


**Wawona Middle School**

10621666057350

Principal's Name: Kimberly Villescaz

Principal's Signature: 

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

<b>Table of Contents</b>		
<b>Section</b>	<b>Topic</b>	<b>Details</b>
<b>A.</b>	<b>School Quality Review Process</b>	Data Analysis and identification of needs and goals from SQII Needs Assessment
<b>B.</b>	<b>Action Plan</b>	Action designed to meet the needs and accomplish the goals
<b>B.1.</b>	<b>Academic Domain</b>	Academic and Course Performance
<b>B.2.</b>	<b>Social/Emotional Domain</b>	Attendance/Suspensions/Expulsions
<b>B.3.</b>	<b>Culture and Climate Domain</b>	Goal 2 Engagement/Parent Involvement/EL Services
<b>Budget and Governance Sections</b>		
<b>C.1.</b>	<b>Budget</b>	Allocations and planned expenditures
<b>D.1.</b>	Centralized Services	N/A
<b>E.1.</b>	<b>Assurances</b>	Consolidated Program Assurances
<b>E.2.</b>	<b>School Site Council</b>	Members list
<b>E.3.</b>	<b>Required Signatures</b>	Principal and SSC Chairperson
<b>E.4.</b>	<b>Addendum</b>	Site Parent Involvement Policy/Compact/SSC Bylaws

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	15/17	86.1 %
<input type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	15/17	13.9 %
<input type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	14/17	6.28 %
<input type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	14/17	93.72 %
<input type="checkbox"/>	Middle	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	12/17	38.73 %
<input type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	12/17	35.57 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who	10/16	23.4 %

meet borderline eligibility criteria

<input type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	9/17	42.86 %
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### 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	CORE High School Readiness	5- High School Readiness Rate	<a href="#">2524</a>	CORE Waiver: High School Readiness	13/17	37 %
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	<a href="#">6643</a>	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	13/17	5.84 %

### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	17/17	38.81 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	16/17	20.95 %
<input type="checkbox"/>	Middle	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	15/17	30.77 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	15/17	90.4 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	11/17	14.52 %

<input type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">5957</a>	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	10/17	32.91 %
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## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	14/17	69.23 %
<input type="checkbox"/>	Middle	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	9/17	21.91 %
<input type="checkbox"/>	Middle	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	8/10	9.38 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 1</b>	<p><i>Detail the action: The School Climate and Culture Team at Wawona Middle School will use the Cycle of Continuous Improvement to develop a yearly plan to train the certificated and classified staff in the STOIC framework. Professional learning will occur once a quarter. Topics will include: proactive class management techniques, 3:1 positive interactions, levels of misbehaviors and how to respond to them, and school wide Student Success Team referral and process. Class meeting lessons will be strategically placed throughout the year in the homeroom period, and to occur every week, to support behavior and emotional needs of students. The team will receive supplemental contracts for preparation of professional learning.</i></p>		
SQII Element: Student Suspensions	SQII Sub-element(s): Suspension Rate	Site Growth Target: See SMART goals below.	Vendor (contracted services) (badge maker ink/ribbons)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p>			
<p><b>Suspension:</b> <i>By the end of the school year, the suspension rate will decrease by 5% or more as measured by SQII Suspension Element and ATLAS data.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><i>Suspension data will be collected and reviewed quarterly ATLAS reports. Reports will be reviewed and interventions provided for targeted groups of students who are identified as at risk for suspensions.</i></li> <li><i>Professional Learning time will be identified and calendared quarterly for classroom teachers to analyze their suspension data, create a plan to target specific behaviors, as well as prepare for class meeting lessons in order to target common disruptive misbehaviors in each grade level.</i></li> <li><i>Feedback to specific teachers and/or departments using Classroom Walkthrough site observation tool</i></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><i>Culture and Climate Team</i></li> <li><i>Classroom Teachers</i></li> <li><i>Admin Team</i></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><i>Quarterly</i></li> <li><i>Quarterly</i></li> <li><i>Weekly</i></li> </ol>

