

Williams Elementary

10621660113811

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances


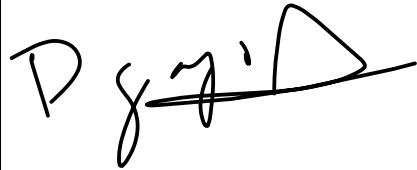
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**Williams Elementary School Site Council Members
2020-2021 School Year**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal -Bonifacio Sanchez	X				
2. Chairperson- Dyango Serrano		X			
3. Secretary-Antonisha Baker				X	
4. Casey Torres		X			
5. Monique Miller		X			
6. Ramona Zavala			X		
7. Tony Vargas				X	
8. Maximiliana Hernandez				X	
9. Charmaine Franklin				X	
10. Silvia Saavedra				X	

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: Williams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bonifacio Sanchez		03/19/21
SSC Chairperson	Dyango Serrano		03/19/21

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 2021/22

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$73,255 *
7090	LCFF Supplemental & Concentration	\$243,936
7091	LCFF for English Learners	\$42,525
7099	School Opening Support <i>(New! One-time funds)</i>	\$27,552
TOTAL 2021/22 ON-SITE ALLOCATION		\$387,268

* 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	\$1,911
	Remaining Title I funds are at the discretion of the School Site Council	\$71,344
	Total Title I Allocation	\$73,255

Williams Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		25 %	2020-2021	35 %
I-Ready Math D2 On Level		18.81 %	2020-2021	28.81 %
I-Ready ELAD2 On Level (Students With Disabilities)		13.33 %	2020-2021	23.33 %
I-Ready Math D2 On Level (Students With Disabilities)		13.89 %	2020-2021	23.89 %
I-Ready ELAD2 On Level (Homeless)		0 %	2020-2021	10 %
I-Ready Math D2 On Level (Homeless)		0 %	2020-2021	10 %
I-Ready ELAD2 On Level (White)		36.67 %	2020-2021	46.67 %
I-Ready Math D2 On Level (White)		23.33 %	2020-2021	33.33 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Williams School implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards.

Students Meeting Target Benefit From:

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on i-Ready
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in

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

I-Ready ELA D2 On Level

Inequities and Disproportionality of Low-Performing Student Groups:

- RTI was not held daily as planned, but occurred regularly, which will include: i-Ready, differentiated instruction by teacher, and independent practice.
- Inconsistent structured time for intervention in ELA/Literacy agreed upon by PLC Teams
- Need for Blended Learning for target small group instruction Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie. Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan

skills/knowledge targets

- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught
- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

I-Ready ELA D2 On Level (Homeless)

Students Meeting Target Benefit From:

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on i-Ready
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught
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- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready ELA D2 On Level (Students With Disabilities)

Students Meeting Target Benefit From:

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on i-Ready
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs

intervention

- Lack of alignment between Standards, planning and assessments
- Teaching Fellows supported RTI for students in K-3 via push in support daily cut short due to Covid Pandemic.
- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning
- More data collection/reflection on ELA improvement, school-wide and for student groups

I-Ready ELA D2 On Level (Homeless)

Inequities and Disproportionality of Low-Performing Student Groups:

- RTI was not held daily as planned, but occurred regularly, which will include: i-Ready, differentiated instruction by teacher, and independent practice.
- Inconsistent structured time for intervention in ELA/Literacy agreed upon by PLC Teams
- Need for Blended Learning for target small group instruction Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie. Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments
- Teaching Fellows supported RTI for students in K-3 via push in support daily cut short due to Covid Pandemic.
- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning
- More data collection/reflection on ELA improvement, school-wide and for student groups
- **Chronic absenteeism**
- **High suspension rate**
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready ELA D2 On Level (Students With Disabilities)

- RTI was not held daily as planned, but occurred regularly, which will include: i-Ready, differentiated instruction by teacher, and independent practice.
- Inconsistent structured time for intervention in ELA/Literacy agreed upon by PLC Teams
- Need for Blended Learning for target small group instruction Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie. Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments
- Teaching Fellows supported RTI for students in K-3 via push in support daily cut short due to COVID Pandemic.

- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught
- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready ELA D2 On Level (White)

Students Meeting Target Benefit From:

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on i-Ready
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught
- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level

Students Meeting Target:

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Go-Math TE, to plan for claims/standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct math standards Teachers intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed

- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning
- More data collection/reflection on ELA improvement, school-wide and for student groups
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready ELA D2 On Level (White)

- RTI was not held daily as planned, but occurred regularly, which will include: i-Ready, differentiated instruction by teacher, and independent practice.
- Inconsistent structured time for intervention in ELA/Literacy agreed upon by PLC Teams
- Need for Blended Learning for target small group instruction Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie. Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments
- Teaching Fellows supported RTI for students in K-3 via push in support daily cut short due to Covid Pandemic.
- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning
- More data collection/reflection on ELA improvement, school-wide and for student groups
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level

Inequities and Disproportionality of Low-Performing Student Groups:

Students That Did Not Meet Target:

- Inconsistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention Alignment between Standards, planning and assessments
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level (Homeless)

- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards Teacher 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
- Teachers provided consistent structured time for Math intervention
- PLC teams implemented Blended Learning for target small group instruction during Math
- Teachers implemented Beyond the Basic Facts during Foundational Math time to target math fluency practice
- Teachers provided consistent structured time for Math intervention
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

I-Ready Math D2 On Level (Homeless)

Students Meeting Target:

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Go-Math TE, to plan for claims/standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct math standards Teachers Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
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Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

Inequities and Disproportionality of Low-Performing Student Groups:

Students That Did Not Meet Target:

- Inconsistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention Alignment between Standards, planning and assessments
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level (Students With Disabilities)

Inequities and Disproportionality of Low-Performing Student Groups:

Students That Did Not Meet Target:

- Inconsistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention Alignment between Standards, planning and assessments
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level (White)

Inequities and Disproportionality of Low-Performing Student Groups:

Students That Did Not Meet Target:

- Inconsistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention Alignment between Standards, planning and assessments
- **High average of D's and F's on report cards**
- **ELA Academic goal for subgroup needed After School Tutorial to be implemented for this student group**
- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level (Students With Disabilities)

Students Meeting Target:

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Go-Math TE, to plan for claims/standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct math standards Teachers Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards Teacher 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
- Teachers provided consistent structured time for Math intervention
- PLC teams implemented Blended Learning for target small group instruction during Math
- Teachers implemented Beyond the Basic Facts during Foundational Math time to target math fluency practice
- Teachers provided consistent structured time for Math intervention
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

I-Ready Math D2 On Level (White)

Students Meeting Target:

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
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application) called for by the standard(s) being addressed

- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards Teacher 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
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- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

Next Step:

- **2021-2022 plan will reflect action items for interventions to support targeted groups**

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between the intended and actual implementation of actions

- Problem of Practice from grappling in complex text -Teachers will develop Common Formative Assessments aligned to the rigor of the standard.
- Teachers will participate in systemic professional learning from Kinder - 6th grade in Math Lesson Design, and will have access to Math Coaches for implementation of professional learning
- After School Tutorial Funds will be used toward intentional targeted instruction and tutoring after school of African American students, White Students and Students 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, White Students and Students with Disabilities
- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning
- More data collection/reflection on ELA improvement, school-wide and for student groups
- Gap in implementation of the PLC common instructional plans from the CFA Calendar by individual teachers on a given PLC Team
- Lack of adhering to CFA administration protocol according to PLC agreements
- Lack of administering CFAs according to instructional cycle and dates
- Lack of planning instruction based on text vs. a focus on the ancillary pieces including grammar and spelling worksheets
- Teaching Fellows supported RTI for students cut short due to COVID Pandemic.
- Teachers were provided supplemental contracts for tutoring, but there was low teacher interest and low student attendance.
- Target for this goal has not been met due to inconsistent instructions during school closure and distance learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

CHANGES ELA/Literacy:

- Consistent structured time for intervention in ELA/Literacy
- Need for Blended Learning for target small group instruction
- Consistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie. Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan targeted instruction

CHANGES Math:

- Inconsistent structured time for math intervention
- Need for implementation Beyond the Basic Facts for math fact automaticity
- Need for Teachers targeted specific groups for small group instruction in math Consistent targeted instruction based on individual student needs
- PLC Teams needs to identify root cause analysis of students not meeting standards and planned intervention Alignment between Standards, planning and assessments

Next Step:

- 2021-2022 plan will reflect action items for interventions to support targeted groups
- Include 3 Reads Math Task Strategy in Math
- Continue Professional Development of Close 3 Read strategy in Literacy
- Include Fresno High Principal PAC Goals
- SPRINGBOARD Program impact
- Onboarding SPED teachers to both 3 reads Math Task Strategy and 3 Reads Close Reading Strategy
- Consistent RSP teacher, schedule and implementation of program
- Include Professional Development by TNTP -
- Continue to monitor and update data collected for Students with Disabilities, African American, White, and Homeless subgroups
- Continue with interventions After School Tutoring in ELA of Students With Disabilities Intervention
- After School Tutoring in ELA of Students With Disabilities Intervention
- After School Tutoring in MATH of Students With Disabilities Intervention
- After School Tutoring in ELA of White subgroup
- After School Tutoring in ELA of Homeless subgroup
- Professional Learning in Math using Math Progressions for Kinder - 6th grade
- Utilizing services of TNTP Coaches and FUSD District Math Coaches to support the professional learning around Math
- Use the IAB and FIABs to plan common formative assessments and align rigor of instruction to the concepts being tested on CAASPP

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:	2 ELAC:	3 Staff:
<p>SSC Meeting on 3/15/21</p> <p>Parents did not have any concerns or suggestions.</p>	<p>ELAC 3/12/21</p> <p>Parents did not have any concerns or questions.</p>	<p>Goal 1</p> <ul style="list-style-type: none"> • Kinder: Kindergarten would like to tutor Kinder students after school • 2nd Grade:-concerns about going from 8 to 4 aides, with what it already looks like -SDC/Kinder should already have aides, concern with not having interact fellows to support in primary (1st & 2nd) -different focuses depending on grade-level (primary v. intermediate) 2nd grade doesn't do SBAC

therefore different goals/different focus more in guided reading so they can be ready for SBAC -non-designated/designated ELD training/follow up

- 6th Grade: It would be great if we could target lower grades to close the gap in the upper grade.
- SPED Team: Student jobs are great! (They help us and give the kids opportunities to be independent.)

Action 1

Title: Increase ELA SBAC Scores by 10%

[Action Details:](#)

SMART GOALS

By the end of 2021-2022 school year, the percentage of Kinder- 2nd grade students who are on grade level will increase by at least 10% as measured by the iReadyDiagnostics, and BAS.

By the end of the 2021-2022 school year, the percentage of 3rd - 6th grade students scoring Standard Met or Standard Exceed on the ELA SBAC will increase by at least 10%.

Teachers will use Close Reading strategies using appropriate grade level text(s). 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 CAASPP Interim Assessments Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process (For Example: Read 1 - Standards 1,2,3/Read 2 - Standards 4,6/Read 3 - Standard 9)
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 use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge rigor level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the Wonders curriculum.
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 (Week-at-a-Glance).
5. The PLC Common Planning will involve identifying the daily student products based off of multiple reads of the selected text(s) 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 as they progress through Read 1, Read 2 and Read 3 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 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. The ILT will utilize the Common Core Companion as Professional Learning to strengthen PLC practices around instructional strategies addressing reading, writing, listening and speaking.
12. All teachers will utilize the Instructional Practice Guide to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.

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 2021 SBAC Data
- 2019-20 and 2020-21 iReady Diagnostic Data (B,M,E,O,Y)
- Common Formative Assessment Data
- BAS Levels

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
- 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: Close Reading
- Subs for teachers for Quarterly Data Analysis & Planning
- Purchase Order for Professional Learning Book Studies (Guided Reading, Making Thinking Visible and replacement of other PL books previously used)

Specify enhanced services for EL students:

- PL on Designated and Intergraded ELD
- 30 minutes of Designated ELD scheduled into the instructional day
- Use of ELD Component from Wonders Curriculum
- RIRA for TK- First Grade 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
- Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

Action 2

Title: Increase English Language Development Redesignation Rate

Action Details:

SMART GOAL: By the end of the 2021-22 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 Professional Learning Communities, teachers will implement a comprehensive action plan inclusive of response to intervention, with an emphasis on English Learner students not scoring on grade level on SBAC, iReady, BAS, and re-designation data in the 2021-2022 administration.

- Identify Designated and Integrated ELD time blocks school wide and include in the instructional schedule
- 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 from Wonders
- Teachers will provide 30 minutes of Designated English Language Development instruction, in addition to the required Integrated English Language Development instruction daily
- Teachers will include daily Designated ELD instruction on the Week-at-a-Glance 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 the ELPAC Practice Test for Teacher Professional Learning purposes and for Test Taking Strategies

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 2021 ELPAC data
- Spring 2021 SBAC Data
- 2019-20 and 2020-21 iReady Diagnostic
- Common Formative Assessment Data
- SBAC, iReady Diagnostic, and BAS

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit
- Beginning, Middle and End of Year

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

- ELD Instructional Coach support
- RTI and Inter-Act 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 ELPAC, SBAC, and i-Ready assessments
- Resources to support Professional Learning: Close Reading Strategies
- Purchase Order to purchase ELD Companion and ELD/ELA Framework

