

Phoenix Elementary

10621666120703

Principal's Name: Rick Santos

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Rick Santos', with a long horizontal flourish extending to the right.

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

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List

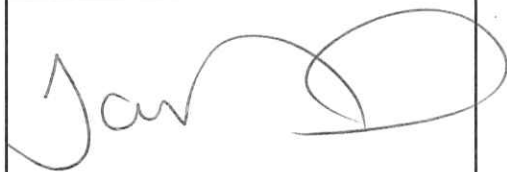
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rick Santos	X				
2. Chairperson - Tammie Nickles				X	
3. Precious Zubia			X		
4. Alexandra Young		X			
5. Ana Aceves				X	
6. Samantha Vasquez				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A

☐ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Phoenix Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rick Santos		5/9/25
SSC Chairperson	Tammie Nickles		5/9/25

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

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

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

FY 2025/26

Phoenix Elementary - 0098

ON-SITE ALLOCATION

3010	Title I	\$3,864 *
7090	LCFF Supplemental & Concentration	\$16,614
7091	LCFF for English Learners	\$1,386
3182	Comprehensive Support and Improvement	<u>\$172,480</u>

TOTAL 2025/26 ON-SITE ALLOCATION

\$194,344

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$112
Program Budget	\$3,752
Total Title I Allocation	<u>\$3,864</u>

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

Phoenix 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
SBAC ELA - Average distance from standard	✓		-227.4 pts	2023-2024	-212.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	7.4 %	13.3 %	2023-2024	18.3 %
SBAC Math - Average distance from standard	✓		-279 pts	2023-2024	-264 pts
SBAC Math - percentage of students met/exceeded standard	✓	4.2 %	4.2 %	2023-2024	9.2 %

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.

Defining the Issue with Evidence

Student performance in English Language Arts (ELA) and Mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC), indicates significant gaps in meeting academic standards. The current data reveals that students are performing far below proficiency levels, particularly in math, where the average distance from the standard is -279 points. The low percentage of students meeting or exceeding standards suggests the need for targeted interventions to support academic growth.

Extent of the Problem and Affected Population

The issue primarily affects students in grades assessed by the SBAC, with a direct impact on their academic progression, college readiness, and future career opportunities. Teachers and administrators are also affected, as these performance gaps reflect broader instructional and resource challenges.

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

1. Gaps in Foundational Skills

Many students enter tested grades with **significant skill gaps** in reading, writing, and numeracy. Early literacy and math deficits make it challenging for students to master grade-level content, leading to poor performance on standardized assessments.

2. Lack of Targeted Academic Interventions

There may be **insufficient intervention programs** or a lack of data-driven instruction to address struggling students' needs. Without timely, **personalized support**, students who fall behind remain behind, increasing the gap in performance over time.

3. Limited Student Engagement and Motivation

Low engagement levels in ELA and Math instruction can be due to:

- **Lack of culturally relevant curriculum** that connects to students' experiences.
- **Passive learning environments** that do not promote active problem-solving or critical thinking.
- **Test anxiety and low academic confidence**, leading students to disengage from assessments.

4. Socioeconomic and Environmental Factors

External factors play a significant role in academic performance:

- **Chronic absenteeism** due to family responsibilities, transportation barriers, or health issues.
- **Limited access to resources** such as books, technology, or tutoring outside of school.
- **Food and housing insecurity**, affecting students' ability to focus in class.

5. Professional Development and Instructional Gaps

- **Inconsistent use of best teaching practices** in ELA and Math instruction.
- Teachers may lack **ongoing professional development** in differentiated instruction, assessment literacy, or culturally responsive teaching.
- **Limited collaboration time** for teachers to analyze student data and adjust instruction accordingly.

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. Continued usage of Just Right Readers in grades 1-2.
2. Creating specific academic intervention structures into the instructional day for RTI supports.
3. Supporting student engagement through incentivization of academic progress and participation.

- 4. Supporting families with chronic absenteeism by helping remove transportation barriers and basic needs.
- 5. Orton-Gillingham training for teachers in grades 1-3 and both SPED classrooms.

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: Language Arts Support and Intervention (RTI)

Fully Implemented

This action was fully implemented to meet the desired student outcomes.

Action 2: Math Support and Intervention

Fully Implemented

This action was fully implemented to meet 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: Language Arts Support and Intervention (RTI)

Effective

The actions were effective. Students met all target goals for all metrics as evidenced by increase in scores.

Action 2: Math Support and Intervention

Effective

The actions were effective. Students met all target goals for all metrics as evidenced by increase in scores.

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the norm. The purchase of particular programs, computers, and supplies will help

Major changes include creating more support structure for more content and individual grades that demonstrate a potentially higher need than the norm. The purchase of personal programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading interventions practices, small-groups and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:

SSC was presented data and summary of information expressed here. SSC was in agreement with the one repeated comment of "whatever is best for the kids."

ELAC:

We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.

Staff:

Staff was presented data and summary of information presented here. Staff was in agreement with the presented plan, but also expressed the desire for students to be able to get more one-on-one/individualized supports.

Action 1 :

Language Arts Support and Intervention (RTI)

Action Details:

Due to the transient population of students served at Phoenix Elementary and the severe at-risk behaviors these students display along with students transitioning in and out of the school site throughout the year, there is a school-wide focus on the Recursive standards in ELA 2025-2026.

Phoenix will continue to implement district-adopted comprehensive program for language arts (Wonders) and plan instruction aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development, Frameworks to support our English Language Learners.

By the end of the 2025-2026 school year, Phoenix will have increased the overall ELA SBAC scores of students grades 3-6 by 10% and a 5% increase in overall ELA i-Ready scores in grades 1 and 2.

- Implement ELD strategies and supplement EL curriculum resources into 1st-6th grade lesson design
- Teachers will utilize ELA scope and sequence and Common Core Companion.
- PLC'S will collaborate, create a common assessments, and align ELA/Math instruction to content standards.
- Quarterly Pre and Post Focus Standards Assessment (CFA's) will be designed by Teacher PLC's.
- Administrative Team Continues cycle of review around Problem of Practice (PLC + (Clarity, Engagement and Feedback), Accountable Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional Learning Communities to calibrate and plan challenging content to address Tenets #1-3 and elements of PLC +.
- Tier 1: Implementation of GVC daily in the classroom, First Grade Literacy strategies, close reading strategies, complex text, research-based practices, as well as Clarity, Engagement and Feedback for students. Also, the school-wide use of Just Right Reader Resources (Student Personalized books as well as program provided lesson plans)
- Tier 2: Provide levels of support for struggling learners (identified through i-Ready, BAS, CFA's and teacher observation) will be addressed through the combination of in-class targeted support in the classroom (RTI).
- Tier 3: Students not demonstrating growth will be brought to the SST process to determine if non-identified RSP services are appropriate.
- Making Thinking Visible strategies to be utilized in grades 1st-6th to address reading comprehension and integration of reading, writing, listening, and speaking throughout all content areas. (Visible learning: Reading Comprehension Programs, p.136); the incorporation and implementation of strategies suggested by TMTP as part of the 1st grade Literacy Initiative of the Fresno High Region (First and Second grades); utilization of the Just Right Reader resources
- CLOSE reading to be utilized in grades 1st-6th to address reading comprehension, fluency, citation, and vocabulary as well as strategies referred by TMTP.

- Collaborative Conversation strategies to be utilized in grades 1st-6th to deepen understanding in content areas, as well as PLC + strategies (Clarity, Engagement, and Feedback)
- Supplemental contracts for teachers/instructional aids to support intervention and extra support for students.
- After-school tutoring opportunities for students in grades 1-6 significantly below grade level on Foundational Skill Assessment; CFA's; I-Ready through supplemental contracts for teachers/instructional aids
- Purchases in technology including tablets, equipment, buildings, and machines to support literacy.
- Purchase of school-wide Just Right Reader Program.
- Incentives for recognizing and encouraging student achievement growth in literacy and mathematics.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Alternative Education Region.
- Professional Learning book studies for ILT and whole Staff.
- PL in utilizing FIAB and IAB's

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)
- Technology to support literacy
- Materials and Supplies to support literacy
- Equipment lease Ricoh
- Poster maker
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- After-school tutoring for students in grades 1-6 significantly below grade level on Foundation Skills Assessment, CFA's, fluency, and I-Ready through supplemental contracts for teachers.
- After-school tutoring for students in grades 1-6 significantly below grade level on Foundation Skills Assessment, CFA's, fluency, and I-Ready through supplemental contracts for instructional aids/classified staff.
- Purchase of technology including tablets, equipment, buildings, and machines to support literacy.
- Purchase of Just Right Reader program and resources grades 1-6.
- Incentives for students for achievement in literacy.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to support student/parent engagement/activities and staff professional learning

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is not performing at low levels according to CA Dashboard

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

With Title I funds we plan to support English Learner students as well as all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support English Learner Students.

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

1. Teachers utilizing strategies that support English Learners.
2. Offering reading intervention classes.
3. Offering after-school tutorial.
4. Incorporating more hands-on classroom activities.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.
6. ELPAC chats with students re: importance of reclassifying to RFEP.

- 7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.
- 8. Incorporate more written language into classes.
- 9. Get more EL students involved in school-wide activities/events.
- 10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the re-classification process.
- 11. Parent Communication in the preferred language
- 12. Parent translation at meetings to support parents understanding how their student is doing academically.
- 13. Provide information about the services Parent University offers families.
- 14. Culturally relevant topics in Parent Lab with translation
- 15. Provide information about the services the EL department provides families.

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

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

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops** with guests who reflect the community and these specific student populations.
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.

- 2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
- 3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
- 4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.
- 5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

- 1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
- 2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
- 3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
- 4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
- 5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see			Medium-Term (Change in Behavior or Performance) Want to see		Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by: Classroom Walks using District IPG (Instructional Practice Guide): Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly) Classroom Walks using Site-Created Monitoring Tool: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually) Data provided by Professional Learning Communities (PLCs): Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly) Data provided by Instructional Lead Teacher Group: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly) Student Assessment Data: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily) Action Plans and Goal Setting: Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks) Common Formative Assessment (CFA) Cycles: Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common			Shape these behaviors... Include how these outcomes will be measured and who will monitor them. We will shape these behaviors through the use of: District Assessments: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed) BAS (Benchmark Assessment System): Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly) DIBBELS (Dynamic Indicators of Basic Early Literacy Skills): Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly) DRP (Degrees of Reading Power): Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed) I-Ready: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year) Site-Created Common Assessments: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks) SBAC (Smarter Balanced Assessment Consortium): Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY) Adherence to the Common Core Standards: Ensuring that all instructional practices align with Common Core standards,		And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. We will ultimately hope to see for our students: Continued improvement in SBAC results Further gains in ELA (13%last year), Math (2%last year) Decrease in distance from standard ELA -227.4 to -212 Decrease in distance from standard in Math -279 to -264. All students will be reading by first grade. All students who are still struggling will have intervention plans established before third grade. Outcomes monitored by Principal, VP, and teachers.

Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)

- 9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
- 10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
- 11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

Action 2 :

Math Support and Intervention

Action Details:

Phoenix will continue to implement the district adopted comprehensive program for math (GO-Math). GO-Math will be utilized to plan instruction aligned with Common Core State Standards (CCSS) to provide learning opportunities with an emphasis on conceptual and procedural understanding. Instruction will include opportunities for the application of concepts using real-world problems including digital application using technology for all students. Tier 2 intervention will be provided through a Blended Learning Model using GO Math Personal Trainer, Reflex Math for math facts fluency and targeted small group instruction following the administration of grade level CFA/CSA's and data analysis. Tier 3 intervention will happen through daily fluency practice of foundational math skills presented through the GVC, and math facts fluency

- Teachers will work through assessment cycles by creating CFA/CSA's, analyzing data, and planning for response.
- Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
- Professional development in MLD
- IAB and I-READY will be used to assess student progress and adjust instruction where applicable.
- Continue school-wide use of the Mathematical Practices

- PLC'S will collaborate, create a common assessment, and align math instruction to content standards
- Administrative Team will continue cycle of review around Problem of Practice (PLC + -Clarity, Engagement and Feedback; Professional Learning Communities-4 Grounding Questions.)
- Administrative Team instructional walks utilizing the IPG Data collection tool for calibration of teams to provide feedback
- Teachers will use the Instructional Practice Guide during their Professional Learning Communities to calibrate and plan challenging content to address Tenets #1-3.
- Quarterly Pre and Post Focus Standard assessment (CFA's)
- Professional learning for the use of Collaborative Conversation strategies to be utilized in grades 1st-6th to deepen understanding in the content area.
- Paraprofessionals to provide math fact fluency support in the classroom.
- Professional Learning book studies for ILT and staff Professional Learning through Regional work.
- PL in utilizing FIAB and IAB's
- Admin. walkthroughs and calibration.

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, COST team meetings, and monthly SST's/IEP's.
- Materials and Supplies to support mathematics
- Equipment lease (Ricoh)
- Poster maker
- Reflex Math - Online math fluency subscription
- Go Math Curriculum
- Math Fact Fluency charts
- Purchase Orders provided to Vendors to support student/parent engagement/activities and staff professional learning
- Supplemental contracts for instructional aids/classified to support intervention and extra support for students.
- After-school tutoring for students in grades 1-6 significantly below grade level through supplemental contracts for teachers.
- Purchase technology including tablets, equipment, buildings, and machines to support mathematics.
- Incentives purchased to support student achievement in mathematics.
- Direct Services - Food Services for professional learning of teachers and parent engagement
- Graphics-direct services for additional materials such as charts, booklets, and other resources necessary to support baseline, differentiation, and intervention of math instruction.

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is not performing at low levels according to CA Dashboard

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

With Title I funds we plan to support English Learner students as well as all low performing student groups offering inter-class deployment as well as after-school tutorial to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for the after-school program and reading class as well as academic materials needed for literacy and math support English Learner Students.

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

1. Teachers utilizing strategies that support English Learners.
2. Offering reading intervention classes.
3. Offering after-school tutorial.
4. Incorporating more hands-on classroom activities.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

- 6. *ELPAC chats with students re: importance of reclassifying to RFEP.*
- 7. *Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.*
- 8. *Incorporate more written language into classes.*
- 9. *Get more EL students involved in school-wide activities/events.*
- 10. *Providing information to parents of English Learner students about the importance of building students' language skills as well as the re-classification process.*
- 11. *Parent Communication in the preferred language*
- 12. *Parent translation at meetings to support parents understanding how their student is doing academically.*
- 13. *Provide information about the services Parent University offers families.*
- 14. *Culturally relevant topics in Parent Lab with translation*
- 15. *Provide information about the services the EL department provides families.*

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

- Implement designated ELD strategies into math lesson design.
- Incentives and awards presented to EL students as they are re-designation
- Designated and Integrated ELD Daily Use of scaffolds during instruction.
- Homework Help and tutoring for identified 4th - 6th EL students.
- Visual Supports (Charts to support Instruction of Content) Use of manipulatives and tools as needed to support student learning.
- Multiple opportunities to have peer-to-peer interaction during the instructional day.
- CWAS to support and communicate with parents regarding student academic progress, re-designation and/or concerns.

Student Groups

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

Students with Disabilities (SWD):

Title I Funded Initiatives:

- 1. **Tier 2 and Tier 3 Math Interventions**
 - **Blended Learning Model** (GO Math Personal Trainer, Reflex Math for fluency, targeted small group instruction)
 - **Daily fluency practice for foundational skills** for students requiring Tier 3 intervention
- 2. **Assessment and Data-Driven Instruction**
 - Creation, administration, and analysis of **Common Formative Assessments (CFA) and Common Summative Assessments (CSA)** to monitor student progress
 - Use of **IAB (Interim Assessment Blocks) and I-READY** to assess student growth and adjust instruction
 - **Quarterly Pre- and Post-Focus Standard assessments (CFA's)**
- 3. **Professional Development (PD) for Teachers and Staff**
 - **Professional Learning in Mathematical Learning Disabilities (MLD)** to support struggling students
 - **Training on FIAB and IAB assessments** for data-driven instruction
 - **Book studies for the Instructional Leadership Team (ILT) and staff** to support math instructional strategies

- **Professional learning through regional work** to improve instructional practice
 - **Collaborative Conversation strategies** professional learning for grades 1st-6th to enhance student understanding
4. **Instructional Support & Classroom Assistance**
- **Paraprofessionals to provide math fact fluency support** in classrooms
 - **School-wide implementation of Mathematical Practices** through structured PD and PLC collaboration
5. **Administrative Oversight & Instructional Walks**
- **Administrative Team's cycle of review around the Problem of Practice** to ensure alignment with instructional goals
 - **Admin walkthroughs using the Instructional Practice Guide (IPG) and data collection tools** for feedback and instructional improvement

Title I Funds Focus:

- **Targeted student interventions** (Blended Learning Model, fluency support)
- **Data-driven assessment tools and implementation** (IAB, I-READY, CFA, CSA)
- **Professional development for teachers and staff** (MLD, FIAB/IAB, book studies, regional PL)
- **Paraprofessional classroom support** for math fluency
- **Instructional leadership support and admin walkthroughs** for continuous improvement

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

Students with Disabilities (SWD):

1. Core Curriculum and Instructional Resources

- **GO Math Curriculum Implementation** (District-Adopted Program)
 - Ensuring alignment with **Common Core State Standards (CCSS)**
 - **Digital applications and technology resources** for instruction
 - **Materials** for GO Math, including teacher guides, student workbooks, and interactive tools

2. Professional Development for Teachers and Staff

- **PLC Collaboration and Training**
 - Supporting **Professional Learning Communities (PLCs)** in analyzing data, aligning instruction, and improving clarity, engagement, and feedback
 - **Training on CFA/CSA development and data analysis** for teachers to drive instructional decisions
 - **Professional learning for the use of collaborative conversation strategies** to deepen content understanding
- **Professional Learning for Instructional Leaders**
 - **ILT (Instructional Leadership Team) professional development**
 - **Regional professional learning participation** for leadership teams
- **Professional Development for Assessment Tools**
 - Training on **FIAB (Focused Interim Assessment Blocks)** and **IAB (Interim Assessment Blocks)**
 - Ensuring teachers effectively utilize these assessments to guide instruction

3. Support for Multi-Tiered Systems of Support (MTSS) and Differentiated Instruction

- **Tier 1 Instruction & School-wide Use of Mathematical Practices**
 - Implementing **consistent fluency teaching methods and assessments**
 - **Providing instructional practice guides** for PLCs to calibrate instruction
- **Tier 2 and Tier 3 Interventions** (Beyond Title I-funded intervention efforts)
 - **Additional targeted small group instruction**
 - **Mathematical fluency and problem-solving strategies** integrated into core instruction
 - **Supplemental intervention materials and tools**

4. Technology and Digital Learning Resources

- **Technology Support for Math Instruction**
 - Purchasing **Reflex Math**, and other digital platforms
 - **Providing access to adaptive learning software** to support struggling students

5. Administrative & Instructional Leadership Support

- **Administrative Oversight and Instructional Walks**
 - Utilizing **IPG Data Collection tools** for instructional calibration and improvement
 - **Supporting administrators' cycles of review around the Problem of Practice**

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

Students with Disabilities (SWD):

Planned Actions to Support Students with Disabilities

To ensure that **students with disabilities** receive the necessary support to **access, engage, and succeed** in their learning, the following **planned actions** will be implemented at the site level:

1. Targeted Instructional Supports

Differentiated Instruction

- Teachers will use **Universal Design for Learning (UDL)** strategies to provide multiple ways for students to engage, process, and demonstrate learning.
- **Scaffolded instruction** and modified assignments will be provided as needed.

Inclusion Strategies

- Special Education teachers and General Education teachers will collaborate through **Co-Teaching Models** (e.g., parallel teaching, station teaching) to ensure students with disabilities receive direct instruction alongside peers.

Small Group and Individualized Support

- **Tier 2 & Tier 3 intervention** will be provided through targeted small group instruction.
- Use of **evidence-based intervention programs** for literacy and math tailored to the specific needs of students with disabilities.

Assistive Technology Integration

- Access to **speech-to-text software, audiobooks, enlarged text, text-to-speech tools, adaptive keyboards, and specialized learning apps** to support diverse learning needs.

2. Assessment & Data-Driven Instruction

Frequent Monitoring & Data Review

- Implementation of **progress monitoring tools (I-Ready, IAB, CFA/CSA)** to track growth and adjust instruction.
- Special Education and General Education teams will meet regularly to review **Individualized Education Plan (IEP) goals** and assess student progress.

Individualized Education Plan (IEP) Implementation

- **Annual IEP meetings** will include collaboration with parents, teachers, and specialists to set and review student goals.
- **Accommodations and modifications** will be consistently implemented as per each student's IEP.

Functional Behavior Assessments (FBA) & Behavior Intervention Plans (BIP)

- For students needing additional behavioral supports, a **multi-tiered system of supports (MTSS)** will be used to implement **positive behavioral interventions and supports (PBIS)**.

3. Professional Development for Staff

Specialized Training for Teachers & Staff

- Ongoing **Professional Development (PD)** in **Specially Designed Instruction (SDI), Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning (SEL)** strategies.
- **Training in behavior management and de-escalation strategies** for supporting students with emotional and behavioral disabilities.

Professional Learning Communities (PLCs)

- Regular collaboration between Special Education and General Education teachers to align instruction, intervention, and assessment strategies.
- **Focused PD on co-teaching models** to strengthen inclusive education practices.

