

Williams Elementary

10621660113811

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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
Principal - Bonifacio Sanchez	X				
Chairperson - Melisa Gemetti		X			
Monica Salazar Mendez			X		
Marlene Whitt		X			
Marie McGinnis		X			
Ana Madrid Villa				X	
Andre Truss				X	
Julia Jackson				X	
Jaime Acosta				X	

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X 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	Bonifacio Sanchez		5/8/19
SSC Chairperson	Melisa Gemetti		5/8/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$61,852 *
7090	LCFF Supplemental & Concentration	\$224,792
7091	LCFF for English Learners	\$43,434
TOTAL 2019/20 ON-SITE ALLOCATION		\$330,078

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,974
Remaining Title I funds are at the discretion of the School Site Council	\$59,878
Total Title I Allocation	\$61,852

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Williams Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.91 %	27.485 %	2017-2018	34.485 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.647 %	18.208 %	2017-2018	25.208 %
One D or F on Any Report Card (grades 2-12)	57.024 %	63.561 %	2017-2018	56.561 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-146.7 pts	2017-2018	-131.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-161.8 pts	2017-2018	-146.8 pts
SBAC ELA Distance from Level 3 (African American)		-95.7 pts	2017-2018	-80.7 pts
SBAC Math Distance from Level 3 (African American)		-105.2 pts	2017-2018	-90.2 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Target Met:

- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders
- PLC Teams utilized Common Core Companion to deconstruct
- PLC Teams will develop CFA Instructional Calendar for ELA
- PLC Teams will meet one day per quarter for data analysis and planning
- Teachers will be provided with Making Thinking Visible Strategies Professional Development
- Teachers will use the IPG for calibration of effective instruction

On Track to Meet Target:

- Unit Assessments to identify essential standards

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

ELA:

- All Students group scored 58.2 points below standard, and there was an increase of 13.3 points (282 students)
- Students with disabilities scored 146.7 points below standard, and there was a decrease of -10 points (39 students)
- African American student group scored 95.7 points below standard, and there was an increase of 14.8 points (55 students)
- English Learner student group scored 65.7 points below standard, and there was an increase of 3.6 points (96 students)

- Standards into essential skills and knowledge targets
- PLC Teams will develop CFA Instructional Calendar for ELA
- PLC Teams will identify student products based off of multiple reads and produced through reading, writing, listening & speaking
- PLC Teams will analyze CFAs and student products for alignment with rigor of standard
- PLC Teams will engage in root cause analysis of students not meeting standards and plan intervention

Did Not Meet Target:

- PLC Teams will utilize the 3 design qualities to develop effective CFAs
- Notice & Note (Close Reading Strategies)
- Teachers will be provided with Professional Development on developing high quality common formative assessments using the Design in 5 Book
- ILT will observe instructional practices and engage in CCI process to determine trends and growth

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Target Met:

- PLCs will use of quality Common Formative Assessments and plan instruction using an instructional calendar with identified math task/products.

On Track To Meet Target:

- 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
- Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards

Did Not Meet Target:

- PLC Teams will utilize the Math Quarterly Planners when planning instruction PLCs will participate in Professional Learning on Focus, Coherence, and Rigor
- PLC Teams will utilize the Flipped Model of Gradual Release
- PLC teams will use Beyond the Basic Facts to teach the math facts with automaticity

One D or F on Any Report Card (grades 2-12)

Target Met:

- Identification of students with D's and F's on report cards
- Parent Conferences during Quarter 1 & 2 for students with D's and F's on Report Card

On Track to Meet Target:

- Targeted after school tutoring for students with D's and F's
- SST Meetings scheduled for students with D's and F's

- Hispanic student group scored 52.3 points below standard, and there was an increase of 12.1 points (194 students)
- Socioeconomically Disadvantaged student group scored 58.8 points below standard, and there was an increase of 13.8 points (280 students)

Lack of alignment between Standards, planning and assessments

- Need for relationship building
- Need for mentoring
- Need for increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

MATH:

- All Students group scored 75.4 points below standard, and there was an increase of 4.5 points (282 students)
- Students with disabilities scored 161.8 points below standard, and they maintained with -0.9 points (39 students)
- African American student group scored 105.2 points below standard, and there was an increase of 14 points (55 students)
- English Learner student group scored 79.8 points below standard, and there was a decline of 8.1 points (96 students)
- Hispanic student group scored 71 points below standard, and they maintained with 0.5 points (194 students)
- Socioeconomically Disadvantaged student group scored 75.8 points below standard, and there was an increase of 5 points (280 students)

Lack of alignment between Standards, planning and assessments

- Need for relationship building
- Need for mentoring
- Need for increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

One D or F on Any Report Card (grades 2-12)

Lack of alignment between Standards, planning and assessments

- Need for relationship building
- Need for mentoring
- Need for increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

Did Not Meet Target:

- Alignment between Standards, planning and assessments
- Planning instructional calendar aligning task/student products to the standard and knowledge targets
- Comprehensive Intervention Program
- Clear understanding of Math standards- Rigor, Focus, and Coherence

SBAC ELA Distance from Level 3 (African American)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

SBAC Math Distance from Level 3 (African American)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

SBAC Math Distance from Level 3 (Students w/Disabilities)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

- Create opportunities for students to access Atlas to help improve understanding and increasing grade points

SBAC ELA Distance from Level 3 (African American)

- chronic absenteeism
- high suspension rate
- high average of D's and F's on report cards

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- chronic absenteeism
- high suspension rate
- high average of D's and F's on report cards

SBAC Math Distance from Level 3 (African American)

- chronic absenteeism
- high suspension rate
- high average of D's and F's on report cards

SBAC Math Distance from Level 3 (Students w/Disabilities)

- chronic absenteeism
- high suspension rate
- high average of D's and F's on report cards

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Changes:

- Problem of Practice from grappling in complex text to Teachers will develop Common Formative Assessments aligned to the rigor of the standard.
- Discontinue the Professional Learning on Write Tools- Teacher will continue to use the strategies gleaned from the PL. No evidence of implementation of Write Tools across all grade levels.
- After School Tutorial Funds will be used toward intentional targeted instruction and tutoring after school of African American student and Student with Disabilities
- Mentoring Programs (such as My Brother's Keeper) will be intentionally rolled out to target students with high absenteeism, specifically African American students and Student with Disabilities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of the analysis from the actions that whose targets were met, on track for meeting, or not met, and as a result of the new metrics and student groups identified in the California Dashboard, the following metrics and actions have been added to the 2019/20 SPSA under Goal 1:

- Metric added to Action #1 - SBAC ELA Distance from Level 3 (Students with Disabilities)

- Metric added to Action #1 - SBAC ELA Distance from Level 3 (African American Students)
- Metric added to Action #1 - SBAC MATH Distance from Level 3 (Students with Disabilities)
- Metric added to Action #1 - SBAC MATH Distance from Level 3 (African American Students)
- Intervention added to Action #1 - After School Tutoring in ELA of Students With Disabilities
- Intervention added to Action #1 - After School Tutoring in ELA of Students With Disabilities
- Intervention added to Action #4 - After School Tutoring in MATH of Students With Disabilities
- Intervention added to Action #4 - After School Tutoring in MATH of Students With Disabilities

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

1 SSC:

- How can the school support different student groups to help them improve in ELA?
- SSC shared ideas to provide parent incentives for parents to bring their children to school on time.
- Discussion to provide more opportunities for parent involvement on campus to build in more accountability.
- Suggestions were made to start classes for parents such as English courses, dance classes (Zumba), etc. in order to increase parent participation and visibility.
- A suggestion was made for starting a parent club on campus with activities for both parents and students.

2 ELAC:

- ELAC 2/22/19 Parents shared concern regarding the numbers of students in each class
- ELAC 2/22/19 Committee requested that after school tutoring be offered to all grade levels, led by classroom teachers

3 Staff:

- Is iReady effectively being used in the classroom?
- PLCs need ELD instructional support
- PLC teams will benefit from PL on ELD instruction and standards
- Math Professional Learning on Coherence Focus, and Rigor
- Continue with instruction of math facts using BBF
- RTI model should include Kinder-6th grade
- Create a task force for RTI

Action 1

Title: Increase ELA SBAC Scores by 10%

Action Details:

SMART GOALS

By the end of 2019-2020 school year, the percentage of Kinder-3rd grade students who are on grade level will increase by at least 10% percentage points as measured by SBAC, BAS, DRP, and KAIG.