Specify enhanced services for EL students:

- ELD Instructional Coach support
- RTI and Inter-Act Fellows
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster

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

- Paper/Folders/whiteboards
- Resources to support RIRA development
- Resources to support Blended Learning
- Technology to support instruction and assessment
- Resources to support Professional Learning: Close Reading Strategies

- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
- Intervention: After School Tutoring in ELA & MATH for Students with Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for Homeless Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for African American Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for White Students (Distance from Level 3)

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 are able to demonstrate mastery of standards. Teachers will place an emphasis on students scoring significantly below grade level on SBAC, iReadyDiagnostics and BAS in service of foundational skills and reading 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 Kinder - 6th grade students based on students' BAS reading levels using Guided Reading
2. Provide ongoing Professional Development as needed for all teachers in Guided Reading for the purpose of providing RTI in the classroom
3. Wonders Leveled Readers will be utilized for small group intervention for grades Kinder - 6th.
4. RTI Staff will support classroom teachers in providing Tier 3 small group interventions in grades Kinder - 3rd during the RTI and Foundational Skills Instructional Block of Time.
5. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills.
6. TK - 6th grade Teachers will hold iReady and BAS goal setting conversations with students.
7. TK - 6th grade teachers will utilize BAS for quarterly progress monitoring student reading levels
8. iReady Program to be used for classrooms to provide blended learning opportunities

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 2021 SBAC Data
- 2019-20 and 2020 -21 iReady Diagnostic Data
- Common Formative Assessment Data
- BAS
- DIBELS
- PBST

Owner(s):

- RTI Support Team
- 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

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
- Intervention: After School Tutoring in ELA & MATH of Students With Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of Homeless Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of African American Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of White Students (Distance from Level 3)

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 (focus, coherence & rigor).

1. PLC Teams will utilize the CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs), as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion as well as other resources to deconstruct the identified essential standards by knowledge targets and essential skills, as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge and Rigor Level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the GO Math Curriculum.
4. PLC Teams will plot their Common Formative Assessments on a Week-at-a-Glance Calendar along with Common Instructional Plans around Math Tasks based off of essential standards using the GO Math curriculum.
5. 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.
6. Coherence: All lessons will intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
7. Rigor: All lessons will intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
8. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
9. PLC Teams will utilize the Math Quarterly Planners when planning instruction.
10. PLCs will participate in Professional Learning on Focus, Coherence and Rigor using the Math Progressions.
11. PLC teams will use Beyond the Basic Facts to teach the math facts with automaticity.
12. PLC Teams will participate in Professional Learning in collaboration with TNTP (The New Teacher Project) and implement the 3 Reads Math Task Strategy, to structure math instruction school wide.
13. PLC Teams will participate in a Mini-PAC in collaboration with Heaton, Wilson and Fremont using the IPG to improve math instruction.

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 2021 SBAC Data
- 2019 -20 and 2020 -21 i-Ready Diagnostic Data
- Common Formative Assessment Data
- BBF data

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
- Materials and Supplies for Lesson Plans
- TNTP - Professional Learning

Specify enhanced services for EL students:

- Use of visuals and realia when teaching math lessons
- PLC agenda with specific feedback on Focus, Coherence, Rigor
- PLC 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
- Intervention - After School Tutoring in MATH for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in MATH for White Students (Distance from Level 3)
- Intervention - After School Tutoring in MATH for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in MATH for Homeless Students (Distance from Level 3)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies ** NO FOOD OR INCENTIVES **	1,911.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,838.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	5,778.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies ** NO FOOD OR INCENTIVES **	2,825.00
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Education and Leadership Foundation : Independent Contract 5 Reading Tutors	24,194.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 5 Reading Tutors	42,525.00
G1A3	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	17,961.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			TNTP Teacher Contracts ** NO IEPS ** - *Supports Goal 1 Actions*	17,960.00
G1A4	One-Time School	Instruction	Subagreements			The New Teacher Project : TNTP Regional Contract	9,591.00

\$145,583.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	80 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- Each grade level had the opportunity to sign up for and attend a field trip that allowed the students to participate in real-world learning experiences.
- Every year our 4th - 6th Grade students also participate in the school's annual Career Day where different guest speakers visit the classrooms and share about their specific career, educational requirements, benefits, challenges, etc. During the 2019-20 school year, the Career Day event had to be cancelled due to the school closures. This year, the event will be held virtually.
- Second Step Curriculum was planned and rolled out to provide students with the opportunity to learn about the Social-Emotional Learning Competencies (Growth Mindset, Self-Awareness, Social-Awareness, Self-Efficacy, Self-Management). During the 2019-20 school year, Second Step roll-out came to a halt due to the school closures. During the 2020-21 school year, Second Step training was rolled out again and the Monday Morning Meetings were identified as the day to conduct Second Step Lessons. These lessons target the Social-Emotional Learning Competencies that also build the skillset for workplace success.

