

Williams Elementary

10621660113811

Principal's Name: Linda Ramirez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
<p>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.</p>	
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.

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

Consolidated Program 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 receive 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 economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (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 student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The 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 of each school year for annual approval by the Board of Education.</p>

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Ramirez	X				
2. Chairperson - Alicia Ladd				X	
3. Edgar Gonzalez		X			
4. Melanie Wells		X			
5. Allison Gonzales		X			
6. Emma Calderon			X		
7. Sharhonda Mahan				X	
8. Rachel Morgan				X	
9. Silvia Rocha				X	
10. Janice Reece				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Ramirez		March 15, 2017
SSC Chairperson	Alicia Ladd		March 15, 2017

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$53,080 *
7090	LCFF Supplemental & Concentration	\$193,576
7091	LCFF for English Learners	\$51,816
TOTAL 2017/18 ON-SITE ALLOCATION		\$298,472

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$997
Remaining Title I funds are at the discretion of the School Site Council	\$52,083
Total Title I Allocation	\$53,080

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	46/68	N/A ³	14.29%	21.88%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	51/68	N/A ³	8.21%	15.58%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	43/66	N/A ³	14.14%	20.00%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	46/68	0.00% ⁴	48.39%	56.54%	45.15%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	56/63	N/A ⁶	42.11%	17.39%	3.70%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	46/63	N/A ⁶	52.63%	43.48%	13.58%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	52/67	N/A ⁷	N/A ⁷	16.26%	24.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	56/67	N/A ⁸	N/A ⁸	16.63%	21.44%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	46/68	6.62%	12.03%	13.51%	6.16%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	40/68*	16.04%	23.53%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	18/68	37.01%	41.73%	38.28%	45.26%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	64/68	92.31%	93.10%	93.37%	93.69%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	61/69	23.15%	23.47%	22.67%	19.88%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	68/68	N/A ¹⁰	N/A ¹⁰	63.21%	59.92%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	23.30%	0.14%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	59/68	23.30%	14.31%	14.77%	19.85%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	63/68	0.15%	0.00%	0.28%	0.15%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	47/67	55.25%	39.31%	30.38%	6.18%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	52/68	N/A ¹³	N/A ¹³	68.63%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	69/69	N/A ¹³	N/A ¹³	50.42%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	35/68	N/A ¹³	N/A ¹³	58.40%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	58/68	N/A ¹³	N/A ¹³	66.05%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Williams Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21.88	39	Write Tools, LLC
3169 - 3rd grade students reading at grade level	20	39	Write Tools, LLC



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Teachers will use challenging content in all lessons. Lessons will be focused on a high quality text. Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom.

- Teachers will participate in our COP problem of practice: Our students are not grappling and engaged with complex text worth reading or provided opportunities for comprehension and analysis.
 1. All teachers will be more intentional when identifying and utilizing complex text. (Visible Learning: Repeated Reading Programs page 135)
 2. All teachers will identify challenging content focusing specifically on alignment of text, tasks and questions.
 1. Professional Learning for use of Making Thinking Visible strategies to be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136)
 2. Professional Learning on use of Notice and Note strategies to be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136)
 3. Professional Learning on use of Write Tools to be utilized in grades TK-6th grade to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Writing Programs page 141-142)
- All teachers will be able to use the task rubric focusing on task/questioning using the Instructional Practice Guide for deeper calibration. (Visible Learning: Questioning page 182)
 1. Leadership Team will utilize subs one day per year to observe practices and use of CCI to determine growth and next steps. (Visible Learning: Providing Formative Evaluation of programs page 181)

SMART Goals

1. By the end of the 2017/18 school year, the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by at least 18% percentage points
2. By the end of the 2017/18 school year, the percentage of K-3rd grade students who are on grade level will increase by at least 19% percentage points as measured on SBAC, BAS, DRP, and KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. *Grade Level Common Assessments*
2. *Language Arts Grades in ATLAS*
3. *Interim Tests*
4. *Classroom observations/Feedback aligned to the IPG*
5. *AC Agendas*
6. *CELDT*

Owner(s):

1. *Teachers*
2. *Teachers*
3. *Admin*
4. *Admin*
5. *Admin/Teachers*
6. *TSA/Teachers*

Timeline:

1. *Monthly*
2. *Quarterly*
3. *October & February*
4. *Quarterly*
5. *On going*
6. *January*

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

Quarterly updates of progress monitoring at SSC/ELAC meetings

Parent Meeting regarding helping students at home

Parent University classes

Describe Related Professional Learning:

PL on Notice and Note Strategies

PL on Making Thinking Visible Routines

PL on Write Tools Strategies

PL on Challenging Content

AC utilizing "Learning By Doing" strategies

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Write Tools Materials

Materials and Supplies for Close Reading strategies

Paper/Charts/Poster Paper/Folders/Whiteboards

Resources to support RIRA development

Resources to support Blended Learning

Technology to support instruction and assessment

Resources to support Professional Learning: Making Thinking Visible

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

PL on Designated and Intergraded ELD

RIRA for TK-First Grade Students

Tier 1-2-3 Vocabulary Instruction

Unpacking Sentences

Williams Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Supplemental Contracts - Translating/Babysitting	\$ 602.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes - Classroom Observations/Planning	\$ 2,556.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes - Grade Level Assessments	\$ 3,022.00
1	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Childcare - Parent meetings (SSC/ELAC)	\$ 1,687.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Instructional Supplies, NO FOOD, NO INCENTIVES	\$ 4,775.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Write Tools, LLC	Write Tools Training	\$ 4,500.00
1	1	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			Write Tools, LLC	Write Tools Training	\$ 4,500.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials/Supplies	\$ 5,517.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	\$ 4,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 500.00
1	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement/NO FOOD, NO INCENTIVES	\$ 997.00
								Total	\$ 32,656.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21.88	39	Curriculum Assoc, LLC (iReady)
3169 - 3rd grade students reading at grade level	20	39	Curriculum Assoc, LLC (iReady)

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Williams will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on KAIG, BAS, BPST and DRP. Foundational skills lesson instruction will develop skills in service of comprehension. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.

- Kindergarten teachers will differentiate through small group instruction and intentionally planned engaging centers. (Visible Learning: Small Group Learning pages 94-95)
- TSA will oversee 2 instructional assistants to run small group intervention with grades 1st - 4th Grades (Visible Learning: Small Group Learning pages 94-95)
- Grades 2-6 will implement a blended learning program using iREADY to intervene and accelerate. (Visible Learning: Computer Assistant Instruction page 221-223)
- Corrective Reading and Reading Mastery programs will be utilized in small group intervention for grades 1st - 6th. (Visible Learning: Reading: Second and Third Chance Programs pages 139-140)
- Teachers will hold DRP goal setting conversations with 2nd- 6th grade students. (Visible Learning: Goals page 163)

SMART Goals

1. By the end of the 2017/18 school year, the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by at least 18% as measured on Interim assessments, DRP, BAS, KAIG, and SBAC.
2. By the end of the 2017/18 school year, the percentage of K-3rd grade students who are on grade level will increase by at least 19% as measured on Interim assessments, DRP, BAS, KAIG, and SBAC..

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. BAS/DRP
2. BPST
3. iReady Progress Monitoring
4. Interim Assessments
5. CELDT

Owner(s):

1. Teachers
2. Teachers
3. TSA/Teachers
4. Teachers/Admin
5. TSA/Teachers

Timeline:

1. September
2. August
3. October, February, June
4. October & February
5. January

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

Describe Related Professional Learning:

Quarterly updates of progress monitoring at SSC/ELAC meetings

Parent Meeting regarding helping students at home

Parent University classes

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Reading Mastery and Corrective Reading materials

PL on Reading Mastery and Corrective Reading Materials

PL on intentionally planned and differentiated centers

PL on iREADY

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

ELD instruction to target long term EL's

EL progress monitoring by teacher and grade level

SST referrals/meetings to track progress of students

Williams Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	9,255.00	
2	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	8,400.00	
2	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	8,826.00	
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Kindergarten Assessment - Subs	\$	1,743.00	
2	1	Title 1 Basic	Instruction	Books & Other Reference				iReady Reading Program	\$	11,900.00	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Tablets	\$	33,000.00	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology - Tablets	\$	14,000.00	
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology - Maintenance	\$	2,000.00	
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology - Tablets	\$	10,000.00	
2	1	LCFF: EL	Instruction	Books & Other Reference				Moby Max Program	\$	1,000.00	
2	1	Sup & Conc	Instruction	Books & Other Reference				Starfall Reading Program	\$	270.00	
2	1	Sup & Conc	Instruction	Books & Other Reference				Technology - Equipment	\$	3,000.00	
									Total	\$	103,394.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15.58	31	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics. (Visible Learning: Teaching Strategies page 200)

- Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
- Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
- Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

SMART Goals

By the end of the 2017/18 school year, the percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC will increase by at least 16% as measured on SBAC and Interim assessments.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Grade Level Common Assessments
2. Math Grades in ATLAS
3. Interim Tests
4. Classroom observations/Feedback aligned to the IPG
5. AC Agendas

Owner(s):

1. Teachers
2. Teachers
3. Admin
4. Admin
5. Admin/Teachers

Timeline:

1. Monthly
2. Quarterly
3. October & February
4. Quarterly
5. On going

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

Parent Meeting regarding helping students at home

Parent University classes

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Materials and Supplies for hands on lessons

Describe Related Professional Learning:

- Use of the Scope and Sequence and progressions documents.
- Use of coherence maps
- Teaching conceptual understanding, procedural skill and fluency, application

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Use of visuals and realia when teaching math lessons

Paper/Charts/Poster Paper/Folders/whiteboards

AC agendas with specific student data by sub group and individual student

Resources to support math development

Technology to support instruction and assessment

Williams Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies Actions 3 & 1	\$ 18,288.00
								Total	\$ 18,288.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	93.37	95	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.