*Explain the Targeted Actions for Parent Involvement (required by Title I):*

*Describe related professional learning: Safe and Civil trainings (levels of misbehaviors, STOIC, 3 to 1 positive interactions, Classroom Management for the Secondary Classroom, Teacher’s Encyclopedia of Behavior Management, Skillful Teacher book)*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
*Teachers will continue the implementation of class meetings every 2 weeks and the STOIC framework that focuses on improving student behaviors which impedes learning within the classroom and supports students in developing positive behaviors as well as developing relational capacities with adults and peers. Rewards and incentives will be provided to students who meet High School Readiness criteria and they will also be recognized with a Lancer Scholar Award quarterly.*

*Posters of school vision, beliefs, Guidelines for Success, routines and expectations, rewards and incentives*  
*Graphic organizers*  
*Colored Xerox papers for school flyers and invitations to parents*  
*Journals for all students to record reflections and thinking during class meetings*  
*ID Badges, ink cartridges*  
*Specify additional targeted actions for EL students:*

<b>Budgeted Expenditures</b>									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supp. contracts for planning	\$7,904
1	3	Sup & Conc	Guidance & Counseling Services	Classified Support-Supplemental				CLEAR mentor/facilitator	\$2,349
1	3	Sup & Conc	Security	Classified Support-Supplemental				supplemental pay for safety assistants	\$1,410
1	3	Sup & Conc	Instruction	Materials & Supplies				materials for preparation and planning, instruction class room meetings	\$5,660
1	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics	\$2,000
<b>Total</b>									<b>\$19,323</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action: Teachers will learn how to plan modules using the basic foundations of LDC and a weekly “Common Core Interactive Lesson Planner”. Lead Teachers will receive additional training before school starts in order to be able to lead the planning with their Accountable Community department team. Lead teachers will identify skills for Common Formative Assessments, pre-/post-assessments aligned to the Common Core State Standards and rubrics through the analysis of district interim assessments and DRP. Professional learning for all teachers will include readings and implementation of strategies from the book, CORE6, to support student engagement in the classroom, WRITETools strategies, ELD Frameworks, implementation of designated and integrated ELD across the cores subjects. PL will be provided by on site staff and/or district support staff on text re-/deconstruction, the Teaching and Learning Cycle and scaffolding strategies.</i></p>		
SQII Element: ELA (SBAC)	SQII Sub-element(s): Standard not met/nearly met, SBAC standards met/exceeded	Site Growth Target: See SMART goals below.	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li><i>ELA: By the end of the school year, percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease by 10% or more.</i></li> </ol>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><i>ELA District Interim Assessment data, DRP, Common Formative Assessments</i></li> <li><i>Numbers of students with Cs and above in ELA,</i></li> <li><i>Feedback to specific teachers and/or departments using Classroom Walkthrough site observation tool</i></li> </ol>		Owner(s) <ol style="list-style-type: none"> <li><i>AC Teams</i></li> <li><i>Leadership Team</i></li> <li><i>Admin Team</i></li> </ol>	Timeline <ol style="list-style-type: none"> <li><i>Weekly</i></li> <li><i>Monthly</i></li> <li><i>Weekly</i></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): SSC, ELAC meetings, Monthly Newsletters, School Messengers, Parent Workshops, and school flyers will inform parents of the school’s actions to increase student achievement in ELA and Math. Progress Reports will be sent home every 3<sup>rd</sup> and 6<sup>th</sup> week of each quarter to inform parents and students of their grades. Parent Workshops will include presentations on college requirements, grade requirements and how to support their child’s academic success in Middle School. Back to School Night, Open Houses, and various school wide family events will be posted on the school website calendar as well as posted on the school marquee.</i></p>			