By the end of the 2019-2020 school year, the percentage of students scoring Standard Met or Standard

Exceed on the ELA SBAC will increase by at least 10% percentage points.

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.

1. PLC Teams will utilize the district's Scope & Sequence, Pacing Guide and Wonders Unit Assessments to identify essential standards and engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion and other resources to deconstruct the identified essential standards by knowledge targets and essential skills as well as identify question stems at the appropriate Depth of Knowledge rigor level.

3. PLC Teams will utilize the three design qualities from "Design in Five" to create Common Formative Assessments that are intentionally aligned to the rigor of the Wonders Unit Assessments.
4. PLC Teams will plot their Common Formative Assessments on a CFA Calendar along with Common Instructional Plans based off of essential standards and text from Wonders.
5. The PLC Common Planning will involve identifying the daily student products based off of multiple reads of the selected text from Wonders demonstrating an integration of reading, writing, listening and speaking.
6. PLC Teams will intentionally create student products resulting in a natural progression in rigor level commencing with the first read of the same text through the third and fourth read of the same text.
7. PLC Teams will collaborate around the intentional design of the student products so that the first read product demonstrates a general and literal understanding of the text and its key ideas and details (Standards 1-3), the second read product demonstrate a focus on author's craft and text structure (Standards 4 - 6), and the third and fourth read products demonstrate an integration of knowledge and ideas and extended written response across more than one text source (Standards 7 - 9).
8. PLC Teams and the ILT will analyze the student products and CFA data with the purpose of identifying alignment to the rigor of the essential standards and knowledge targets.
9. PLC Teams will engage in a root cause analysis of students not meeting standards in order to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities
10. PLC Teams will have 1 day per quarter for data analysis and planning.
11. PLC Teams will be intentional when identifying and utilizing complex text/Wonders . (Visible Learning: Repeated Reading Programs page 135)
12. Teachers will be provided with Professional Learning for use of Making Thinking Visible strategies to be utilized in grades TK-6 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)
13. Teachers will be provided with Professional Learning on use of Notice and Note strategies to be utilized in grades TK-6 to address close reading and reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136)
14. Teachers will be provided with Professional Learning on Designing High Quality Common Formative Assessments using Design in 5 by N.Vagle & D. Reeves
15. All teachers will utilize the Instructional Practice Guide for deeper calibration of effective instruction. (Visible Learning: Questioning page 182)
16. ILT will utilize 1 sub day per semester to observe practices and engage in the CCI process to determine trends and growth. (Visible Learning Providing Formative Evaluation of Programs - Pg. 181)

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Spring 2019 SBAC Data
- 2018-19 and 2019-20 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG

Owner(s):

- Teachers
- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit

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

- Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level curriculum and standards using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Teaching Fellows in the classroom
- Materials and Supplies for Close Reading & RIRA strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support RIRA development
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment Resources to support Professional Learning: Making Thinking Visible
- Subs for Kinder and First Grade Teachers to conduct BAS Testing
- Subs for teachers for Data Analysis

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- PL on Designated and Intergraded ELD
- 30 minutes of Designated ELD scheduled into the instructional day
- Use of ELD Component from Wonders Curriculum
- Tier 1-2-3 Vocabulary Instruction
- Unpacking Sentences
- RIRA for TK- First Grade Students

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Teaching Fellows in the classroom
- Intervention - After School Tutoring in ELA for African American Students
- Intervention - After School Tutoring in ELA for Students With Disabilities

Explain the 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
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- PL on Notice and Note Strategies
- PL on Making Thinking Visible Routines
- PL on Guided Reading TK-6th
- PL on Challenging Content
- PLC Teams utilizing "Learning By Doing" strategies

Action 2

Title: Increase English Language Development Redesignation Rate

Action Details:

SMART GOAL: By the end of the 2019-20 school year, the number and percentage of English Learner students redesignated will increase by 25%.

Williams will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD Standards and ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC. Through the work of the Accountable Communities teachers 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 2019-2020 administration.