4. Social-Emotional and Behavioral Support

Counseling & Social-Emotional Learning (SEL)

- Access to **school counselors, social workers, or behavior interventionists** for students requiring additional emotional or behavioral support.
- Implementation of **SEL curriculum** to teach self-regulation, problem-solving, and communication skills.

Peer Support & Inclusion Initiatives

- **Buddy programs and peer mentoring** to foster inclusion and build supportive relationships.
- Opportunities for students with disabilities to participate in **general education extracurricular activities, clubs, and leadership programs**.

Behavioral Support Programs

- Use of **Positive Behavior Interventions & Supports (PBIS) and CHAMPS** to promote positive reinforcement strategies.
- **Calm-down areas, sensory-friendly spaces, and break zones** for students needing sensory regulation support.

5. Family & Community Engagement

Parent Workshops & Training

- Offering **IEP workshops and resource sessions** to empower parents in supporting their child's learning at home.
- **Bilingual and culturally responsive communication** to ensure all families understand available services and supports.

Collaboration with Outside Agencies

- Partnering with **community organizations, therapy providers, and mental health services** to offer additional resources.
- **Transition planning support** for students moving from elementary to middle school or high school to post-secondary education and career readiness.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by: 1. Classroom Walks using District IPG (Instructional Practice Guide): Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly) 2. Classroom Walks using Site-Created Monitoring Tool: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually) 3. Data provided by Professional Learning Communities (PLCs): Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly) 4. Data provided by Instructional Lead Teacher Group: Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly) 5. Student Assessment Data: Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors through the use of: 1. District Assessments: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed) 2. BAS (Benchmark Assessment System): Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly) 3. DIBBELS (Dynamic Indicators of Basic Early Literacy Skills): Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly) 4. DRP (Degrees of Reading Power): Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed) 5. I-Ready: Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year) 6. Site-Created Common Assessments: Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately hope to see for our students: 1. Continued improvement in SBAC results 2. Further gains in ELA (13% last year), Math (2% last year) 3. Decrease in distance from standard ELA -227.4 to -212 4. Decrease in distance from standard in Math -279 to -264. 5. All students will be reading by first grade. 6. All students who are still struggling will have intervention plans established before third grade. Outcomes monitored by Principal, VP, and teachers.

meet the evolving needs of students. (Teachers, Daily)

- 6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
- 7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

- 7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
- 8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
- 9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
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Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,386.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	2,029.00

\$3,415.00

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	✓	83.1 %	94.7 %	2024-2025	95.8 %

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.

Problem of Practice: Enhancing Student-Centered and Real-World Learning Experiences

Defining the Issue with Evidence

While the **Fall Climate & Culture Student Survey** indicates strong student perception of real-world and student-centered learning experiences, there is still room for growth. The **actual percentage of favorable responses is 94.7%** surpassing the **current target of 83.1%** but the **new goal is set at 95.8%** for the 2024-2025 school year. This suggests a need for continued improvement and refinement of instructional practices that promote **authentic, student-driven learning experiences**.

Extent of the Problem and Affected Population

- The issue impacts **all students**, particularly those who may still feel disconnected from real-world applications of learning.
- **Teachers** play a critical role in designing and implementing engaging, **hands-on, project-based, and inquiry-driven** instruction.
- The **school leadership team** must ensure that curriculum and pedagogy align with best practices for real-world learning.

Evidence of the Problem

Quantitative Data:

- The **actual student favorability rating is 94.7%** exceeding the current target but falling **1.1% short of the new goal (95.8%)**.
- A small percentage of students may not be experiencing learning that feels relevant, engaging, or applicable to real-world situations.

Qualitative Data:

- Some students may report that **learning lacks relevance** to their personal experiences and future career aspirations.
- Teachers may identify challenges in **integrating real-world learning due to curriculum constraints, lack of resources, or time limitations**.

- Classroom observations may show **varied implementation of student-centered instructional strategies**, such as **project-based learning, collaborative inquiry, and hands-on applications**.

Proposed Strategies for Improvement

1. **Expand Project-Based Learning (PBL)**
 - Implement more **interdisciplinary projects** that allow students to solve real-world problems.
 - Increase opportunities for **community partnerships and mentorships** in the classroom.
2. **Increase Student Voice and Choice**
 - Provide students with **more autonomy in selecting projects, research topics, and learning activities**.
 - Utilize student feedback to refine instructional strategies that make learning more meaningful.
3. **Enhance Career & Real-World Connections**
 - Strengthen **career exploration activities, guest speaker sessions, and field experiences**.
 - Integrate **work-based learning opportunities**, internships, and service-learning projects.
4. **Professional Development for Educators**
 - Provide **training on student-centered instructional models**, including inquiry-based and experiential learning.
 - Support teachers in **creating engaging, real-world lesson plans that align with standards**.
5. **Monitor and Adjust Instructional Practices**
 - Continue using the **student survey** to gauge perception and adjust strategies accordingly.
 - Conduct **instructional walkthroughs** to assess implementation and provide teacher feedback.

Conclusion

While current data reflects **strong student perceptions of real-world learning**, **sustained improvement** is necessary to meet the **new 95.8%target**. By **expanding student-centered approaches, increasing engagement with real-world applications, and enhancing teacher capacity**, the school can **further strengthen the learning experience for all students**.

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

Major Causes Contributing to the Problem

While the **student favorability rating for real-world and student-centered learning experiences is high (94.7%)**, there is still **a gap to meet the 95.8%target**. Several factors may contribute to this challenge:

1. Limited Real-World Application in Curriculum

- Some lessons may still be **theoretical rather than practical**, lacking clear connections to real-world contexts.
- **Rigid curriculum pacing guides** may limit opportunities for **inquiry-based, hands-on, and project-based learning (PBL)**.
- Not all subjects integrate **career and technical education (CTE) principles**, leaving some students disengaged.

2. Inconsistent Use of Student-Centered Instructional Strategies

- Some teachers may **rely on traditional lecture-based instruction** rather than incorporating collaborative, experiential, or problem-solving activities.
- **Varied implementation of active learning strategies** across different classrooms may create **inconsistencies in student experiences**.
- **Lack of professional development or support** in using **PBL, inquiry-based learning, and interdisciplinary approaches**.

3. Limited Student Autonomy and Choice in Learning

- Some students may feel that they have **little control over their learning**, leading to lower engagement.
- Lessons may **lack personalization**, failing to connect to students' interests, cultural backgrounds, or future aspirations.
- Assessments and assignments may not always allow for **multiple ways to demonstrate understanding**, limiting creativity and student agency.

4. Insufficient Exposure to Career & Real-World Connections

- **Lack of guest speakers, job shadowing, or mentorship programs** that expose students to real-world applications of their learning.
- Limited **integration of industry-based learning opportunities**, internships, or career-aligned projects.
- **Few cross-curricular or hands-on STEM/STEAM experiences** that reinforce practical application.

5. Limited Resources & Time for Authentic Learning Experiences

- **Teachers may face constraints** such as large class sizes, limited planning time, or lack of funding for hands-on learning resources.
- **Access to technology and digital learning tools** may not be equitable, impacting opportunities for applied learning.
- **Field trips, experiential learning opportunities, and partnerships with businesses or organizations** may be underutilized due to logistical challenges.

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. Limited Real-World Application in Curriculum

Need: Increase Project-Based Learning (PBL) and Career Connections

- Integrate **real-world, interdisciplinary projects** that connect core subjects to **practical, real-life applications**.
- Align curriculum with **career and technical education (CTE) pathways** to provide **industry-relevant skills**.
- Create **community partnerships** to bring professionals, businesses, and organizations into classrooms.

2. Inconsistent Use of Student-Centered Instructional Strategies

Need: Expand Teacher Professional Development in Active Learning Methods

- Provide **PD sessions on inquiry-based learning, hands-on instruction, and collaborative teaching strategies**.
- Offer **peer observations and coaching cycles** to ensure consistency in active learning approaches.
- Develop a **shared instructional framework** to ensure all students experience **engagement-driven learning**.

3. Limited Student Autonomy and Choice in Learning

Need: Increase Student Voice and Personalized Learning Opportunities

- Implement **student-led learning activities** where students design projects, choose research topics, or guide discussions.
- Expand **differentiated instruction** that allows students to learn at their own pace and **demonstrate knowledge in multiple ways**.

- Strengthen **advisory programs or mentorships** where students receive guidance in setting **academic and career goals**.

4. Insufficient Exposure to Career & Real-World Connections

Need: Enhance Career Exploration and Experiential Learning

- Organize **regular guest speaker events, career fairs, and mentorship programs**.
- Establish **job shadowing or service-learning projects** to connect students with real-world experiences.

5. Limited Resources & Time for Authentic Learning Experiences

Need: Increase Access to Learning Tools, Technology, and Field-Based Opportunities

- Secure funding for **technology-enhanced learning tools**, such as **virtual labs, simulations, and digital platforms**.
- Expand **experiential learning opportunities** by increasing **field trips, industry visits, and hands-on science labs**.
- Provide **dedicated planning time for teachers** to develop and implement **engaging, real-world learning 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: Student Engagement Opportunities

Fully Implemented

These actions were fully implemented to meet the desired student outcomes.

Action 2: Social-Emotional Learning and Support

Fully Implemented

These actions were fully implemented to meet 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: Student Engagement Opportunities

Effective

The actions were effective--There was an increase in the Fall Climate and Culture student survey data showing that students feel more connected to school.

Action 2: Social-Emotional Learning and Support

Effective

The actions were effective--There was an increase in the Fall Climate and Culture student survey data showing that students feel more connected to school.

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the norm. The purchase of particular programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading interventions practices, small-groups and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:

SSC was presented data and summary of information expressed here. SSC was in agreement with the one repeated comment of "whatever is best for the kids."

ELAC:

We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.

Staff:

Staff was presented data and summary of information presented here. Staff was in agreement with the presented plan, but also expressed the desire for students to be able to get more one-on-one/individualized supports.

Action 1 :

Student Engagement Opportunities

Action Details:

By the end of the 2025-2026 school year, Phoenix Elementary student participation in engagement opportunities will be 100% based on Atlas student engagement entries.

All students in grades 1-6 have an opportunity to participate in various on-site clubs, activities, athletics and organized team-building activities through the coordination of staff members on a daily basis. Students will choose to join activities based on what staff members have organized that day/week. Outdoor Education field trips will provide opportunities for students to be exposed to new activities and build their self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance.