*Describe related professional learning: RTI-Strategies for Middle School book, Learning by Doing (A handbook for Professional Learning Communities), ELD Frameworks, WriteTools Trainings, strategies to increase student engagement and discourse, classroom observations of effective reading/math strategies.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Instruction during the day will consist of CORE6 strategies, differentiated instruction, WriteTools strategies, The Literacy Solution A System for Reading Comprehension, and complex talk strategies, graphics. Specify additional targeted actions for EL students: EL student focus groups will be a part of RTI to receive targeted instruction in ELD within ELA.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				subs for Professional Learning/lesson observations	\$857
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				suppl. contracts, planning	\$9,880
2	1	Sup & Conc	Instruction	Materials & Supplies				materials for RTI-ELA and Math	\$10,425
2	1	Sup & Conc	Instructional Supervision & Administration	Travel				Conference fees, travel expenses	\$800
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				direct maintenance	\$1,178
2	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows/RTI-math and ELA	\$23,785
2	1	Sup & Conc	Instruction	Travel				conference, travel expenses	\$1,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology equipment, replacement	\$15,651

2	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$1,700
								Total	\$65,276

Domain	<input checked="" type="checkbox"/> Rates	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	Detail the action: Response To Intervention will be provided in each grade level in ELA and Math. Strategies for RTI will include best teaching strategies from the book CORE6, The Literacy Solution A System for Reading Comprehension, WRITETools strategies, and complex talk strategies and the Skillful Teacher book. Four Teaching Fellows will support the designated RTI classrooms to support small group instructions in ELA and Math. RTI teachers will be given time to vertically and horizontally plan with their colleagues on site during AC team meetings. Pre/post assessments using the Johns Inventory and Common Formative Assessments will be created and calendared to measure progress. Teachers will analyze their data and plan for differentiation to address the standards not met. PLUS Teachers will be utilized to support RTI during their flex weeks.			
	SQII Element: SBAC ELA and Math	SQII Sub-element(s): SBAC standards met/exceeded	Site Growth Target: See SMART goals below.	Vendor (contracted services)  Teaching Fellows Spinitar FUSD warehouse
	<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going    Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context			
Write a SMART Goal to address each data point: By the end of the school year, number and percentage of 7-8 <sup>th</sup> grade students scoring Standard Met or Standard Exceeded on the ELA and Math SBAC exam will show an increase of 15% or more.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)  1. Common Formative Assessments 2. Numbers of students with Cs and above in ELA and Math 3. Feedback to specific teachers and/or departments using Classroom Walkthrough site observation tool			Owner(s)  1. RTI Teachers 2. PLUS Teachers 3. Administration	Timeline  1. Bi-Weekly 2. Monthly 3. Weekly

*Explain the Targeted Actions for Parent Involvement (required by Title I): Parent meeting will be held to share with parents the purpose and details of the RTI programs in math and ELA. Parents will be given the Edu-Text instructions and website at the meeting so that they can monitor student grades and assignments. Parents will be informed about the types of assessments that will be used to measure growth in RTI.*

*Describe related professional learning: RTI-Strategies for Middle School book, Learning by Doing (A handbook for Professional Learning Communities), ELD Frameworks, WriteTools Trainings, and classroom observations of effective reading/math methodologies, book The Literacy Solution A System for Reading Comprehension.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Instruction will include reading strategies: analyzing, questioning, predicting, clarifying, and summarizing through talk strategies, cooperative groupings, presentations, and written assignments. Common formative assessment data in ELA, Math, History and Science will be used to measure effectiveness of strategies. Materials: journals, white boards, 3 ring binders, tabs, markers, chart papers, post-it notes, tablets, printing papers, poster paper.*

*Specify additional targeted actions for EL students: English Learner focus groups will receive ELD in an RTI classroom. Students will also receive ELD in the core classes through an integrated ELD system.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows/RTI ELA and Math	\$9,791
								Total	\$9,791

Domain	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action:</i>                      Goal 2, Transportation for study trips, music performances and competitions to increase student participation in the arts in order to provide opportunities for students to build positive relationships with other students and staff.</p>		