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

Student-centered real world learning experience - Site Defined

- During the 2019-20 school year, the Career Day event had to be cancelled due to the school closures. This year (2020-21), the event will be held virtually.
- During the 2019-20 school year, Second Step training roll-out was halted due to the school closures.
- During the 2020-21 school year, Second Step training roll-out was effective based on admin team and Tier 1 Specialist implementation observation data and feedback.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Vice Principal will document each grade level team's participation in a real-world learning experience field trip to ensure all students participate.
- Career Day will be implemented virtually and will be expanded from 4th - 6th grade to 3rd - 6th grade to capture and involve more students.
- Second Step implementation data will be collected using a data analysis tool to determine next steps to improve fidelity to implementation across all grades.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-2022 School Year

- 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 and job benefits
- The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal 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:

SSC Meeting on 3/15/21
Parents did not have any concerns or suggestions.

2 ELAC:

ELAC 3/12/21
Parents did not have any concerns or questions.

3 Staff:

Goal 2

- 2nd Grade: -In regards to SEL for primary, we have been surveyed many times but have yet to receive the kits; unless we are expected the online resource only
- 4th Grade: Variety for experiences for students to engage in other careers than the zoo

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 and job benefits
- The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal 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 Engagement Tool
4. Report data to teachers, School Culture & Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

Principal
Vice Principal
Culture and Climate 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 Leadership
- SEL Competencies Posters

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		39.14 %	2020-2021	29.14 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		45.56 %	2020-2021	35.56 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	90 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		54.11 %	2020-2021	44.11 %
Chronic Absenteeism (Hispanic)		33.49 %	2020-2021	23.49 %
Chronic Absenteeism (White)		40 %	2020-2021	30 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %
Chronic Absenteeism (English Learner)		25.49 %	2020-2021	15.49 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic Absenteeism

Goal # 1 Williams will develop an attendance management program to increase attendance rates and enhance time in class on task. Implementation of the following actions to increase attendance and lower percentage rate of Chronic Absenteeism

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-

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

Chronic Absenteeism

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (African American)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help

hour position and one 6-hour position)

- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies
-

Chronic Absenteeism (African American)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Chronic Absenteeism (English Learner)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Chronic Absenteeism (Hispanic)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns

increase attendance rates and time in class on task..

- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (English Learner)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (Hispanic)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (Homeless)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (Students with Disabilities)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

Chronic Absenteeism (White)

Inequities and Disproportionality:

- Need to Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Chronic Absenteeism (Homeless)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Chronic Absenteeism (Students with Disabilities)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Chronic Absenteeism (White)

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved attendance rates
- Attendance Certificates, Awards Plaques and Trophies

Suspensions students with 1 or more

Implementation of the following actions were developed to reduce suspension rates and enhance time in

Suspensions students with 1 or more

- RCAs and Tier 2 Specialist to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Create Behavior Support Plan to students with 5 referrals or more
- Case manage students with high office referrals Request
- TBS Services through All for Youth Referral

Suspensions students with 1 or more (Homeless)

- RCAs and Tier 2 Specialist to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Create Behavior Support Plan to students with 5 referrals or more
- Case manage students with high office referrals Request
- TBS Services through All for Youth Referral

Suspensions students with 1 or more (Students With Disabilities)

- RCAs and Tier 2 Specialist to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Create Behavior Support Plan to students with 5 referrals or more
- Case manage students with high office referrals Request
- TBS Services through All for Youth Referral

Suspensions students with 1 or more (White)

- RCAs and Tier 2 Specialist to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Create Behavior Support Plan to students with 5 referrals or more
- Case manage students with high office referrals Request
- TBS Services through All for Youth Referral

class on task.