- A wide variety of extra-curricular engagements are offered including Early-Act Rotary based Service Club, Illustration Club, Career Day, 4th-grade recorders, Beginners Music, Chess Club, Leadership Group, Gaming Club, Art Club, Girl's Club, Boys Group, Travel Club, Architectural Design and Lego Club, Math Club, Minecraft Club, Coding Club and other club topics addressing STEAM areas.
- Assign "meaningful jobs" to students at risk for a positive connection to adults and school

- Implement organized sports including flag football, soccer, basketball, volleyball, softball, Pickleball, and Cheerleading.
- Monthly cultural focus
- Monthly Climate Culture Meetings
- Class Dojo Points
- Class Dojo store
- Guidelines for Success assembly during breakfast on Fridays.
- Excellent Attendance luncheons for students and their families

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

- Technology to support Goal 2 and STEM topics in clubs
- Materials and supplies to support clubs, athletics, arts, and activities
- Materials and supplies for class dojo store.
- Supplemental/Extra pay contracts for classified/certificated staff to offer a wide array of choices for student engagement
- Mileage reimbursement for staff when supporting trips and activities

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.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is very low in number and does not qualify our site for and ELAC.

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

With Title I funds we plan to support English Language Development through implementation of:

- *Just Right Readers as a supplement to our guaranteed viable curriculum.*
- *Extra Pay contracts for afterschool support*
- *English Learner Services will be utilized for professional development to support English Learner Students*

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

With 7090 or 7091 funds we plan to support EL students with:

- *Volunteer readers*
- *Outside partners*
- *Just Right Readers leveled reader supplemental program*
- *PLCs analyzing data to determine next steps on closing the academic gap for EL students*
- *ELPAC chats with students re: importance of reclassifying to RFEP*
- *Incorporate more written language into classes*
- *Concentrated focus on students using the adopted text daily*
- *Get more EL students involved in school-wide activities/events*
- *Providing information to parents of EL students about the importance of building students' language skills as well as the reclassification process*
- *Parent communication in preferred language*
- *Parent translation at meetings to support parents in understanding how their student is doing academically and social-emotionally*
- *Provide services and resources to parents of EL students during Parent Lab*
- *Provide information about the services Parent University offers families*
- *Provide information about the services the EL department provides families*
- *Parent conferences as needed*

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

- Material and supplies to support EL program: GVC, paper, pencils, markers, note paper for annotation, poster paper.
- Public awards and incentives presented to EL students as they are re-designated.
- Provide multiple exposures to vocabulary through the GVC and teacher-generated lessons
- Activate background knowledge
- Make instruction accessible with teacher/mentor coach support
- Parent communication
- Academic counseling
- Opportunities for students to feel more connected to school through school-wide activities
- School social worker referral, as needed
- EL data is reviewed at every grading period. The leadership team evaluates data and prescribes the necessary interventions or programs
- Review data on low-performing subgroups at every grading period. The leadership team will evaluate data and prescribe the necessary interventions or programs

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops** with guests who reflect the community and these specific student populations.
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate

educational content.

5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

- 1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
- 2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
- 3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
- 4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
- 5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
- 6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

- 1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
- 2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
- 3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
- 4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
- 5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
- 6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence		
☐ Moderate Evidence		
☐ Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning...	Shape these behaviors...	And ultimately achieve these impacts.

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

We will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide):** Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool:** Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

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

We will shape these behaviors through the use of:

1. **District Assessments:** Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **BAS (Benchmark Assessment System):** Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)
3. **DIBBELS (Dynamic Indicators of Basic Early Literacy Skills):** Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)

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

We will ultimately hope to see for our students:

1. **Continued improvement in SBAC results**
2. **Further gains in ELA (13% last year), Math (2% last year)**
3. **Decrease in distance from standard ELA -227.4 to -212**
4. **Decrease in distance from standard in Math -279 to -264.**
5. **All students will be reading by first grade.**
6. **All students who are still struggling will have intervention plans established before third grade.**

Outcomes monitored by Principal, VP, and teachers.

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)

11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

Action 2 :

Social-Emotional Learning and Support

Action Details:

By the end of the 2025-2026 school year, 100% of students will be in the Typical Range as assessed by DESSA. Currently, site data shows 77% are labeled Need for Instruction and 23% are Typical.

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

Phoenix students will be provided opportunities to interact with peers, teachers, and community members during school activities.

- Professional learning for the use of Non-violent Crisis Intervention training strategies for the entire staff to be utilized in grades 1-6th to address Safe/Civil Educational settings for students who are a danger to themselves or others.
 - Lead Teacher team utilizes Professional Learning Community time to develop targeted Social-Emotional and 1-6th grade writing standards to support reflection room assignments to build student capacities in peer/peer, peer/staff, and peer/parent relationships (NCI-CPI Re-establishing relationships, p.1-20).
- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades 1-6th to address Safe/Civil Educational setting to support the social-emotional domains for students in 1-6th grade. (Restorative Justice: Building/Restoring Relationships).
- Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in grades 1-6th to create a Safe/Civil Educational Setting and support the social-emotional domains.
- Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on reflection room frequency/intensity data trends/patterns.
- FUSD provided Career Ready Field Trips/Career Assemblies
- Project Based Learning: Kindness Campaign/Golden Rule
- Goal 2 Field Trips
- Class Meeting
- Calm Down Corners

- 2x10 quarterly outreach
- Mentoring program (1-6)
- Girls Group
- Second Step/SEL weekly lessons (1-6)
- Olweus
- Meaningful Work
- Flex with Phoenix
- Guideline for Success
- Check In Check Out
- Monthly Climate Culture Meeting
- Class Dojo Points and parent messaging application (Positive Behavior Interventions System-PBIS)
- Weekly Class Dojo store
- DESSA pre/post with progress monitoring and implementation of student groups identified groups: social skills groups and individual student counseling.
- Utilizing the PLC process with SEL Team: Social worker, Behavior Interventionist, safety team, school psychologist and admin.

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

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

Tier I supports

- Meaningful Work
- Daily Class Meetings
- Weekly Second Step/Why Try? Curriculum
- Monthly perfect attendance awards/celebrations
- Daily incentive PBIS model using token economy rewards.
- Weekly team building activities to support peer/peer, peer/staff relationships
- "Fun" Friday earned activities
- STOIC/CHAMPS
- Daily behavior charts (2-way communication with Parent/Guardian)
- Young Men of Character
- Girl Power
- Mentor program
- Vocational program (School-wide/classroom roles/jobs)
- Fresno Chaplain Program (1-2nd grade)
- Weekly Parent Support Group Meetings

Tier II supports

- In-class time-away areas (independent de-escalation area within classroom setting)
- Student "Check-in" program (support social-emotional concerns/needs of at-risk students).
- Restorative practices/Conflict resolution strategies with staff support
- peer mediation
- monthly SST/Comprehensive review meets with Parent
- Behavior Support Plan

Tier III supports

- Behavior Intervention Plan
- reflection room referrals
- 1-on-1 mentoring
- Restorative circle

- Individual Threat Assessment
- Materials and Supplies needed:
- BIS- individual and group social skills building
- Clinical social worker - individual and group counseling
- School psychologist- individual and group counseling

Materials and other items required/needed to support students safety and continued reinforcement of Positive Behavior level and school I-wide activities & events on Social-Emotional Needs

Books and other reference materials as well as other consumable supplies for Social-Emotional Learning

Graphics - Direct services for additional materials such as certificates and other resources necessary to support student engagement, safety, behavior and social-emotional needs.

Direct Services for Food Services for students/parent engagement and activities

Purchase orders to vendors to support student/parent engagement activities.

Funds to provide students incentives focused on the 6 pillars of character such as prizes, monthly rallies, and quarterly Fun Works Assemblies. Incentives will be purchased from outside vendors

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.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in no areas.

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

With Title I funds we plan to support EL/socioeconomically disadvantaged students by utilizing:

- *Materials and supplies*
- *extra pay contracts for after school support*

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

With 7090 or 7091 funds we plan to support EL/socioeconomically disadvantaged students by providing

- *Materials and supplies*
- *Extra pay contracts for after school tutoring.*

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

All actions targeted for EL/socioeconomically disadvantaged students, along with integration of EL strategies used in all content areas.

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

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

- Home visits
- Family support training (flexible settings)
- Student social-emotional support (flexible settings)
- Weekly Parenting Labs
- School Social Worker referral, as needed
- Utilizing instructional strategies that focus on improving EL students' language acquisition
- Technology as needed: tablets, headphones and mice
- Identify chronic absenteeism
- If EL and SPED, create a communication loop between Psych., RIM, Teacher and Admin team focused on transitioning and receiving students that are low-performing.
- Review data on low-performing EL students at every grading period. The leadership team evaluates data and prescribes the necessary interventions or programs.
- Incorporating more hands-on classroom activities

- ELPAC chats with students regarding importance of reclassifying to RFEP

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.
5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):
The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and

relevant to the experiences of African American students.

- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in

students' educational experiences.

6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by: 1. Classroom Walks using District IPG (Instructional Practice Guide): Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors through the use of: 1. District Assessments: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed) 2. BAS (Benchmark Assessment System): Administering BAS	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately hope to see for our students: 1. Continued improvement in SBAC results 2. Further gains in ELA (13% last year), Math (2% last year) 3. Decrease in distance from standard ELA -227.4 to -212 4. Decrease in distance from standard in Math -279 to -264.

2. **Classroom Walks using Site-Created Monitoring Tool:** Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

- to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)
3. **DIBBELS (Dynamic Indicators of Basic Early Literacy Skills):** Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
 4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
 5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
 6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
 7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
 8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
 9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
 10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
 11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

5. **All students will be reading by first grade.**
6. **All students who are still struggling will have intervention plans established before third grade.**

Outcomes monitored by Principal, VP, and teachers.

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	3,404.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	2,401.00

\$5,805.00

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	✓		25 %	2023-2024	24.4 %
Chronic Absenteeism - (Hispanic)	✓		25.7 %	2023-2024	25.1 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		25.9 %	2023-2024	25.3 %
Suspension Rate	✓	32.27 %	25.4 %	2023-2024	25.07 %
Suspension Rate - (Hispanic)	✓	24.67 %	21.6 %	2023-2024	21.27 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	33.77 %	24.6 %	2023-2024	24.27 %

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.

Problem of Practice: Reducing Chronic Absenteeism and Suspension Rates Among At-Risk Student Groups

Defining the Issue with Evidence

The current data on **chronic absenteeism and suspension rates** indicates a significant challenge in student attendance and behavior management, particularly among **Hispanic and socioeconomically disadvantaged students**. Chronic absenteeism and high suspension rates negatively impact academic performance, student engagement, and overall school climate. While improvements have been made, **the goal is to further reduce these rates to ensure equity and access to learning opportunities for all students**.