<i>SQII Element: Student Engagement</i>		<i>SQII Sub-element(s): Overall Student Participation</i>		<i>Site Growth Target: See SMART goal below.</i>	<i>Vendor (contracted services) FUSD transportation</i>				
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>							
<i>Write a SMART Goal to address each data point: By the end of the school year, the percentage of students who are engaged in any Goal 2 activities will increase by 10% or more as measured by SQII Student Engagement Element.</i>									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ol style="list-style-type: none"> <li><i>1. Data for each student will be collected through ATLAS.</i></li> <li><i>2. Monitoring by SQII Student Participation Element.</i></li> </ol>			<i>Owner(s) Counselor, GLA, Campus Culture Director, Music Director, Club Supervisors</i>		<i>Timeline Quarterly</i>				
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>									
<i>Describe related professional learning:</i>									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>									
<i>Specify additional targeted actions for EL students:</i>									
<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				bus/transportation	\$5,000
								Total	\$5,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: Provide funds for CELDT assessors to administer the test to English Learners within the testing window in order to meet state and district compliance. CELDT data will be used to establish a targeted group for instruction in the after school ELD tutorial. Instruction will be aligned to the reading, writing, listening and speaking grade level standards. Instruction will be supplemented with the MobyMax computer program. CELDT chats will be held at the beginning of the school year to inform students of the assessment, their progress, and set goals for the year.</i></p>		
SQII Element: EL Re-designation	SQII Sub-element(s): Borderline to Re-designation	Site Growth Target: See SMART goal below.	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:                  EL Re-designation: By the end of the school year, percentage of English Learners identified as meeting borderline criteria for re-designation at the end of spring semester and are re-designated within 365 days will increase to 5% or more.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>EL Focus Group data: DRP and quarterly grades will be collected to determine if progress is being made. Instruction in the ELD Afterschool Tutorial will consist of ELD strategies, reading comprehension strategies, writing, and listening and speaking to improve students' CELDT score and DRP in order to move student towards Re-designation by the end of the school year.</i></p>		Owner(s)  Teacher/GLA	Timeline  Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be invited to a meeting where the teacher and Administrative staff explains the purpose for the tutorial. They will also receive a letter summarizing their child's ELD progress, details of the program and parent tips.</i></p>			
<p><i>Describe related professional learning:                  *ELD Frameworks provided by the English Learner Department                  *Reading Comprehension Strategies                  *ELD goal setting form, how to read and use this document to assist in the planning of instruction</i></p>			

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
 \*student data folders to document progress  
 \*instruction will include reading comprehension, writing, listening and speaking activities based on the needs of the targeted group  
 \*computer program will be used to supplement instruction to increase reading and listening skills

*Specify additional targeted actions for EL students:*  
 \*data chats will be held with teacher on a quarterly basis, check grades, and set goals for the quarter

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Teacher-Supplemental Salaries				ELD After School Tutor	\$4,940
5	1	EL	Instruction	Materials & Supplies				ELD ASP tutorial supplies	\$3,213
5	1	EL	Instruction	Non Capitalized Equipment				Technology for ELD After school tutorial	\$5,000
								Total	\$13,153

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<p><b>Action # 6</b></p> <p><i>Detail the action: To increase parent participation, Wawona School will enhance school-to-parent communication through a variety of activities, meetings, and written and verbal correspondence. We will also provide funds for refreshments, materials and supplies for parent meetings, workshops, and family events including: babysitting, School Site Council meetings, English Learner Advisory Committee meetings, monthly coffee-chats, College Making it Happen night, Title I Parent meeting, Parent University workshops, parent recognitions.</i></p>					
SQII Element: School Climate			SQII Sub-element(s): Climate and Culture		Site Growth Target:	Vendor (contracted services) Savemart, Foodmaxx
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context				
<p>Write a SMART Goal to address each data point: By the end of 2016-2017 school year the percent of Parents that respond “Agree” or “Strongly Agree” “I participate in my child’s school sponsored meetings/councils” will increase by 5% or greater.</p>						