- Use of Integrated and Designated ELD aligned to the CAELA/ELD Framework
- Teachers will plan daily Designated ELD instruction utilizing the ELD Teacher's Edition, ELD Companion and ELD Vocabulary Cards
- Teachers will include daily Designated ELD instruction on CFA Calendar with student products based off of reading, writing, speaking and listening
- Teachers will differentiate Designated ELD instruction based on student ELD Levels and student needs in their classroom
- Teachers will design formative assessments for progress monitoring of ELD students and academic and language performance
- Teachers will utilize specific ELD instructional strategies to incorporate integrated ELD into all academic content areas
- Partnership with English Learners Services for Professional Learning
- Utilize ELD Instructional Coaches to support planning
- Utilize strategies for increasing collaborative academic conversations
- Use of Accountable /Productive Talk structures to process questions
- Utilize EL progress monitoring tool
- Use of RIRA to promote Listening/Speaking
- Utilize ELPAC assessors for ELPAC testing

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC data
- Spring 2019 SBAC Data
- 2018-19 and 2019-20 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit

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

- ELD Instructional Coach support
- RTI Program TSA and Teaching Fellows
- 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 & Notice and Note

Specify enhanced services for EL students:

- ELD Instructional Coach support
- RTI Program TSA and Teaching Fellows
- 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 & Notice and Note

Explain the 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
- Weekly Parent Newsletter
- School Messenger
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Teaching Fellows in the classroom

Describe Professional Learning related to this action:

- Strategies for increasing productive talk
- Use of multiple mediums to present information
- Strategies for Accountable /Productive Talk structures to process questions
- Strategies for use of Tier 2 vocabulary
- Integrated and designated ELD aligned to the CA ELA/ELD Framework
- PL for EL progress monitoring tool

Action 3

Title: Comprehensive Reading Support & Intervention Program TK-6th

Action Details:

Williams will implement a comprehensive reading support and intervention program to ensure students make continuous progress and re able to demonstrate master of standards. Teachers will place 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.

1. RTI to be provided for 1st - 6th grade students based on students' BAS reading levels using Guided Reading
2. Provide Professional Development for all teachers in Guided Reading for the purpose of providing RTI in the classroom
3. TSA will oversee Tier 3 RTI interventions provided in the classroom in collaboration with General Education Teachers
4. Wonders Leveled Readers will be utilized for small group intervention for grades 1st - 6th. (Visible Learning: Reading: Second and Third Chance Programs pages 139-140)
5. TSA will oversee 4 Teaching Fellows Reading tutors to help classroom teachers run Tier 3 small group interventions with grades 1st - 6th dring RTI and Foundational Skills Instructional BlockTime. (Visible Learning: Small Group Learning pages 94-95)
6. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills. (Visible Learning: Small Group Learning pages 94-95)
7. Teachers will hold DRP goal setting conversations with 2 - 6 grade students. (Visible Learning: Goals page 163)
8. TK - 6th grade teachers will utilize BAS for progress monitoring student reading levels
9. iReady Blended Reading Program to be used for classrooms choosing to provide blended learning opportunities.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Spring 2019 SBAC Data
- 2018-19 and 2019 -20 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG
- DIBELS
- PBST

Owner(s):

- RTI Task Force
- TSA
- RSP Teacher
- PLC Teams
- Admin Team
- ILT

Timeline:

- Weekly Assessments
- Quarterly Reviews

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

- Inter-Act Fellows Tutoring Contract
- Extra Pay Contracts for After School Tutoring for Certificated and Classified Staff
- Wonders Leveled Readers
- Contract for copy machine in support of instructional materials and assessment materials
- iReady Program
- ELD Standards
- Subs for Kinder and First Grade Teachers to conduct BAS Testing

Specify enhanced services for EL 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

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Teaching Fellows in the classroom
- Intervention: After School Tutoring in ELA of Students With Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA of African American Students (Distance from Level 3)
- Intervention: After School Tutoring in MATH of Students With Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in MATH of African American Students (Distance from Level 3)

Explain the 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
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- PL on Guided Reading
- PL on Integrated ELD
- PL on Designated ELD
- PL on ELD Standards planning
- PL on intentionally planned and differentiated centers
- PL on iREADY

Action 4

Title: Increase MATH SBAC Scores by 10%

Action Details:

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)