Extent of the Problem and Affected Population

- **Chronic absenteeism rates remain high:**
 - **Overall:** 25.0% (Target: 24.4%)
 - **Hispanic students:** 25.7% (Target: 25.1%)
 - **Socioeconomically disadvantaged students:** 25.9% (Target: 25.3%)
- **Suspension rates also require improvement:**

- **Overall:** 25.4% (Target: 25.07%)
- **Hispanic students:** 21.6% (Target: 21.27%)
- **Socioeconomically disadvantaged students:** 24.6% (Target: 24.27%)

These issues primarily impact **historically marginalized student groups**, who may already face **academic and social barriers** that contribute to disengagement from school.

Evidence of the Problem

Quantitative Data:

- **One in four students is chronically absent**, impacting learning consistency and academic outcomes.
- **Suspension rates remain high**, affecting school climate, student relationships, and instructional time.

Qualitative Data:

- **Students cite barriers such as transportation, family responsibilities, and disengagement with school culture** as reasons for absenteeism.
- **Behavioral incidents often stem from underlying issues such as trauma, lack of social-emotional skills, or unmet needs.**
- **Teachers report difficulties in managing classroom behavior without resorting to disciplinary actions such as suspension.**

Proposed Strategies for Improvement

1. Attendance Intervention and Student Engagement Strategies

Implement early warning systems to identify students at risk of chronic absenteeism and provide targeted support.
Develop student-centered engagement programs, including mentorship, extracurricular activities, and incentives for attendance.
Strengthen communication with families, offering parent workshops and home visits to address attendance barriers.

2. Restorative Practices and Alternative Discipline Strategies

Expand the use of Restorative Justice to reduce suspensions by implementing conflict resolution strategies.
Increase counseling and behavioral intervention programs to address the root causes of misbehavior.
Provide professional development for teachers on trauma-informed practices and de-escalation strategies.

3. Equity-Focused Supports for High-Needs Students

Offer wraparound services such as mental health counseling, transportation assistance, and after-school programs.
Enhance culturally responsive teaching to foster a more inclusive and engaging learning environment.
Implement social-emotional learning (SEL) curricula to help students develop self-regulation and conflict-resolution skills.

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

1. Lack of Student Engagement & School Connection

- Many students, especially those from marginalized backgrounds, may feel **disconnected from school culture, curriculum, or staff**.
- **Limited culturally relevant instruction** can make learning feel less meaningful or engaging.

- **Few extracurricular or leadership opportunities** for at-risk students can reduce their sense of belonging.

2. Socioeconomic Barriers & Family Responsibilities

- Many socioeconomically disadvantaged students face **transportation challenges, lack of internet access, or unstable housing**.
- Some students must **work part-time jobs or take care of siblings**, making regular attendance difficult.
- Parents may have **limited awareness of attendance policies or lack access to school communication tools**.

3. Inconsistent Use of Restorative Practices & Alternative Discipline

- Suspensions may be used as a **first response** instead of implementing **restorative practices or intervention-based discipline**.
- **Implicit biases in discipline policies** may disproportionately affect Hispanic and low-income students.
- Schools may lack **counseling and mental health support staff** to provide alternative interventions.

4. Mental Health & Trauma-Related Challenges

- Many students experiencing **trauma, anxiety, or depression** struggle with consistent attendance and behavior regulation.
- Schools may lack **adequate mental health professionals** to provide necessary emotional support.
- Stress from **poverty, family instability, or community violence** can lead to behavioral incidents.

5. Gaps in Communication & Early Intervention Systems

- Schools may **fail to identify at-risk students early**, leading to chronic absenteeism and repeated suspensions.
- Families may **not receive timely communication** about attendance or behavior concerns.
- **Lack of a coordinated intervention system** can result in inconsistent follow-ups with struggling students.

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.

LACK OF STUDENT ENGAGEMENT AND CONNECTION

Increase **student voice and leadership opportunities** to enhance school connection.
Expand **mentorship programs and peer groups** for at-risk students.
Implement **more engaging, project-based, and culturally responsive instruction**.

SOCIOECONOMIC BARRIERS AND FAMILY RESPONSIBILITIES

Provide **transportation assistance and flexible attendance options** (e.g., virtual check-ins).
Strengthen **family engagement efforts**, including parent education on attendance policies.
Offer **wraparound services** such as food pantries, housing support, and childcare referrals.

INCONSISTENT USE OF RESTORATIVE PRACTICES AND ALTERNATIVE DISCIPLINE

Train all staff on **restorative justice practices** to reduce reliance on suspensions.
Implement **counseling and behavior intervention programs** as alternatives to exclusionary discipline.
Monitor **discipline data for disproportionality** and adjust policies accordingly.

MENTAL HEALTH AND TRAUMA RELATED CHALLENGES

Increase **on-campus counseling and mental health services** for at-risk students.
Integrate **Social-Emotional Learning (SEL) programs** into daily instruction.
Train teachers in **trauma-informed practices** to better support students in crisis.

GAPS IN COMMUNICATION AND EARLY INTERVENTION SYSTEMS

Implement **early warning systems** to track attendance and behavior patterns.
Strengthen **parent-school communication channels** (texts, calls, home visits).
Create a **dedicated intervention team** to proactively support students before problems escalate.

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: ADA Attendance Student Support & Chronic Absenteeism

Fully Implemented

The actions were fully implemented to meet the desired student outcomes as evidenced by our data.

Action 2: Suspensions per 100

Not Implemented

The actions were fully implemented to meet the desired student outcomes as evidenced by our data.

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: ADA Attendance Student Support & Chronic Absenteeism

Effective

The actions were effective. All metrics reduced beyond the target goal selected.

Action 2: Suspensions per 100

Effective

The actions were effective. All metrics reduced beyond the target goal selected.

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the norm. The purchase of particular programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading interventions practices, small-groups and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:

SSC was presented data and summary of information expressed here. SSC was in agreement with the one repeated comment of "whatever is best for the kids."

ELAC:

We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.

Staff:

Staff was presented data and summary of information presented here. Staff was in agreement with the presented plan, but also expressed the desire for students to be able to get more one-on-one/individualized supports.

Action 1 :

Decrease Chronic Absenteeism

Action Details:

- By the end of the 2025-2026 school year, Phoenix's daily attendance rate will increase from the current 96.4% to 99% as measured and tracked via internal systems.
- During the 2025-2026 school year at Phoenix Elementary 22.8% of enrolled students were defined as chronically absent. Current daily attendance has improved to 96.4%. Phoenix will develop an attendance incentive program to increase the attendance rates, reduce the percentage of students defined as chronically absent (defined by the educational code as a student with less than 90% attendance, and 3+ truancy violations), and enhance the time spent in class engaged and on-task.
- Implement an attendance incentive program for all students through the guidance of the CWAS/Home School Liaison.
 - Increase teacher and parent connection through Class Dojo App. Daily and weekly messages
 - Pizza party incentive for excellent attendance
 - Class Dojo Parent Incentives
 - Quarterly attendance prize
 - Monitor Atlas
 - HSL/CWAS/Social worker home visits

- Staff will consistently implement tardy/late protocols.
- CSI Monthly Huddle to progress monitoring using Power BI Data.

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

- CWAS
- Attendance incentives will be awarded weekly, and monthly for students in an attempt to increase attendance rates.
 - Vendors: Costco, GW, SaveMart, Office Max
- Implement an attendance incentive program for students and parents through the guidance of the CWAS/Home School Liaison.

Targeted CSI Approach:

- The School Child Welfare Attendance Specialist will work in tandem with our Social worker to support parents and students with an absenteeism rate between 5 - 9.99% (Tier 2) and students displaying Chronic Absenteeism, 10% or higher, (Tier 3) through phone calls, and home visits.
- Substitutes to provide coverage for teachers to attend COST or SST meetings or attend professional learning/planning around student attendance and/or school-related activities on attendance.
- Partnering with educational partners from site and district level (Guiding Coalition, CSI manager assigned to Phoenix Elementary) to identify root causes for chronic absenteeism data.
- Professional Learning rooted in the work specifically correlated to the CSI-identified student groups.
- Supplemental Contracts (After-school tutoring)
- Actions regarding the use of data, plan implementation, monitoring, and evaluation of improvement efforts.
- CSI Monthly Huddle to progress monitoring using Power BI Data.
- Club supplies such as art supplies, board games, award certificates
- Weekly Parenting Labs
- Career Day

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.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in no areas.

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

With Title I funds we plan to support EL/Socioeconomically disadvantaged students by providing:

- *Materials and supplies*
- *Extra pay contracts to support sports, clubs and after school tutoring*
-

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

With 7090 or 7091 funds we plan to support EL/Socioeconomically disadvantaged students by providing:

- *Materials and supplies*
- *Extra pay contracts to support sports, clubs and after school tutoring*
- *Incorporating more hands-on classroom activities*
- *PLC's analyzing data to determine next steps on closing the academic gap for EL students*
- *Incorporating more written language into classes*
- *Get more EL students involved in school-wide activities/events*
- *Providing information to parents of EL students about the importance of building students' language skills as well as the reclassification process*
- *Parent communication in preferred language*
- *Parent translation at meetings to support parent understanding of how their student is doing academically*
- *Provide information about the services Parent University offers families*

- *Provide information about the services the EL department provides families*
- *Parent conferences, as needed*

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

Among academic needs, the social emotional needs of an EL student are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating EL students, multiple measures such as grades, attendance, DESSA ranking and iReady diagnostics are used to determine whether appropriate supports are in place to support EL learning needs. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school.

- All actions targeted for EL/Socioeconomically disadvantaged Subgroups.
- Integrated EL strategies will be used to support students in all content areas.
- Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide on-going data charts with our EL students to identify gaps in meeting re-designation criteria.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring EL students.

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.

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These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
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3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

- 1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
- 2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
- 3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
- 4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
- 5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
- 6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

- 1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
- 2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
- 3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
- 4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
- 5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
- 6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

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					
Medium-Term (Change in Behavior or Performance) Want to see					
Shape these behaviors...					
Include how these outcomes will be measured and who will monitor					
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.

We will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide):** Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool:** Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help

them.

We will shape these behaviors through the use of:

1. **District Assessments:** Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **BAS (Benchmark Assessment System):** Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)
3. **DIBBELS (Dynamic Indicators of Basic Early Literacy Skills):** Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
10. **Ongoing Professional Development:** Offering professional

them.

We will ultimately hope to see for our students:

1. **Continued improvement in SBAC results**
2. **Further gains in ELA (13% last year), Math (2% last year)**
3. **Decrease in distance from standard ELA -227.4 to -212**
4. **Decrease in distance from standard in Math -279 to -264.**
5. **All students will be reading by first grade.**
6. **All students who are still struggling will have intervention plans established before third grade.**

Outcomes monitored by Principal, VP, and teachers.

ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)

11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

Action 2 :

Decrease Suspensions

Action Details:

By the end of the 2025-2026 school year, suspensions per 100 will be reduced by 50% from 32 in 2024-2025 to 17 in 2025-2026.