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. <i>Monitoring parent attendance through the use of meeting sign-in sheets during SSC, ELAC, Title 1, Back-to-School Night, Open House, Friday Morning Coffee Chats, Parent University Modules, as well as Parent Volunteer forms and data collected from weekly Visitor Sign-in Logs.</i></li> <li>2. <i>Parent responses on the spring 2016 School Climate/Culture Parent Survey.</i></li> </ol>	<p><i>Owner(s)</i></p> <p><i>Principal/VP GLA, Counselor SESS</i></p>	<p><i>Timeline</i></p> <p><i>Monthly SSC, ELAC, Coffee-Chats (TBD) Parent University, Title I Parent Meeting, Back to School Night, Open House, College Making it Happen, Parent Recognitions</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be invited to the school events by phone messenger, flyers, posters, banners, marquis, and school web calendar for the following events: School Site Council meetings, English Learner Advisory Committee meetings, monthly coffee-chats, College Making it Happen night, Title I Parent meeting, Parent University workshops, parent recognitions.</i></p>		
<p><i>Describe related professional learning:</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Parent Participation	Other Classified-Supplemental				Translating for IEP, parent meetings, conferences	\$1,292
6	3	Sup & Conc	Parent Participation	Materials & Supplies				materials for parent meetings/refreshments	\$3,000
6	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation materials/supplies	\$2,004
6	3	EL	Parent Participation	Direct-Food Services (Dr)				Food Service for parent participation/FUSD food services	\$1,000
<b>Total</b>									<b>\$7,296</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 7</b>	<p><i>Detail the action: Wawona school will implement an RTI system in designated math classes. Professional learning for teachers will be in the form of lesson studies around the 5E Process of Lesson Design and lesson observations on and off site. Teachers will also be provided trainings in effective math strategies for the teaching of challenging content to reflect the shifts required by the Common Core State Standards in Mathematics. Teachers will create pre/post assessments, common formative assessments, and end of unit tasks to measure progress throughout the year.</i></p>		
SQII Element: Math (SBAC)		SQII Sub-element(s): Standards not met/nearly met	Site Growth Target: See SMART goal below. Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point: By the end of the school year, number and percentage of 7-8<sup>th</sup> grade students scoring Standard Met or Standard Exceeded on the Math SBAC exam will show an increase of 15% or more.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. pre/post assessments of skills aligned to the grade level standards.</li> <li>2. common formative assessments</li> <li>3. District Math Interim Assessments and Illuminate on line system</li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. Teachers/Admin</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Varies, beginning and end of unit</li> <li>2. Bi-weekly</li> <li>3. Semester</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Home school communication about the progress of the students will be communicated through the school website, progress reports, Edu-Text, SchoolMessenger system, parent/teacher conferences.</i></p>			
<p><i>Describe related professional learning: Math department will support professional learning at the site on the 5E Process of Lesson Design and the planning around the new math adoption. Teachers learn how to use the Illuminate on line system to create assessments and collect student progress towards the CCSS math standards.</i></p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): chart paper, technology, markers, manipulatives, white boards.</i></p>			
<p><i>Specify additional targeted actions for EL students:</i></p>			