- Tier I Supports: Daily Morning meetings Quarterly Recognition assembly End of Year Awards Assembly Trophies (Sunnyside TrophyShop) Wizard Ticket System Student Incentive Store Pizza Drawings on Fridays Virtual Reality Game Truck Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters) Tier II Supports Student 'Check-In' program with RCAs and Tier 2 Specialist Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist. Specialized Field Trips for students in need of Tier 2 Supports Care Connect Center Social/Emotional Support Center Tier III Supports Office referrals Hold bi-monthly SST meetings for students with chronic behavior concerns Restorative Circle Individual counseling Threat Assessment Manifestation Determination meetings Expanded IEPs ICET referrals Specialized Field Trips for students in need of Tier 3 Supports Social/Emotional Support Center

Suspensions students with 1 or more (Homeless)

- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance and citizenship
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved citizenship
- Certificates, Awards Plaques and Trophies to incentivize students citizenship

Suspensions students with 1 or more (Students With Disabilities)

- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance and citizenship
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved citizenship
- Certificates, Awards Plaques and Trophies to incentivize students citizenship

Suspensions students with 1 or more (White)

- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist work with families to promote attendance and citizenship
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management Increased parent engagement through Parent University

- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns
- Student incentives for improved citizenship
- Certificates, Awards Plaques and Trophies to incentivize students citizenship

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Add Attendance to IEP Goals
- Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance -Project Access Students

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

CHANGES NEEDED:

- Create Behavior Support Plan for students with 5 referrals or more
- Add Behavior Goals and Behavior Intervention Plan to IEPs
- Identification of students needing support through Targeted Support Team (TST)
- Tier 2 Specialist and RCAs to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions Request TBS Services through All for Youth Refe
- Attendance Classes for students with 80% or less attendance rate
- Home visits for students with 80% or less attendance rate
- 2x10 activity for students with 80% or less attendance rate
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance -Project Access Students

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 Meeting on 3/15/21
Parents did not have any concerns or suggestions.

2 ELAC:

ELAC 3/12/21
Parents did not have any concerns or questions.

3 Staff:

Goal 3

- TK/Kinder: TK and Kinder would like to have guest speakers come in during our Community Helper Week. Kinder and TK want to implement a Cultural Week (bring something from their culture or someone to showcase) which ties into Social



- Awareness SEL competency We also want celebrate Holidays Around the World (Social Awareness)
- 2nd Grade: -There's been inconsistency with the programs that have been implemented or were in the early stages of implementation; we need follow through -Mastery of the program: we would like time to get better and master it, get into routine, etc. -Less responsibility on teacher because there is already so much on teacher's plates.
 - 4th Grade: Opportunities for students to do community service in their community (thinking outside themselves)
 - 6th Grade: Structured activities needed
 - SPED: Inclusive clubs (SPED and GE kids)

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
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading
- Drama Club

2. Encourage ELD students to participate in the following activities: Battle of the Books, Drama Club

3. 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.

4. 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

5. 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

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

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

8. 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 timesheets to VP
3. VP will log events and meeting on ATLAS Engagement Tool
4. Report data to teachers, Culture and Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

- Vice Principal
- Principal
- Coaches
- Teachers
- School Culture & Climate 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 student engagement
- Extra & Co-curricular Teacher Supplemental Salaries/ancillary services

Specify enhanced services for EL students:

- Engagement 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

Action 2

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 Mentoring program for students with chronic absenteeism
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Implement a character building program (Second Step and Student of the Month) to help 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.
- Incentivize attendance at Saturday Academy to increase attendance recovery rates.
- 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
- Power BI reports on Chronic Absenteeism Data

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 Attendance
- Williams Student Store incentives
- 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 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 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)

Action 3

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. Second Step 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.

Support Staff will be hired as part of the Multi-Tiered Systems of Support:

- Site-Funded Teacher on Special Assignment (TSA) to assist with:
 - Tier 1 & 2 Behavior Management
 - Enforcing Formal Behavior Support Plans
 - Provide teacher coverage for participation in SSTs & 504s
 - Extended student supervision
 - Student Behavior Goal Setting & Management
 - helping to provide social emotional support
 - assisting Test Coordinator
- 2 Resource Counselor Assistant (RCA) positions (1.0 FTE & .75 FTE) to assist with case management of students and work closely with families:
 - ongoing social emotional professional learning
 - helping to provide social emotional support
 - providing check-in and check-out support in the classrooms
 - supervising the Alternate Recess Classroom
 - 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
- Recognition of students monthly exhibiting Social Emotional Competencies (Student of the Month)
- Quarterly Recognition assembly
- 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
- Specialized Field Trips for Tier 1 Supports for 4th, 5th and 6th grade (Blackbeard's and Wild Waters)

Tier II Supports

- Care Connect Center
- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "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
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

Tier III Supports

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills 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:	<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

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

Owner(s):

- Restorative Practice Counselor
- RCAs
- Tier 2 Specialist
- School Psychologist
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

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

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- RP Counselor, RCA, Tier 2 Specialist, and teacher contact Counseling services through restorative counselor and School psychologist groups
- Targeted Support Team Meetings bi-monthly with RCAs, Tier 2 Specialist, RP Counselor, School Psych, and Administration
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- 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 of 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 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)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Samnang	50,559.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher Special Assignment	130,397.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA Zavala	60,729.00

\$241,685.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		68.26 %	2019-2020	78.26 %
Staff Goal - Site Defined		0 %	2020-2021	80 %

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.