Phoenix Elementary will focus on decreasing the suspension rate through strategic and targeted actions that involve all stakeholders.

- Teachers and Staff will create a positive school environment by providing SEL opportunities on a daily basis.
- Students with recurring Tier 2 behaviors will be referred to the COST team to plan for interventions to address specific behaviors.
- Students with recurring Tier 2 and Tier 3 behaviors that have not improved through COST interventions will be referred to SST's
- Admin and Social worker will hold parent meetings with all students who have repeatedly demonstrated Tier 3 Misbehavior and parents of these students will be provided resources to support the progress of their child at home.
- Mentoring to provide intervention to a cohort of identified Tier 2 and Tier 3 students needing more individualized supports for behavioral needs.
- All for Youth program on-site
- Weekly teacher and parent connection through Class Dojo.
- Class Dojo Store
- Regulation zone in room 7
- CSI Monthly Huddle to progress monitoring using Power BI Data.
- Phoenix Elementary will pilot 5 Star as a means of structuring identification and incentives for students and families for Social Emotional and Academic motivation

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

2-hour Orientation/welcome meeting during enrollment.

ICET meetings, Student Success Teams

Weekly Parent labs,

Bi-annual Classroom family gatherings to allow Parent-teacher conferences on academic, behavior, social-emotional, etc updates;

Monthly school celebrations and student events for parents to participate and observe. Incentives will be provided to students who have parents participate in activities on campus

Students will conduct presentations at Parent Meetings or Event gatherings.

Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of students to comprehensive sites.

All students will participate in Class Meetings and Second Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.

School-wide structures and incentives will be continued, refined, and/or created to support positive student behaviors.

Materials Needed:

- Class Meeting, Second Step, and Olweus Curriculum
- Materials and supplies to support SEL lessons and activities
- Positive behavior incentives.

Targeted CSI Approach

- Professional learning on de-escalation techniques for all staff.
- Utilize the Re-engagement room to provide regulation techniques and sensory tools to calm down.
- Partnering with educational partners from site and district level (Guiding Coalition, CSI manager assigned to Phoenix Elementary) to identify root causes for suspension data.
- Professional Learning rooted in the work specifically correlated to the CSI-identified student groups.
- Actions regarding the use of data, plan implementation, monitoring, and evaluation plan improvement efforts.
- Sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students.

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.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in no areas.

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

With Title I funds we plan to support EL/Socioeconomically Disadvantaged students by providing materials and supplies and extra pay contracts to support sports, clubs, and after school tutoring.

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

With 7090 or 7091 funds we plan to support EL/Socioeconomically Disadvantaged students by providing materials and supplies and extra pay contracts to support sports, clubs, and after school tutoring.

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

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

- Counseling and interventions will be offered in students' primary language when available
- HSL/Social worker will ensure that students and parents are able to access any resources/information that is not in their primary language.
- CSI Manager assigned Phoenix Elementary to support by providing CCI data monitoring so the site can create an action plan to decrease the suspension rate of EL's.

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops** with guests who reflect the community and these specific student populations.
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.
5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting

African American students’ academic and social-emotional development.

- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

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2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by: 1. Classroom Walks using District IPG (Instructional Practice Guide): Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly) 2. Classroom Walks using Site-Created Monitoring Tool: Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors through the use of: 1. District Assessments: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed) 2. BAS (Benchmark Assessment System): Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly) 3. DIBBELS (Dynamic Indicators of Basic Early Literacy Skills): Using DIBBELS assessments to evaluate early literacy skills,	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately hope to see for our students: 1. Continued improvement in SBAC results 2. Further gains in ELA (13% last year), Math (2% last year) 3. Decrease in distance from standard ELA -227.4 to -212 4. Decrease in distance from standard in Math -279 to -264. 5. All students will be reading by first grade. 6. All students who are still struggling will have intervention plans established before third grade.

3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)

4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment

Outcomes monitored by Principal, VP, and teachers.

and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	ESSA-CSI	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	1.0000	TSA will support students, staff, families, and community resources focusing on proactive intervention, coordination of services, and relationship-building. Also supports G2A2, G3A1, G1A1, and G1A2.	170,451.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub for PL	716.00
G3A2	Sup & Conc	School Administration	Crt Supr-Sub			Admin Sub for PL	1,196.00

\$172,363.00

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	✓	77.6 %	71.6 %	2024-2025	90.7 %

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.

Problem of Practice: Strengthening Organizational Culture and Staff Morale

Defining the Issue with Evidence

The Fall Climate & Culture Staff Survey reveals that only 86% of staff members rated the organizational culture favorably, which rises above the current target of 77.6%. While an aggressive goal of 90.7% has been set for 2025-2026, this data suggests that a portion of staff feel disconnected, unsupported, or dissatisfied with the school's organizational culture.

Extent of the Problem and Affected Population

- This issue directly affects teachers, support staff, and administrators, influencing job satisfaction, retention, and overall school effectiveness.
- A weakened organizational culture can contribute to lower collaboration, increased burnout, and reduced instructional quality, ultimately impacting student success.
- Leadership and administration play a crucial role in shaping the culture of trust, communication, and professional growth within the school.

Evidence of the Problem

Quantitative Data:

- Actual favorability rating: 86% (Goal: 90.7%)
- 9% above the previous target (77.6%), indicating a continued need for intervention.

Qualitative Data:

- Staff may express concerns about lack of voice, collaboration, or recognition in decision-making processes.
- High workload, limited planning time, and lack of professional development opportunities could be contributing to dissatisfaction.
- Gaps in communication between leadership and staff may lead to feelings of disengagement or lack of support.

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

- 1. Strengthening Staff Voice and Shared Decision-Making
- 2. Enhancing Professional Development and Collaboration
- 3. Improving Recognition and Support Systems
- 4. Fostering a Positive School Culture

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.

Proposed Strategies for Improvement

1. Strengthening Staff Voice and Shared Decision-Making

Increase leadership transparency by holding regular staff forums to discuss concerns and provide updates.
Establish a teacher advisory committee to ensure that staff voices are considered in decision-making.
Conduct quarterly pulse surveys to gather ongoing feedback and adjust strategies accordingly.

2. Enhancing Professional Development & Collaboration

Implement teacher-led professional learning communities (PLCs) to encourage collaboration and shared leadership.
Provide targeted professional development based on staff needs and interests.
Create mentorship programs pairing experienced educators with new teachers to build support networks.

3. Improving Recognition & Support Systems

Develop staff appreciation initiatives, including incentives, shout-outs, and celebrations of achievements.
Offer more flexible scheduling options to support work-life balance.
Ensure consistent communication from leadership to foster trust and engagement.

4. Fostering a Positive School Culture

Promote team-building activities to strengthen relationships among staff.
Address workload concerns by streamlining administrative tasks and providing planning time.
Implement Social-Emotional Learning (SEL) and well-being programs for staff to reduce stress and burnout.

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: Building Communities Among Staff

Fully Implemented

The action was fully implemented to meet 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: Building Communities Among Staff

Partially Effective

The decrease in positive responses in the fall staff survey, despite an increase in positive responses in the previous survey, can be attributed to several factors:

1. **Low Number of Respondents:** A smaller sample size can significantly affect the overall results, as the responses may not fully reflect the perspectives of the entire staff. A limited number of respondents might skew the data, leading to a decrease in positive feedback.
2. **Key Administrators Temporarily Re-assigned:** The temporary reassignment of key administrators likely created a sense of instability among staff. Leadership transitions, even short-term, can disrupt communication, decision-making processes, and overall morale, leading to concerns and a drop in positive responses.
3. **Re-arranged Systems and Structures, including a New Bell Schedule:** The implementation of new systems and structures, such as a new bell schedule, can create confusion and frustration among staff. Changes like these may require time to adjust to and can disrupt established routines, causing staff to feel less satisfied with the overall functioning of the school.
4. **Concerns Regarding Change in District Leadership:** Questions surrounding the change in district leadership may have contributed to uncertainty and anxiety among staff members. Changes in leadership can affect the direction of the school and district, and staff may feel uneasy about potential shifts in priorities, policies, or support.

Taken together, these factors likely influenced the decrease in positive responses, as staff may have been navigating multiple transitions and uncertainties, which impacted their overall perceptions and satisfaction. Moving forward, addressing these concerns and providing clarity on leadership, systems, and structures will be important to help improve staff morale and increase positive responses in future

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the norm. The purchase of particular programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading interventions practices, small-groups and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:
SSC was presented data and summary of information expressed here. SSC was in agreement with the one repeated comment of "whatever is best for the kids."	We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.	Staff was presented data and summary of information presented here. Staff was in agreement with the presented plan, but also expressed the desire for students to be able to get more one-on-one/individualized supports.

Action 1 :

Building Communities Among Staff

Action Details:

Phoenix Elementary works to maintain a staff that is highly qualified and diverse. Staff members will engage in professional learning related to the needs of staff and students. Staff will be trained on effective strategies for working with students affected by trauma. By the end of the 2025-2026 school year 100% of the Phoenix Elementary staff will have opportunities through the site and district to engage in professional learning opportunities that will continue to build staff capacity, focus on Equity Centered instruction and school climate, and to build a work environment that provides a learning community which ensures high quality instruction and promotes student ownership.

Phoenix will also continue to support and to collaborate through its Instructional Lead Teachers who create plans and facilitate the teacher Professional Learning Groups.

Instructional Lead Teachers will meet regularly with Admin to discuss school-wide academic needs, goals, and data to continually improve student learning and decrease the distance from standards for students.

A school Leadership Group will be assembled to meet weekly with Principal and Vice-Principal to provide input from each Staff group i.e. Paraprofessionals, Teachers, clerical, custodial, SEL, etc.

Allocate resources (time, training, and tools) to support instructional leaders and teacher teams in co-constructing clear instructional “look for’s” aligned to schoolwide goals. These indicators will be used to guide regular feedback cycles, collaborative walkthroughs, and data-driven discussions. Progress monitoring benchmarks will be embedded to track shifts in teacher practice and student performance over time. By involving staff in identifying what effective instruction looks like and providing timely feedback aligned to those indicators, we increase consistency and clarity in instruction. This directly impacts student learning by ensuring that all classrooms are moving toward high-leverage practices that support student growth and achievement.

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

- Student Academics:
- Sub-release days to allow staff the opportunity to collaborate/plan/create Lessons and Common Assessments.
- PLC’s will collaborate, create a common assessment and align ELA/Math instruction to content areas.
- Individual and grade-level data chats with administrators after focus standard pre-test assessments to target standards not met by students and strategically plan instruction to meet their needs.
- Social Worker, School Psych, BSA and BIS will meet with students individually and in small groups to meet their social emotional and conduct needs.
- Student-Centered and Real-World Learning:
- Staff will again participate in PL that focuses on students affected by trauma.
- District provided Diversity Training.
- Continue Restorative Practice PL and consult.
- Student Engagement:
- Staff will facilitate clubs and extracurricular activities to enhance student.
- Student Field Trip and off-site educational opportunities will increase
- Student participation and engagement opportunities, such as athletic teams (i.e. Pickleball and Cheerleading) will increase

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.