<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>	
<b>Action # 8</b>	<p><i>Detail the action: A Laptop Program will be implemented in designated ELA, Math, and Science.. Teachers will attend conferences and trainings to embed the use of the most current technology to engage students in the learning of the content and improve students’ reading, writing, communication skills. Funds will be utilized to acquire and maintain technology resources on site.</i></p>			
<p><i>SQII Element: ELA, Math (SBAC)</i></p>		<p><i>SQII Sub-element(s): Standards not met/nearly met</i></p>	<p><i>Site Growth Target: See SMART goal below.</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i>    <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:    <input type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point: By the end of the school year, number and percentage of 7-8<sup>th</sup> grade students scoring Standard Met or Standard Exceeded on the ELA and Math SBAC exam will show an increase of 15% or more.</i></p>				
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>1.common formative assessments (writing/math) 2.District Interim Assessments (ELA/Math)</i></p>		<p><i>Owner(s)</i></p> <p><i>1. Teachers 2. Teachers/Admin</i></p>	<p><i>Timeline</i></p> <p><i>1. Varies 2. Semester</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Home school communication about the progress of the students will be communicated through the school website, progress reports, Edu-Text, SchoolMessenger system, parent/teacher conferences.</i></p>				
<p><i>Describe related professional learning: Conference/trainings for teachers on how to embed technology into the teaching of core classes.</i></p>				
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Supplies include but not limited to: laptops and supplies for the laptop, ink cartridges, papers, charging stations, power cords, adapters, memory sticks.</i></p>				
<p><i>Specify additional targeted actions for EL students:</i></p>				

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 9</b>	<p><i>Detail the action: Wawona will implement the W.E.B. (Where Everyone Belongs) program. W.E.B. is a middle school orientation and transition program that welcomes 6<sup>th</sup>/7<sup>th</sup> graders and makes them feel comfortable throughout their first year of their middle school experience. Through this nationally recognized program, members of the 8<sup>th</sup> grade class are trained to act as positive role models. The WEB program has enhanced anti-bullying efforts, reduced discipline issues, and increased school safety, by creating an improved school climate and a greater sense of connection for the whole school.</i></p>		
SQII Element: Student Engagement	SQII Sub-element(s): Overall Student Participation	Site Growth Target: See SMART Goal below.	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, there will be a 20% increase in the number of 7<sup>th</sup> grade students that state that they feel connected to someone at school.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>1. Culture Climate Survey – parent, student and staff</i></p> <p><i>2. Quarterly progress monitoring by progress reports, quarter report cards, discipline referral data</i></p>		Owner(s)  1. Counselor 2. Counselor/WEB teacher	Timeline  1. Yearly 2. Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): SSC, ELAC, Title I Parent meeting, Back to School Night, newsletters, and communications on the school web page will inform parents of the school’s actions to promote engagement into the arts, activities and athletics.</i></p>			
<p><i>Describe related professional learning: WEB teacher and Counselor will present the program details and requirements to the staff of Wawona School. Teachers will participate in professional learning to implement WEB strategies in class and school wide.</i></p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Supplies need, but no limited to: T-shirts, lanyards, mailings, incentives, training days for WEB coordinators, planning time, activity materials, food, etc.</i></p>			

Specify additional targeted actions for EL students:

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 10</b>	<p><i>Detail the action: Wawona School will establish a CLEAR (Center for Leadership Equity and Research) Mentoring Program (CWMP). CWMP will primarily focus on building leadership skills in our future leaders of our community through mentorship and various leadership activities and guest speakers. The objective is to nurture and build leadership qualities within incoming 7<sup>th</sup> graders who will be paired with a one on one trained 8<sup>th</sup> grade mentor. Funds will be used to supplement the cost of a facilitator throughout the school year.</i></p>		
<i>SQII Element: Student Engagement</i>	<i>SQII Sub-element(s): Overall Student Participation</i>	<i>Site Growth Target: See SMART Goal below.</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	<i>Reasoning:    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, there will be a 20% increase in the number of 7<sup>th</sup> grade students that state that they feel connected to someone at school.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<p><i>1. Culture Climate Survey – parent, student and staff</i></p> <p><i>2. Quarterly progress monitoring by progress reports, quarter report cards, discipline referral data , and attendance</i></p>		<i>SESS Social Worker Counselor</i>	<i>Yearly Quarterly</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): SSC, ELAC, Title I Parent meeting, Back to School Night, newsletters, and communications on the school web page will inform parents of the school’s actions to promote engagement into the arts, activities and athletics.</i>			
<i>Describe related professional learning: Mentor collaborates with other sites mentors. Work with School Therapist and School Psychologist in assisting in the social-emotional area of the students.</i>			