<p>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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <p>No Current Actions for this Goal</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <ul style="list-style-type: none"> Staff Survey 2019-20 - Overall Positive Belonging Domain - 68.26% Staff Survey 2020-21 - Overall Positive Belonging Domain - 81% Overall, there was an increase of +12% in the positive belonging domain. Admin Team provided regular recognition of different PLC Teams and Classified Staff Admin Team has worked with individual teachers in order to foster a greater sense of belonging PLC Team Members have developed cohesive relationships that have transcended outside the PLC structure. 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <p>No Current Actions for this Goal</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <ul style="list-style-type: none"> The Admin Team will be planning more inclusive opportunities for staff from different PLC Teams to collaborate with other PLC Team Members The Admin Team will organize more social events to allow for more inclusivity of staff The Admin Team will work with individual teachers to help increase overall sense of belonging at the school
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

<ul style="list-style-type: none"> The Admin Team intended to have a Sunshine Club for the staff during the 2020-21 school year, but the Sunshine Club did not happen due to school closures and lack of staff volunteers to direct it. The Admin Team intended to have staff social events to foster a sense of belonging, but the school closures and the pandemic prohibited social gatherings. The Admin Team intended for PLC Teams to interact and build a strong sense of cohesion across the school, but working from home made it difficult for staff to build stronger bonds with peers. During Staff Meetings and Professional Learning, a large number of staff members kept their cameras turned off which made it difficult for peers and teams to connect on a deeper level.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-2022 School Year

- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels
- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Increase recruitment of diverse parent participants for School Site Council and Parent University as well as the District Advisory Committee
- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for low-performing students
- Provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

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 Meeting on 3/15/21
Parents did not have any concerns or suggestions.

2 ELAC:

ELAC 3/12/21
Parents did not have any concerns or questions.

3 Staff:

Goal 4

- TK/Kinder: We 100% agree with increase recruitment and retention of staff reflecting the diversity of our community. We plan to brainstorm fun activities to bring more parents into the classroom throughout the year. We usually only see parents in the classroom during Open House and would like to see them in the classroom more often.
- 2nd Grade: Thank you for commenting on quality characteristics of a teacher (caring, firm, etc.) -Large number of students that lack a positive male figure in their lives. We would like to see more qualified male teachers.
- SPED: Great idea!

Action 1

Title: Recruitment of Staff reflecting our Diverse Community

Action Details:

The Williams Administration Team will actively continue to recruit staff members that reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

1. Attendance at hiring/recruitment teacher fairs in partnership with local universities to actively recruit more Black/African-American Teacher Candidates
2. Work in partnership with Fresno Unified's Teacher Residency Program to actively seek out more Black/African-American Teacher Candidates
3. Continue to maintain a fair representation of Black/African-American Noon Time Assistants for student supervision and coordination of noon-time activities
4. Continue to actively seek out Black/African-American Classified Support staff to work in collaboration with teachers in the classroom

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

- The Williams student population breakdown is 64.9% Hispanic/Latino, 22% African-American, 7% White, 3.9% Two or More Races, 1.6% Asian, 0.3% American Indian/Alaskan Native, 0.3% Pacific Islander
- .03% of the Teaching Staff is Black/African-American
- 1% of the Classified Support Staff are Black/African-American
- 38% of the Noon Time Assistant Team is Black/African-American
- 40% of the School Site Council Parent Members are Black/African-American
- 50% of the parent members of the District Advisory Committee are Black/African-American

Owner(s):

Administration Team

Teacher Team

Timeline:

By June of 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels
- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Increase recruitment of diverse parent participants for School Site Council and Parent University as well as the District Advisory Committee

Specify Professional Development or Staff Services to support EL students:

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for English Learner Students

Specify Professional Development or Staff Services to support low-performing student groups:

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for low-performing students
- Provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		93.53 %	2019-2020	100 %
Parent Survey - Safe and secure		88.69 %	2019-2020	98.69 %
Family Goal - Site Defined		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Goal #1: Parents feeling respected and welcomed - 100%

Goal #2: Safe & Secure Environment - 100%

Parent Survey - Respected and welcomed

- 2020-21 Family Survey - Q1 - School Treats me with respect - 95%.
- School and Staff have made it a personal goal to establish strong relationships with parents using regular communication via phone, text, or Class Dojo.
- Staff have utilized staff meeting time to provide positive feedback to parents regarding their students (making deposits before withdrawals)
- Admin Team takes time to listen to parent concerns and assist in finding positive resolutions.
- 2020-21 Family Survey - Q1 - I feel welcomed at my child's school - 96%.
- Prior to school closures, the school administration and teaching staff organized several community events such as School Carnival, Back to School Week, Hot Diggidy Dog, Meet the Teacher Night, Back-Pack Give-Away, Muffins for Mom, Donuts for Dad, Family Dance Night, etc.