1. 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.
2. Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
3. 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
4. PLCs will use quality Common Formative Assessments and plan instruction using an instructional calendar with identified math task/products.
5. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
6. PLC Teams will utilize the Math Quarterly Planners when planning instruction
7. PLCs will participate in Professional Learning on Focus, Coherence, and Rigor
8. PLC Teams will utilize the Flipped Model of Gradual Release
9. PLC teams will use Beyond the Basic Facts to teach the math facts with automaticity.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Spring 2019 SBAC Data
- 2018 -19 and 2019 -20 Interim 1 & 2 Data
- Common Formative Assessment Data
- KAIG

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Throughout each Math Unit
- Quarterly

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

- Materials and supplies for hands on lessons
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Resources to support math development
- Technology to support instruction and assessment

Specify enhanced services for EL students:

- Use of visuals and realia when teaching math lessons
- AC agenda with specific feedback on Focus, Coherence, Rigor
- AC agenda will include student data by sub groups and individual students

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Teaching Fellows in the classroom
- Intervention - After School Tutoring in MATH for African American Students
- Intervention - After School Tutoring in MATH for Students With Disabilities

Explain the 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
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- Use of the Scope and Sequence and progressions documents.
- Use of coherence maps
- Use of Quarterly Math Planners
- Application of 8 Mathematical Standards
- Teaching conceptual understanding, procedural skill and fluency, application

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food/Incentives	17,268.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Materials/Graphics	511.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Other Classified Support - Translating	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies - No Food/Incentives	1,974.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Analysis and Kinder Assessments	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,356.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Sub Admin Coverage	57,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub Coverage for ELD training and ELPAC assessment	14,743.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: to balance 7091	1.00
G1A3	Title 1 Basic	Instruction	Subagreements			Inter-Act Fellows	29,866.00

\$156,719.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	33.149 %	34.963 %	2017-2018	41.963 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- Both Fall and Spring Sport opportunities are available to students who would like to be part of a sports team
- Sport coaches are also After School Program tutors that have consistently coached sports at Williams

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

Goal 2 Participation Rate

- Provide student with ample time to enroll in sports by frontloading information through Parent Newsletter, School Messenger
- Add the following clubs as options for increasing opportunities for engagement in arts activities, and athletics
- Provide students with more opportunities to engage in clubs, sports or academic events
- Input frequency of meeting times in the Engagement Tool on a consistent bases
- Engage teachers in monitoring the number of students in their class that are engaged in a sport, club or organization.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funds were earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations
- Number of staff involved in directing extra-curricular activities needs to increase
- Teachers will be included in tracking Goal 2 engagement data for their particular classroom so they are aware of which students have not been involved in an extra-curricular activity throughout the school year

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Goal 2 - Action 1:

- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports
- Noon Time Organized Sports daily results will be tabulated, recorded, and announced to maintain student interest

- Noon Time Sports will be incentivized in order to increase student interest, engagement and participation
- Goal 2 Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra curricular activity or sport

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

1 SSC:

SSC member concerned about funding for field trips, Principal shared Goal 2 and Goal 3 field trips are funded by the district.

2 ELAC:

ELAC 2/22/19 Parents shared that they were happy to see that our students were provided opportunities to attend field trips,

3 Staff:

Teachers agreed with the suggestions and changes

Action 1

Title: Provide Opportunities in Arts, Athletics & School Activities

Action Details:

SMART GOAL

Williams Elementary is committed to aligning efforts and will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

1. Strategically implemented opportunities that will engage all students through participation in Goal 2 activities.

- Sports Program
- Chefs Club
- Photography Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- WASAP CLUB
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading

2. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

3. Funds will be earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations

4. Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

5. Noon Time Organized Sports daily results will be tabulated, recorded, and announced to maintain student interest

6. Noon Time Sports will be incentivized in order to increase student interest, engagement and participation

7. Goal 2 Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra curricular activity or sport

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in time sheets to VP
3. VP will log events and meeting on Atlas.
4. Report data to teachers, MAGIC Team, and other stake holders through Parent Newsletter

Owner(s):

Vice Principal
Principal
Coaches
Teachers
MAGIC Team- Safe Civil Team

Timeline:

Monthly
Quarterly

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
- 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

Specify enhanced services for EL students:

- Goal 2 data for involvement in school activities, arts, and athletics
- Tracking parent volunteers to increase parent involvement
- VP will track parent participation in parent meetings

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction

Explain the 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
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- PL on Engagement Tool on Atlas
- PL on SEL Learning

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.913 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	98.969 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	93.056 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

- Frontloading teachers and students with information and timelines in a timely manner
- Scheduling buses in September

Exposure to Careers - 4th Grade

- Frontloading teachers and students with information and timelines in a timely manner
- Scheduling buses in September

Exposure to Careers - 6th Grade

- Frontloading teachers and students with information and timelines in a timely manner
- Scheduling buses in September

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

Exposure to Careers - 3rd Grade

100%

Exposure to Careers - 4th Grade

Next steps

- Inform students of the importance of events and activities that expose them to careers
- increase attendance

Exposure to Careers - 6th Grade

- Inform students of the importance of events and activities that expose them to careers
- increase attendance on field

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Students will be incentivized for successfully participating in a school job and receiving positive job ratings from their job supervisors
- A budget will be set aside for teachers and the job supervisors to provide students with short-term and long-term incentives for their participation in a school job
- Students in need of Tier 2 and Tier 3 social/emotional interventions will be provided with a school job as a positive intervention that allows them to have a positive experience while at school

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Goal 3, Action #1:

- The School Culture and Climate Team will develop a school-wide Character Counts Program to teach and reinforce character traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

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

1 SSC:

Parent shared the concern for having field trips and funding.
Principal shared that Goal 2 and 3 are funded by the district

- SSC member (teacher) shared the importance of having 3 RCA to help students feel connected, her experience has been that Williams students have a high need for social emotional needs and feeling connected to school and staff members

2 ELAC:

ELAC 2/22/19 Parents shared regarding resources available to those students who exhibit behaviors.

3 Staff:

Staff share the need for Exposure to Career field trips in the primary grades

Action 1

Title: Character and Competencies for Workplace Success

Action Details:

Williams Elementary School students will learn about character and competencies for Workplace Success through the following:

- Students will participate in district-funded Goal 3 field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses among others
- Students will participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and job benefits
- The School Culture and Climate Team will develop a school-wide Character Counts Program to teach and reinforce character traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in time sheets to VP
3. VP will log events and meeting on Atlas.
4. Report data to teachers, MAGIC Team, and other stake holders through Parent Newsletter

Owner(s):

Principal
Vice Principal
MAGIC Team- Safe Civil Team
Teachers

Timeline:

Weekly
Monthly

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

- Social Emotional Learning
- Career Day Speakers
- Transportation for Field Trips
- Chart paper
- Speaker System
- Student Council
- Character Counts/School Rules Posters from Graphics Dept.

Specify enhanced services for EL students:

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

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction

Describe Professional Learning related to this action:

- 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

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	93.985 %	93.43 %	2017-2018	94.43 %
Chronic Absenteeism	20.348 %	23.81 %	2017-2018	21.81 %
Suspensions Per 100	31.596 %	29.816 %	2017-2018	28.816 %
Chronic Absenteeism (Students with Disabilities)		25.5 %	2017-2018	23.5 %
Suspension Rate (Students w/Disabilities)		18.5 %	2017-2018	15.5 %
Chronic Absenteeism (African American)		38.5 %	2017-2018	36.5 %
Suspension Rate (African American)		26.1 %	2017-2018	23.1 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

TARGET NOT MET:

- Teachers and staff participate in Restorative Practices PL - The staff has a total of 22 new teachers and priority during PL focused on effective Tier 1 Instruction using the IPG rather than quality time spent on Restorative Practices Learning.
- School goal to build relationships with students - There were a couple of initiatives to increase the opportunities for students and teachers to build stronger relationships resulting in school connectedness, but there needs to be a greater emphasis on increasing the number of opportunities to at least 1 teacher/student team building activity per month.