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): binders, tabs, markers, poster boards, t-shirts*

*Specify additional targeted actions for EL students:*

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Wawona - 0475

**ON-SITE ALLOCATION**

3010	Title I	\$25,789 *
7090	LCFF Supplemental & Concentration	\$76,905
7091	LCFF for English Learners	\$17,145
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$119,839</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$697
Remaining Title I funds are at the discretion of the School Site Council	\$25,092
<b>Total Title I Allocation</b>	<b>\$25,789</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0475 Wawona Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	3	Sup & Conc	Instruction	Teacher-Supp			supp. contracts for planning	7,904.00
1	3	Sup & Conc	Instruction	Mat & Supp			: materials for preparation and planning, instruction class room meetings	5,660.00
1	3	Sup & Conc	Instruction	Direct-Graph			graphics	2,000.00
1	3	Sup & Conc	Guidance & Counseling Services	Cls Sup-Sup			CLEAR mentor/facilitator	2,349.00
1	3	Sup & Conc	Security	Cls Sup-Sup			supplemental pay for safety assistants	1,410.00
2	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Teaching Fellows/RTI-math and ELA	23,785.00
2	1	Sup & Conc	Instruction	Teacher-Subs			subs for Professional Learning/lesson observations	857.00
2	1	Sup & Conc	Instruction	Teacher-Supp			suppl. contracts, planning	9,880.00
2	1	Sup & Conc	Instruction	Mat & Supp			materials for RTI-ELA and Math	10,425.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology equipment, replacement	15,651.00
2	1	Sup & Conc	Instruction	Travel			: conference, travel expenses	1,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			: direct maintenance	1,178.00
2	1	Sup & Conc	Instructional Supervision & Admir	Travel			: Conference fees, travel expenses	800.00
2	1	EL	Instruction	Direct-Other			: CELDT Assessors	1,700.00
3	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows/RTI ELA and Math	9,791.00
4	1	Sup & Conc	Instruction	Direct Trans			bus/transportation	5,000.00
5	1	EL	Instruction	Teacher-Supp			ELD After School Tutor	4,940.00
5	1	EL	Instruction	Mat & Supp			ELD ASP tutorial supplies	3,213.00
5	1	EL	Instruction	Nc-Equipment			: Technology for ELD After school tutorial	5,000.00
6	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation materials/supplies	2,004.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			materials for parent meetings/refreshments	3,000.00
6	3	EL	Parent Participation	Oth Cls-Supp			Translating for IEP, parent meetings, conferences	1,292.00
6	3	EL	Parent Participation	Direct-Food			Food Service for parent participation/FUSD food services	1,000.00

**\$119,839.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$25,789.00
Sup & Conc	7090	\$76,905.00
EL	7091	\$17,145.00
<b>Grand Total</b>		<b>\$119,839.00</b>

Domain Totals	Budget Totals
Academic	\$95,224.00
Culture & Climate	\$24,615.00
<b>Grand Total</b>	<b>\$119,839.00</b>

E.1. Assurances

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kimberly Villescaz</b>	X				
2. <b>Chairperson - Christopher Clark</b>		X			
3. <b>Lauren Childs</b>		X			
4. <b>Lori Rolff</b>		X			
5. <b>Dexter Coffman</b>		X			
6. <b>Margaret Riedinger</b>			X		
7. <b>Paoze Lee</b>				X	
8. <b>Rosemary Medina</b>				X	
9. <b>Jesus Jimenez</b>					X
10. <b>Alan J. Cruz</b>					X
11. <b>Brian Robinson</b>				X	
12.					
13.					
14.					
15.					
<b>XX ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

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



E.3. Required Signatures

<b>School Name:</b> <i>Nawona MS.</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Kimberly Villescaz	<i>Villescaz</i>	<i>4/13/16</i>
SSC Chairperson	Christopher Clark	<i>Clark</i>	<i>4/13/16</i>

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