- Completion of all Cultural Proficiency Modules for all staff members.
- Climate and Culture Team meetings with attention to supporting EL students
- Extracurricular activities and clubs inclusive to EL students
- Social Emotional Training for staff focusing on Trauma of students
- Equity Centered learning, book study of "Leading Your School Toward Equity" by Dr. Dwayne Chism
- Instructional Lead Teacher Trainings within Alternative Education Region

Student Groups

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH): The planned expenses to support these student group using Title I funds are as follows:

- **Instructional Support:** Funds will be allocated to hire additional staff, such as academic interventionists or tutors, to provide targeted, small-group instruction aimed at improving academic performance for students who are struggling.
- **Professional Development:** Title I funds will be used to offer professional development opportunities for teachers and staff, focusing on strategies to support at-risk students and improve student achievement.
- **Educational Materials:** The purchase of supplementary materials, such as textbooks, digital resources, and educational software, will be made to enhance learning opportunities and provide additional resources for students in need.
- **Assemblies and workshops with guests who reflect the community and these specific student populations.**
- **Parental Involvement Initiatives:** Funds will be used to host workshops, events, and meetings aimed at engaging parents and guardians in their children's education, thereby strengthening the home-school connection and fostering academic success.
- **Assessments and Data Analysis:** Title I funds will also cover the cost of assessments to track student progress, analyze academic data, and inform decisions about instructional practices and interventions.

These expenditures are designed to directly support the academic growth and success of students who are eligible for Title I services.

Students with Disabilities (SWD):

Using Title I funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.
5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.

- 2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
- 3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
- 4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.
- 5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
- 6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

- 1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
- 2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
- 3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
- 4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
- 5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
- 6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by:

1. **Classroom Walks using District IPG (Instructional Practice Guide):** Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly)
2. **Classroom Walks using Site-Created Monitoring Tool:** Using a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)
3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

We will shape these behaviors through the use of:

1. **District Assessments:** Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed)
2. **BAS (Benchmark Assessment System):** Administering BAS to assess students' reading levels and comprehension, guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)
3. **DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** Using DIBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest

We will ultimately hope to see for our students:

1. **Continued improvement in SBAC results**
2. **Further gains in ELA (13% last year), Math (2% last year)**
3. **Decrease in distance from standard ELA -227.4 to -212**
4. **Decrease in distance from standard in Math -279 to -264.**
5. **All students will be reading by first grade.**
6. **All students who are still struggling will have intervention plans established before third grade.**

Outcomes monitored by Principal, VP, and teachers.

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

best practices and strategies for improving student learning.
(Monthly, As Needed)

11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning.
(Teachers, Semi-Annually)

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0098 Comm-Phoenix 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	Travel			PL for Staff	5,000.00

\$5,000.00

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	✓	95.2 %	97.8 %	2024-2025	98.9 %

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.

Problem of Practice: Sustaining and Enhancing Family Engagement

Defining the Issue with Evidence

The Fall Climate & Culture Family Survey indicates a high favorability rating of 97.8% in the family engagement domain, exceeding the current target of 95.2% While this is a strong indicator of positive family-school relationships, the school aims to further enhance engagement, with a new goal of 98.9%

Maintaining and improving family engagement at such a high level requires intentional strategies to ensure continued participation, meaningful involvement, and responsiveness to diverse family needs.

Extent of the Problem and Affected Population

- This issue affects all families, particularly those who may face barriers to deeper involvement in school activities.
- School staff and leadership must ensure engagement remains inclusive, equitable, and meaningful.
- Students benefit from strong family engagement, which is linked to higher academic success, attendance, and motivation.

Evidence of the Problem

Quantitative Data:

- Current favorability: 97.8%(exceeding 95.2% goal).
- New target: 98.9% indicating a focus on further growth and sustainability.

Qualitative Data:

- Some families may be engaged at a basic level (e.g., attending events) but not deeply involved in decision-making or academic support.
- Certain subgroups (e.g., families of English Learners, working parents, or low-income households) may face barriers to participation.
- Feedback from families may indicate a desire for more flexible engagement opportunities, personalized communication, or deeper academic partnerships.

Conclusion

While **family engagement is already strong**, sustaining this success and achieving the **98.9% goal** requires **innovative, inclusive, and meaningful strategies**. By **expanding engagement opportunities, strengthening communication, and empowering families in decision-making**, the school can ensure that **all families remain active partners in student success**.

Would you like a detailed **action plan with implementation steps and monitoring strategies**? ??

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

Proposed Strategies for Improvement

- 1. Expanding Meaningful Family Engagement Opportunities
- 2. Strengthening Two-Way Communication
- 3. Empowering Families in Decision-Making

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.

Proposed Strategies for Improvement

1. Expanding Meaningful Family Engagement Opportunities

Implement **more flexible engagement options**, such as virtual meetings and recorded workshops for busy parents.
Strengthen **academic engagement initiatives**, such as family literacy/math nights and home-learning resources.
Offer **culturally responsive events** to ensure **all families feel included**.

2. Strengthening Two-Way Communication

Develop a **real-time feedback system** where families can share concerns and suggestions.
Increase **multi-language communication efforts** to reach non-English-speaking families effectively.
Provide **personalized outreach** through phone calls, home visits, or text reminders about school events.

3. Empowering Families in Decision-Making

Create more **opportunities for parent leadership roles** in school planning and advisory committees.
Offer **family education workshops** on student success strategies, college readiness, and mental health.
Involve families in **co-designing engagement initiatives** to ensure alignment with their needs.

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: Family and student support

Fully Implemented

The action was fully implemented –While our percentage isn't 100, we are very close and will strive in the upcoming year to complete the goal.

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: Family and student support

Effective

The actions were fully effective. We surpassed our target and are preparing to meet the 100% goal mark in the upcoming year.

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.

Major changes include creating more support structures for whole school and individual grades that demonstrate a particularly higher need than the norm. The purchase of particular programs, computers, and supplies will help support and extend the current learning happening in the classrooms. The primary effect of these changes will be to move all students to be reading by the end of first grade and the creation of an intervention plan for those still struggling before their third grade year. Those students that are Tier II/III in primary grades will be further supported in class through targeted and intensive reading interventions practices, small-groups and Common Formative Assessment (CFA) cycles to regularly refresh and assess for fluency, prosody and literacy needs.

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:

SSC was presented data and summary of information expressed here. SSC was in agreement with the one repeated comment of "whatever is best for the kids."

ELAC:

We do not have an ELAC because we have less than 21 English Language Learners. However, prior to each SSC meeting, we designate time for parents of EL students to meet with admin and share feedback to be included in the pending SSC meeting.

Staff:

Staff was presented data and summary of information presented here. Staff was in agreement with the presented plan, but also expressed the desire for students to be able to get more one-on-one/individualized supports.

Action 1 :

Increase Parent Engagement

Action Details:

By the end of the 2025-2026 school year, we will increase parent engagement activities to twice a week.

During the 2024-2025 school year 90% of parents participated in using the Class Dojo App to communicate with classroom teacher. Direct messages are sent to parents daily communicating students academic and social emotional progress. The administrative teams sends weekly school messages related to school events. Literature and videos were upload on the Class Dojo App for parent outreach. Parenting lab will continue every Friday during the 2025-2026 school year.

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

Student Academics

Individual parent meetings with admin to discuss student's academic progress. Weekly parenting labs will have a student academics component outlining where students should be by grade level. For students with SPED services, IEP meetings and testing services as needed/requested. There will also be a SSW component for parents describing on-site and off-site services available to meet the SEL needs of their students.

Student Engagement

Phoenix students will continue to have the opportunity to participate in a variety of clubs, leadership classes, as well as other school wide activities. Materials and supplies needed: Varies depending on the student engagement activity.

Parent Engagement

Weekly parenting labs, Back to School, Open House, quarterly awards celebrations, individual parent meetings with admin to discuss academic progress, attendance, behavior. Materials and supplies needed: Food for parenting labs, Back to School and Open House. We will also recruit families for SSC so that we get more parent voice.

- Incentives will be provided to students who have parents who participate in activities on campus and on the Class Dojo App.
- Orientations completed on date of student enrollment.
- Monthly Excellent Attendance Pizza Party.
- Back to School Presentation and luncheon
- Quarterly Family Gatherings
- Babysitters will be provided during Parenting Labs.
- Winter Program
- Guest Speakers
- Student Presentations for DEI Heritage Months.
- Parent intake meetings with Social Worker
- Graphics - Direct services for additional materials such as certificates and other resources necessary to support parent/student engagement, safety, behavior and social-emotional needs.
- Direct Services for food services for students/parent engagement and activities
- Purchase orders to vendors to support student/parent engagement activities.
- Certificates for parents.
- Flyers
- Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix
- Parents and students will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

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.

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

All school flyers will be sent in students home language. Translators will be provided for all parent gatherings.

Teachers regularly communicate with parents through Class Dojo

Parents and students will be involved with the 5 Star system for identification and motivational incentives. This system will be piloted on an elementary level at Phoenix.

Parents and student will be able to follow and participate with the Phoenix Social Media Platforms, X, Facebook and Instagram

Student Groups

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

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Students with Disabilities (SWD):

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1. **Specialized Instructional Support:** Title I funds will be used to hire additional special education staff or paraprofessionals to provide targeted, individualized support for students with disabilities. This may include one-on-one instruction or small group interventions to address specific academic needs.
2. **Assistive Technology:** Funds will be allocated to purchase assistive technology devices or software that support students with disabilities, helping them access the general education curriculum and participate fully in learning activities.
3. **Professional Development:** Title I funds will be used to provide training for educators on best practices for teaching students with disabilities, including strategies for differentiation, inclusion, and personalized instruction.
4. **Modified Curriculum and Materials:** Funds will be used to acquire specialized curriculum materials or resources tailored to the learning needs of students with disabilities, ensuring they have access to appropriate educational content.
5. **Support Services:** Title I funds may be directed toward providing additional counseling, behavioral support, or social-emotional services to address the unique needs of students with disabilities, helping them succeed academically and socially.