Suspensions Per 100

TARGET MET:

- Behavior Assembly 2 times per year - These assemblies were largely student lead for greater participation and the student response was positive.
- Chaplain Program (First Grade) - The First Grade students responded very well to the Chaplain Officer. They all received a teddy bear and had a very positive experience through the program.
- Student Study Team meetings for behavior concerns - The structures for the Student Study Team Meetings were tightened and more student referrals were processed with more attention to students'

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

Chronic Absenteeism

- Lack of goal to address African American students of whom 37% are Chronically Absent
- Lack of classroom incentive or motivator
- Need to increase the level of parent engagement in both African American and Forster Youth

Suspensions Per 100

- Need for full implementation of STOIC and CHAMPS
- Lack of implementation of Second Steps across grade levels
- Lack of available mentor program to help students connect
- Students need more opportunities to participate
- Need for more available staff to support students through counseling and restorative chats

ADA Attendance

Lack of goal to address African American students of whom 37% are Chronically Absent

- Lack of classroom incentive or motivator
- Need to increase the level of parent engagement in both African American and Forster Youth
- Need to develop a mentoring program for attendance
- Need to provide students with a check in mentor

Tier 3 needs.

TARGET NOT MET:

- Implementation of the following strategies :Quarterly Recognition Assembly, Wheel of Choice, Fun Friday- The Quarterly Recognition Assemblies went very well with great parent participation, but the Wheel of Choice and Fun Friday incentive was not implemented. This will be revisited with the ILT and SCC teams.

ADA Attendance

TARGET NOT MET:

- Implementation of recognition for quarterly for perfect attendance - Students were recognized every quarter for Perfect Attendance - parents participation was positive, but still need more incentives to help students attend school on a daily basis
- CWA contact and early outreach to students with less than 90% attendance rate - School did not have a CWA this year, but the RCA Team worked with students on the chronic absenteeism list to try to reduce the number of students on the absenteeism list through the MBK mentorship program, however, more student to adult connections need to be established in order for student incentives to become meaningful to students
- Development of an attendance management program to increase attendance rates - There is a need for the MBK mentorship program to work closely with the Saturday Academy Program to help increase student participation and attendance and reduce chronic absenteeism

Chronic Absenteeism (African American)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

Chronic Absenteeism (Students with Disabilities)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

Suspension Rate (African American)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

Suspension Rate (Students w/Disabilities)

No current actions. 2019/20 plan will reflect interventions to support targeted groups.

Chronic Absenteeism (African American)

African American students have been suspended for Ed Code (a)1 and (a) 2 at a disproportionate rate in comparison to their non African American peers. This contributes negatively to the chronic absenteeism of this student group.

Chronic Absenteeism (Students with Disabilities)

Students with Disabilities have been suspended for Ed Code (a)1 and (a) 2 at a disproportionate rate in comparison to their peers without disabilities. This contributes negatively to the chronic absenteeism of this student group.

Suspension Rate (African American)

African American students have been suspended for Ed Code (a)1 and (a) 2 at a disproportionate rate in comparison to their non African American peers. This contributes negatively to the chronic absenteeism of this student group.

Suspension Rate (Students w/Disabilities)

Students with Disabilities have been suspended for Ed Code (a)1 and (a) 2 at a disproportionate rate in comparison to their peers without disabilities. This contributes negatively to the chronic absenteeism of this student group.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The MBK mentoring program that was initially implemented in 2017-18 and carried into 2018-19 had a more solid launch and commitment from staff the first year than the current year
- Staff Mentors from MBK did not consistently meet with identified students on a consistent basis this school year, this in turn did not have a greater positive impact on reducing chronic absenteeism
- Targeted African American students, who also make a part of the Student with Disabilities group, who were identified to be served by an African American RCA/Mentor did not receive consistent mentoring due to the RCA as the RCA was discontinued for a period of time due to a technicality with Human Resources

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes in the 2019-20 SPSA:

- Implementation of parent incentive program for improving student attendance for their child in order to be able to reduce chronic absenteeism
- Implementation of student incentive program for improving attendance through the MBK mentoring program
- MBK Mentoring Program to work closer with Saturday Academy Program to improve attendance and reduce absenteeism and truancy

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

1 SSC:

- Parent shared the concern for having field trips and funding. Principal shared that Goal 2 and 3 are funded by the district
- SSC member (parent) shared that she is excited about the Resource Counselor Assistant position, she feels there is a need which will help teachers focus their direction to teaching, since we will have more supports at school
- SSC member (teacher) shared the importance of having 3 RCA to help students feel connected, her experience has been that Williams students have a high need for social emotional needs and feeling connected to school and staff members

