
- Actively use school wide social media to promote events/activities and highlight learning

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

SSC:

- Support PTA
- Provide clear communication with families in a timely manner on the events available and opportunities for families
- Provide more parent-teacher-student conferences or regular communication beyond report cards and progress reports

ELAC:

- Ensure language translation and interpretation for communication and events
- Provide more cultural based activities

Staff:

- Ensure staff representation at all events through a sign up sheet
- Support Parent Teacher Association (PTA)
- Provide clear communication with families through paper and Parent Square

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Administrators will send home a weekly Pyle Family Connect that includes important school events, information, and the principal's message
- Teachers, parents, and administrators will sustain the Parent Teacher Association (PTA) to provide parents a forum to support and collaborate with the school site
- Administrators will establish affinity groups to develop voice and forum to share recommendations and concerns
- Teachers will encourage and recruit parents 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.)
- Staff will communicate with families to ensure ongoing communication through various outlets including but not limited to phone call, paper flyers, email, Parent Square, and social media.
- ILT and CCT will calendar and communicate with families 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.
- Administrators will ensure supplemental classified contracts childcare, translation, and meeting/activity supports to ensure equity and access for parents will be provided
- Administrators will ensure 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 interpretation services will be provided for meetings and activities.
- HSL will make home visits to support parent outreach; mileage reimbursement will be used for the HSL home visits
- Teachers and administrators will record family participation within Atlas Engagement tool, participation logs, sign ins, and attendance forms
- Administrators will provide materials and supplies such as but not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, food, drink, etc.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education

White (WH):

- Materials and supplies to enhance instruction and parent education

African American (AA):

- Materials and supplies to enhance instruction and parent education

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education

White (WH):

- Materials and supplies to enhance instruction and parent education

African American (AA):

- Materials and supplies to enhance instruction and parent education

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

Students with Disabilities (SWD):

- Scheduled Individualized Educational Plan (IEP) meetings with opportunities for meetings during the school day and after the school day per staff duty hours

White (WH):

- Strategic communication of events and activities with individual families that includes but not limited to personalized invitations and messages

African American (AA):

- Partnership between Pyle Elementary and Academic Acceleration of African American (A4) Students for supplemental academic, social emotional, and parent support resources
- Strategic communication of events and activities with individual families that includes but not limited to personalized invitations and messages

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers, PLCs, and administrators will monitor...

- Sign ins will include minimally 70% participation of eligible families
- Analysis of family participation data after events and activities
- Strategic communication with families of White, African American, and Student with Disabilities for each event or activity
- Communication of school wide and grade level events with each family every semester

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

PLCs, ILT, CCT, and administrators will monitor...

- Quarterly analysis of ATLAS engagement tool data
- Increase in favorable responses in the 2025 Fall Family Climate and Culture Family Engagement Domain

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

CCT, ILT, and administrators will monitor...

- The percentage of favorable responses in the Family Climate and Culture Family Engagement Domain will increase from 85% in Fall of 2024 to 95% in Spring of 2026.

2025-2026 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
G4A1	Sup & Conc	Instruction	Mat & Supp			PLC/Staff engagement	1,500.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Title one Parent Involvement/ Participation/Engagement *No Food or Incentives*	2,444.00

\$3,944.00

2025-2026 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	Sup & Conc	Instruction	Mat & Supp			Family learning and engagement events, materials, and supplies.	2,400.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL mileage	100.00

\$2,500.00

2025-2026 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	Teacher-Supp			ILT Supp Contract for site Instructional Coach/Teacher (20 Hrs.) *No IEPs or 504s*	1,201.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF (6 tutors/ 3 hours x 4 days from 8/18/25-5/29/26)	79,091.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher coverage for Quarterly grade level planning (33 teachers x 4 days)	29,042.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for SSTs (2 subs x 10 days)	4,600.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for ILT (2 days x 10 days)	4,600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutoring (3 contracts/ 20 hours each)	3,600.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutoring (13 contracts/ 20 hrs. each)	15,599.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom materials and supplies for academic instruction.	29,129.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student classroom technology	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 contracts; 60 hours)	6,788.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplies to support classroom instruction (Paper, crayons, pencils, notebooks, folder, glue, paint, etc.) **No Food or Incentives**	1,582.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for IEP coverage (2 subs x 10 days)	4,600.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Explore Learning (Reflex/Frax Program)	4,300.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			RICOH lease	11,500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct maintenance	500.00
G2A1	Sup & Conc	Instruction	Direct-Food			Food for study trips.	100.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for PBIS coverage (2 subs x 4 days)	1,840.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Movie License	700.00
G3A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified supplemental support	10,800.00
G3A2	Sup & Conc	Instruction	Mat & Supp			PBIS (Positive Behavior Intervention & Support): activities, materials, and supplies.	6,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : (1 mentor x 5 days per week)	28,200.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.7070		95,102.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2930		39,412.00
G4A1	Sup & Conc	Instruction	Mat & Supp			PLC/Staff engagement	1,500.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Title one Parent Involvement/ Participation/Engagement *No Food or Incentives*	2,444.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Family learning and engagement events, materials, and supplies.	2,400.00
G5A1		Attendance & Social Work Services	Local Mileage				100.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,318.00
Sup & Conc	7090	\$260,712.00
LCFF: EL	7091	\$46,200.00
Grand Total		\$391,230.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$202,632.00
G2 - Expand student-centered and real-world learning experiences	\$100.00
G3 - Increase student engagement in their school and community	\$182,054.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,944.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,500.00
Grand Total	\$391,230.00