- Implement a character building program to increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWAS. Use of interclass competitions as a motivator.
- Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWAS.
- Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance.
- Increase greater levels of parent engagement through Parent University, Parent Coffee Hour, and Opening Doors Parent classes
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns.

SMART Goals

By the end of the 2017/18 school year, the percentage of TK-6th grade student's daily attendance will increase by at least 2% as measured by weekly, monthly, and yearly ATLAS data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Daily Monitoring by Teachers
2. Mid-Quarter attendance Review
3. End of Quarter Attendance Review

Owner(s):

1. Teachers
2. CWAS/OA/HSL
3. CWAS/OA/HSL

Timeline:

- Data Review August 2017
- Data Review Mid- Quarterly with Teachers
- Data Review Quarterly with CWAS and OA

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

- Parent University classes
- Monthly Character Counts Rallies
- Babysitting services for parents to attend meetings

Describe Related Professional Learning:

- PL on Setting Conditions for Learning
- PL on SST referral process and interventions

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Attendance incentives for individual students, classrooms, and school wide

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

HSL and CWAS contact
 • SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Williams Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Applies to Action 4 and 5	\$ 11,377.00
								Total	\$ 11,377.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	14.77	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Williams will develop a behavior management, character building program to reduce suspension rates and enhance time in class on task. Lesson strategies for all learners will enhance campus safety for all students and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

Teachers will utilize a tiered system of supports.

Tier I Supports:

- Morning meetings
- Second Step Lessons
- Class meetings
- Two times a year Behavior Assemblies
- Character Counts Monthly Event
- Quarterly Recognition assembly
- Wheel of Choice
- Fun Friday
- 'Ready to Learn' relaxation (three times per day)
- Wizard Ticket System
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x 10 Relationship Building

Tier II Supports

- 'Calming Down' room
- Student 'Check-In' program with Social/Emotional Paraprofessional
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- 'Don't Laugh at Me' program
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs

- Northwest Church Mentoring Program (Grades 3-4)
- Chaplain Program (Grade 1)

Tier III Supports

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Increase the school psychologist time on campus by .60 FTE to support students in crisis and run conflict resolution groups.
- Hold monthly SST meetings for students with chronic behavior concerns.
- Restorative Circle
- Social Emotional Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- 'Attendance Matters' groups
- Girl Power Mentoring Program

SMART Goals

By the end of the 2017/18 school year, the percentage of student suspension incidences per 100 will decrease by 25% as measured by monthly and yearly ATLAS data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Quarterly reviews of behavior referrals

Quarterly reviews of suspensions

Monthly reviews of SST's

Owner(s):

Teachers

TSA

Admin

Psychologist

CWAS

HSL

Paraprofessional Instructional Assistant

Timeline:

Quarterly

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

Quarterly updates of progress monitoring at SSC/ELAC meetings

Parent University classes

Monthly Character Counts Rallies

Describe Related Professional Learning:

PL on Engaging Students with Poverty in Mind

PL on Class meetings and Second Step

PL on The Dream Keepers

PL on Restorative Practice

School Climate and Culture training focusing on positive behavior

NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors.

NTAs will be provided strategies to support students in developing positive replacement behaviors.
 NTAs will be provided opportunities to attend district level classified School Climate and Culture Trainings.
 Supplemental contracts for NTAs for morning supervision and attend trainings.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

SEL Paraprofessional
 Campus Assistant
 Restorative Practice Counselor

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

HSL, SEL Para, and teacher contact
 Counseling services through restorative counselor and School psychologist groups
 SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Williams Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Security	Classified Support-Regular	Assistant,Campus Safety	0.7500			\$	46,337.00
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.6000			\$	76,618.00
5	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Supplemental Contracts - NTA	\$	5,063.00
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes - SST Meetings	\$	2,439.00
Total									\$	130,457.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.51	17	Curriculum Assoc, LLC (iReady)

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Accountable Communities will implement a comprehensive action plan inclusive with response to intervention, with an emphasis on English Learner students not scoring on grade level on KSEP, KAIG, BAS, DRP, and re-designation data in the 2017-2018 administration.