2 ELAC:

- ELAC 2/22/19 Parents shared regarding resources available to those students needing extra support
- ELAC 2/22/19 Parents shared concern regarding the numbers of students in each class
- ELAC 2/22/19 Committee requested that after school tutoring be offered to all grade levels, led by classroom teachers

3 Staff:

Staff shared concern regarding the need to improve suspension rates and increase attendance.
Teachers suggested possible mentoring opportunities

Action 1

Title: Increase Attendance Rate

Action Details:

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

- Implement My Brother's Keeper Mentoring program for students with chronic absenteeism
- 3 full time RCA positions to assist with case management of students and work closely with families (two 8-hour positions and one 6-hour position)
- Implement a character building program (Character Counts) to increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the collaboration of the RCAs and the Tier 2 Specialist.
- Use of interclass competitions as a motivator.
- Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance.
- Increase greater levels of parent engagement through Parent University
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns.

- Utilize Williams' Student Store as incentive to increase attendance rates
- Ongoing social emotional professional learning (SEL)

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Increased Attendance Reports
- Reduced Suspension Rate Reports

Owner(s):

- Teachers
- TSA
- Tier 2 Specialist
- RCAs
- Attendance Clerk
- Office Manager
- Admin Team
- Teacher and Staff Mentors

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Attendance incentives for individual students, classrooms, and school wide
- Certificates for Perfect and Increased Attendance
- Williams Student Store incentives
- Sub days for teacher release time to participate in SST

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction
- Intervention - Staff Mentoring through MBK for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
- Intervention - Staff Mentoring through MBK for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

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

- Parent University classes
- Monthly Character Counts Rallies
- Babysitting services for parents to attend meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

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

Action 2

Title: Multi Tiered Level of Support

Action Details:

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.

- 3 full time RCA positions to assist with case management of students and work closely with families
 - ongoing social emotional professional learning
 - helping to provide social emotional support
 - increase student supervision (before, during, and after school)
 - assist with home visits and connecting parents to support and/or services

Tier I Supports:

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Character Counts Monthly Event
- Quarterly Recognition assembly
- Wheel of Choice
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- 'Ready to Learn' relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)
- Social/Emotional Support Center

Tier II Supports

- 'Cool Down' Area
- Student 'Check-In' program with RCAs and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Northwest Church Mentoring Program (Grades 5-6)
- Chaplain Program (Grade 1)
- D.D. Wright Foundation Mentoring Program
- Specialized Field Trips for students in need of Tier 2 Supports
- Social/Emotional Support Center
- Structured Recess Activities

- Computer Lab Club

Tier III Supports

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-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
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Computer Lab Club

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Reduced Suspension and Expulsion Reports
- Reduced number of behavior referrals to office Report
- Log of Student use of Social/Emotional Room

Owner(s):

- CWA
- RCAs
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

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

- RCAs
- Tier 2 Specialist
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- Social/Emotional Support Center

Specify enhanced services for EL students:

- RCA, Tier 2 Specialist, 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

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs

disadvantaged students

- Teachers will incorporate SEL learning into academic instruction
- Intervention - Staff Mentoring through MBK for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
- Intervention - Staff Mentoring through MBK for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meetings
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- 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
- District Level RCA professional development

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs and extra teacher support	11,733.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,035.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,035.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Jazzie Samnang Hired 01/2019	46,866.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		14,345.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		14,345.00

\$173,359.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0550 Williams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food/Incentives	17,268.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Materials/Graphics	511.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Other Classified Support - Translating	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies - No Food/Incentives	1,974.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Analysis and Kinder Assessments	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,356.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin Coverage	57,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub Coverage for ELD training and ELPAC assessment	14,743.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: to balance 7091	1.00
G1A3	Title 1 Basic	Instruction	Subagreements			Inter-Act Fellows	29,866.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs and extra teacher support	11,733.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,035.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,035.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Jazzie Samnang Hired 01/2019	46,866.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		14,345.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		14,345.00

\$330,078.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,852.00
Sup & Conc	7090	\$224,792.00
LCFF: EL	7091	\$43,434.00
Grand Total		\$330,078.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$156,719.00
G4 - All students will stay in school on target to graduate	\$173,359.00
Grand Total	\$330,078.00