These expenditures are intended to ensure that students with disabilities receive the necessary supports and services to achieve academic success and overcome barriers to learning.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

The planned expenses to support our student groups using 7090/7091 funds are as follows:

- **Culturally Responsive Instructional Materials:** Funds will be allocated to purchase resources that reflect the diverse cultural backgrounds of our students, ensuring that instructional materials are inclusive and relevant to the experiences of African American students.
- **Professional Development for Educators:** Title 7090/7091 funds will be used to provide teachers and staff with training on culturally responsive teaching practices, equity, and best strategies for supporting African American students' academic and social-emotional development.
- **Mentoring and Academic Support Programs:** We plan to use these funds to establish or expand mentoring programs, where students can receive guidance and support from role models, peers, or faculty who can help navigate academic and social challenges.
- **Extracurricular Activities and Enrichment:** Funds will be used to support student involvement in extracurricular programs, such as leadership training, college preparation, and community-building events, that provide African American students with opportunities to grow academically, socially, and professionally.
- **Family Engagement Initiatives:** Funds will be allocated to strengthen partnerships with families by organizing events and workshops that engage parents and guardians, creating a strong community support system for students.

These initiatives are designed to foster a supportive and inclusive learning environment for our students, helping to ensure their academic success and personal growth.

Students with Disabilities (SWD):

Using 7090/7091 funds, the planned expenses to support the students with disabilities group include:

1. **Specialized Instructional Resources:** Funds will be used to purchase modified curriculum materials and specialized educational resources tailored to the needs of students with disabilities, ensuring they can fully participate in the general education curriculum.
2. **Assistive Technology:** We will invest in assistive technology tools and devices that help students with disabilities access learning content, enhance their participation in classroom activities, and support independent learning.
3. **Professional Development:** Title 7090/7091 funds will be used to provide training and workshops for teachers and staff on best practices for supporting students with disabilities, including differentiated instruction, inclusion strategies, and behavior management techniques.
4. **Support Staff:** Funds will be allocated to hire additional specialized staff, such as special education teachers, paraprofessionals, or behavior specialists, to provide direct support and interventions for students with disabilities.
5. **Behavioral and Social-Emotional Support Services:** These funds will support services aimed at helping students with disabilities develop social skills and manage behavioral challenges, promoting a positive and inclusive school environment.

These expenditures aim to provide comprehensive support to students with disabilities, ensuring they have the resources, training, and interventions needed to thrive academically and socially.

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

African American (AA), Asian (A), English Learner (EL), Long Term English Learner (LTEL), Foster Youth (FY), Hispanic (HI), Homeless (HM), Multiple Races (MR), Socio-economic Disadvantaged (SED), White (WH):

To support our student groups, our site has planned the following actions:

1. **Culturally Relevant Curriculum:** We will incorporate materials and content that reflect the cultural history, experiences, and contributions of students of diverse populations. This approach aims to create a more inclusive learning environment that resonates with the students.
2. **Targeted Academic Support:** We will provide additional tutoring, academic intervention programs, and small-group instruction tailored to meet the needs of diverse students, helping to improve their academic performance and close any achievement gaps.
3. **Mentorship Programs:** We will introduce mentorship opportunities where students of diverse groups can connect with role models, either within the school or from the community, to receive guidance and support in their academic and personal growth.
4. **Professional Development for Educators:** Teachers will undergo training on culturally responsive teaching practices to ensure they are equipped to effectively support and engage students of diverse backgrounds, fostering a more inclusive and equitable learning environment.

- 5. **Family and Community Engagement:** We will strengthen relationships with student families by organizing workshops, parent-teacher conferences, and community events aimed at enhancing family involvement in students' educational experiences.
- 6. **Extracurricular Activities:** We will provide students with access to programs that support leadership development, cultural enrichment, and college and career readiness, helping them explore opportunities beyond the classroom.

These actions are designed to create a supportive, equitable, and nurturing environment where students can thrive academically and personally.

Students with Disabilities (SWD):

To support the students with disabilities group, our site has planned the following actions:

- 1. **Individualized Support Plans:** We will ensure that each student with a disability has a tailored Individualized Education Plan (IEP) that addresses their specific academic, social, and emotional needs, with appropriate goals and accommodations in place.
- 2. **Specialized Instruction:** We will provide specialized instruction and interventions to support students with disabilities, including one-on-one or small-group instruction, to help them access the general education curriculum and succeed in their academic endeavors.
- 3. **Professional Development:** Teachers and staff will receive ongoing training on differentiated instruction, inclusive teaching practices, and strategies for effectively supporting students with disabilities in the classroom.
- 4. **Assistive Technology:** We will implement and provide access to assistive technology devices and tools that support students' learning, communication, and overall participation in class activities, ensuring equitable access to education.
- 5. **Behavioral and Social-Emotional Support:** We will provide additional support in the form of counseling services, behavioral interventions, and social skills training to help students with disabilities build positive relationships and develop coping skills.
- 6. **Collaboration with Families:** We will strengthen partnerships with families of students with disabilities by maintaining open communication and offering resources, workshops, and support services to ensure that students' needs are met both in school and at home.

These actions are designed to create an inclusive and supportive environment where students with disabilities can thrive academically, socially, and emotionally.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by: 1. Classroom Walks using District IPG (Instructional Practice Guide): Conducting regular classroom observations to assess the implementation of instructional strategies, ensuring alignment with district standards, and providing feedback to improve teaching practices. (Admin, Weekly) 2. Classroom Walks using Site-Created Monitoring Tool: Using	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors through the use of: 1. District Assessments: Utilizing district-wide assessments to monitor student progress, identify areas of need, and inform instructional decisions based on data-driven insights. (Teachers/Admin, As Needed) 2. BAS (Benchmark Assessment System): Administering BAS to assess students' reading levels and comprehension,	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately hope to see for our students:

a customized observation tool developed by the site to track specific teaching strategies, student engagement, and instructional effectiveness, allowing for targeted improvements. (Admin, Weekly; Peer Monitoring, Semi-Annually)

3. **Data provided by Professional Learning Communities (PLCs):** Analyzing student performance data collected through PLCs to identify trends, share successful teaching practices, and collaborate on strategies to address areas of need. (Teachers, Weekly)
4. **Data provided by Instructional Lead Teacher Group:** Reviewing and discussing data from the Instructional Lead Teacher group to inform instructional decision-making, develop strategies for continuous improvement, and ensure consistency in teaching practices across the site. (Lead Teachers, Weekly)
5. **Student Assessment Data:** Using regular formative and summative assessment data to monitor student progress, identify areas of growth, and adjust instructional practices to meet the evolving needs of students. (Teachers, Daily)
6. **Action Plans and Goal Setting:** Developing action plans based on data analysis from various sources, setting specific, measurable goals for improving student outcomes, and regularly reviewing progress to adjust strategies as needed. (Teachers, Every 9 Weeks)
7. **Common Formative Assessment (CFA) Cycles:** Teachers will analyze SBAC Claims and Targets (Grades 3-6) or Common Core State Standards (Grades 1-2) and map out 9-week focused instructional cycles of intentional 6-week direct instruction that will culminate in a common formative assessment. Assessment data will then be taken and utilized to create a two-week intervention plan for all students (Either recursive or extension). Upon completion of intervention, students will retake the assessment to determine growth. (Teachers, Every 9 Weeks)

These approaches, grounded in data-driven practices, will help ensure targeted changes in teaching and learning to improve student outcomes across the site.

Outcomes to be monitored by Principal, VP and teachers

guiding targeted interventions and differentiated instruction to address literacy gaps. (Teachers, Quarterly)

3. **DIBBELS (Dynamic Indicators of Basic Early Literacy Skills):** Using DIBBELS assessments to evaluate early literacy skills, helping to identify students at risk for reading difficulties and providing appropriate support. (Teachers, Quarterly)
4. **DRP (Degrees of Reading Power):** Leveraging DRP assessments to measure students' reading comprehension and guide the development of targeted reading strategies that improve overall literacy skills. (Teachers, As Needed)
5. **I-Ready:** Utilizing I-Ready diagnostic assessments and instructional tools to identify specific learning needs in reading and math, allowing for personalized learning pathways for students. (Teachers, Three Times a Year)
6. **Site-Created Common Assessments:** Developing and administering site-specific common assessments to evaluate student progress on key concepts aligned with the curriculum, ensuring consistency in evaluating student learning. (Teachers, Every 9 Weeks)
7. **SBAC (Smarter Balanced Assessment Consortium):** Using SBAC results to assess student proficiency in English Language Arts and Mathematics, guiding instructional adjustments and addressing achievement gaps. (Teachers, EOY)
8. **Adherence to the Common Core Standards:** Ensuring that all instructional practices align with Common Core standards, focusing on building critical thinking, problem-solving, and analytical skills that support student success. (Teachers, Throughout the Year)
9. **Adherence to the District Scope and Sequence:** Following the district's prescribed scope and sequence to maintain a coherent and consistent instructional approach, ensuring that content is taught in a logical progression that supports mastery of key skills. (Teachers, Throughout the Year)
10. **Ongoing Professional Development:** Offering professional development opportunities based on observed trends and areas of need, ensuring that staff are equipped with the latest best practices and strategies for improving student learning. (Monthly, As Needed)
11. **Peer Observations and Feedback:** Encouraging teachers to engage in peer observations to share insights, provide constructive feedback, and collaboratively problem-solve challenges related to instruction and student learning. (Teachers, Semi-Annually)

1. **Continued improvement in SBAC results**
 2. **Further gains in ELA (13% last year), Math (2% last year)**
 3. **Decrease in distance from standard ELA -227.4 to -212**
 4. **Decrease in distance from standard in Math -279 to -264.**
 5. **All students will be reading by first grade.**
 6. **All students who are still struggling will have intervention plans established before third grade.**
- Outcomes monitored by Principal, VP, and teachers.

By consistently applying these assessments and frameworks, we will shape student behaviors, monitor progress, and adjust instruction to meet the needs of all learners.

Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.

Outcomes will be monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies - Parent Engagement *No Food or Incentives*	460.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Equip Lease			Ricoh Lease	7,301.00

\$7,761.00

2025-2026 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,386.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies *No Food or Incentives*	2,029.00
G2A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	3,404.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	2,401.00
G3A2	ESSA-CSI	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	1.0000	TSA will support students, staff, families, and community resources focusing on proactive intervention, coordination of services, and relationship-building. Also supports G2A2, G3A1, G1A1, and G1A2.	170,451.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub for PL	716.00
G3A2	Sup & Conc	School Administration	Crt Supr-Sub			Admin Sub for PL	1,196.00
G4A1	Sup & Conc	Instruction	Travel			PL for Staff	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies - Parent Engagement *No Food or Incentives*	460.00
G5A1	Sup & Conc	Instructional Supervision & Admii	Equip Lease			Ricoh Lease	7,301.00
							\$194,344.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,864.00
ESSA-CSI	3182	\$172,480.00
Sup & Conc	7090	\$16,614.00
LCFF: EL	7091	\$1,386.00
Grand Total		\$194,344.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$3,415.00
G2 - Expand student-centered and real-world learning experiences	\$5,805.00
G3 - Increase student engagement in their school and community	\$172,363.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,761.00
Grand Total	\$194,344.00