- Utilize ELPAC assessors for ELPAC testing.
- Utilize strategies for increasing productive talk. of multiple mediums to present information
- Use of Accountable /Productive Talk structures to process questions
- Use of Tier 2 vocabulary
- Use of prompt deconstruction/Write Tools
- Integrated and designated ELD aligned to the CAELA/ELD framework
- Utilize EL progress monitoring tool
- Use of RIRA to promote Listening/Speaking

SMART Goals

By the end of the 2017-18 school year, the number and percentage of English Learner students redesignated will increase by 25%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
ELPAC	Teachers	Quarterly
KAIG/BAS/DRP	TSA	
Illuminate Assessments	Admin	
iREADY progress monitoring	Paraprofessional Instructional Assistant	
Weekly AC agendas		

Explain the Targeted Actions for Parent Involvement (required by Title I): _____ Describe Related Professional Learning: _____

Quarterly updates of progress monitoring at SSC/ELAC meetings

Parent Meeting regarding helping students at home

Parent University classes

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Write Tools Materials

Materials and Supplies for Close Reading strategies

Paper/Charts/Poster Paper/Folders/whiteboards

Resources to support RIRA development

Resources to support Blended Learning

Technology to support instruction and assessment

Resources to support Professional Learning: Making Thinking Visible

Strategies for increasing productive talk. of multiple mediums to present information

Strategies for Accountable /Productive Talk structures to process questions

Strategies for use of Tier 2 vocabulary

Write Tools PL

Integrated and designated ELD aligned to the CAELA/ELD framework

PL for EL progress monitoring tool

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All actions targeted for EL students

Williams Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	1	LCFF: EL	Instruction	Direct-Other (Dr)				Substitutes - CELDT Assessors	\$	2,300.00
Total									\$	2,300.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	30.38	45	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Williams students will be provided opportunities to interact with teachers and ancillary staff during school activities, VAPA opportunities, and athletics.

SMART Goals

At the end of the 2017-18 school year, student participating in Goal 2 activities will increase by at least 15%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Training to support teachers in building relational capacity to support students in developing positive self-images.
- Students' responses from the spring 2017 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6.

Owner(s):

Principal
 Vice Principal
 TSA
 Certificated Staff/Coaches

Timeline:

August 2017 - June 2018

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

Parents will be encouraged to participate in SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.

Parents will receive weekly information about school events through school newsletters,

School Messenger phone calls, and other school communications

Parents will be encouraged to volunteer in the classroom and with various school functions.

Parents will be recruited to facilitate/teach/lead a Goal 2 activity.

Describe Related Professional Learning:

VAPA performance opportunities.

All students participating will be entered in the ATLAS system under Goal 2 for student engagement.

Extra & Co-curricular Teacher Supplemental Salaries/ancillary services.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Goal 2 data for involvement in school activities, arts, and athletics

Tracking parent volunteers to increase parent involvement.

HSL tracking parent participation in parent meetings

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0550 Williams Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Instructional Supplies, NO FOOD, NO INCENTIVES	4,775.00
1	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement/NO FOOD, NO INCENTIVES	997.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	4,500.00
1	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts - Translating/Babysitting	602.00
1	1	LCFF: EL	Instruction	Teacher-Subs			Substitutes - Grade Level Assessments	3,022.00
1	1	LCFF: EL	Instruction	Teacher-Subs			Substitutes - Classroom Observations/Planning	2,556.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies	5,517.00
1	1	LCFF: EL	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	4,500.00
1	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Childcare - Parent meetings (SSC/ELAC)	1,687.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Kindergarten Assessment - Subs	1,743.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,826.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,400.00
2	1	Title 1 Basic	Instruction	Bks & Ref			iReady Reading Program	11,900.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Tablets	14,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Starfall Reading Program	270.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Technology - Equipment	3,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology - Tablets	33,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			Technology - Maintenance	2,000.00
2	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,255.00
2	1	LCFF: EL	Instruction	Bks & Ref			: Moby Max Program	1,000.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Technology - Tablets	10,000.00
3	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies Actions 3 & 1	18,288.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	Applies to Action 4 and 5	11,377.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST Meetings	2,439.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.600		76,618.00
5	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contracts - NTA	5,063.00
5	2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.750		46,337.00
6	1	LCFF: EL	Instruction	Direct-Other			Substitutes - CELDT Assessors	2,300.00

\$298,472.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,080.00
Sup & Conc	7090	\$193,576.00
LCFF: EL	7091	\$51,816.00
Grand Total		\$298,472.00

Domain Totals	Budget Totals
Academic	\$156,393.00
SEL / Culture & Climate	\$142,079.00
Grand Total	\$298,472.00