Parent Survey - Safe and secure

- 2020-21 Family Survey - Q.1: My child's school provides a safe and secure environment for students to learn - 92% (+3% improvement from 2019-20)
- The Williams Admin Team and Staff implemented structured activities during non-structured student time to prevent high numbers of student referrals.
- Student Office Referrals and suspensions were reduced by 31% by the end of 2019.

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

Family Goal - Site Defined

Goal #1: Parents feeling respected and welcomed - 100%

Goal #2: Safe & Secure Environment - 100%

Parent Survey - Respected and welcomed

- Follow through with parent conference requests regarding academic progress and/or student behavior was not conducted in a timely fashion consistently
- Requests for interventions and/or SPED assessments were not consistently conducted in a timely fashion

Parent Survey - Safe and secure

- Repetitive behavior office referrals were not always followed up with a formal behavior support plan to support the student
- Communication with parents regarding repeat behaviors was not consistent prior to the student being referred to the office or the behavior resulting in a suspension
- Support structures to provide students with defined safety boundaries or supervised activities were not implemented consistently
- Progress Monitoring of student behaviors both in and out of the classroom was not conducted consistently

- This data was not available during 2020 and 2021 due to school closures.
- The drop in violent behaviors on campus has resulted in a safer learning environment as reported on the family survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The intent behind the Multi-Tiered System of Supports at Williams Elementary was to provide real-time interventions for students within an appropriate time-frame. This structure was not always adhered to consistently.
- The intent behind the Multi-Tiered System of Supports at Williams Elementary is to have the parents involved in all tiers of intervention. This practice has also been inconsistent.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-2022 School Year

- Administration Team will actively recruit target parents for participation in ELAC and Parent University
- Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
- Administration/TSA Team will create parent workshops to provide parents with appropriate intervention materials to support their students
- Parent Conferences for struggling students will be scheduled on a Quarterly Basis
- Teachers and parents will collaborate on Quarterly Goal-Setting and Progress-Monitoring using a Structured Meeting Template
- Parents will be able to collaborate with teachers on interventions prior to the SST process

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 Meeting on 3/15/21
Parents did not have any concerns or suggestions.

2 ELAC:

ELAC 3/12/21
Parents did not have any concerns or questions.

3 Staff:

Goal 5

- TK/Kinder: We would like to meet with ALL parents quarterly, not just the struggling ones.
- 4th Grade: Parent accountability piece? Teachers feel that "it can't just end in the classroom."

Action 1

Title: Increased Parent Participation and Inclusion

Action Details:

Williams Elementary will increase the inclusive opportunities for parents to become actively engaged in the education, advocacy, and student success planning for their students.

1. Parent Conferences for struggling students will be scheduled on a Quarterly Basis
2. Quarterly Parent Conferences will be advertised using the Weekly Parent Newsletter, Class Dojo, and School Messenger
3. Teachers and parents will collaborate on Quarterly Goal-Setting and Progress-Monitoring using a Structured Meeting Template
4. Parents will be able to collaborate with teachers on interventions prior to the SST process
5. Administration Team will actively recruit target parents for participation in ELAC and Parent University
6. Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
7. Administration/TSA Team will create parent workshops to provide parents with appropriate intervention materials to support their students
8. Tier 2 Specialist/Child Welfare & Attendance Counselor and Resource Counselor Assistants will also work with targeted parents to help increase parent inclusion and participation in Parent Conferences, ELAC and Parent University

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

- According to the 2019-20 SBAC, only 27.24% of 3rd - 6th Grade students were proficient or advanced in ELA, and only 21.43% of 3rd - 6th Grade students were proficient or advanced in Math
- Currently, parent conferences are scheduled only once per year at the end of Quarter 2 which limits the structured opportunities for parent/teacher academic goal-setting and interventions
- As of March 1, 2020, 50.49% of students have a "D" or "F" in one or more core subjects
- As of March 1, 2020, 39.26% of students are considered "chronic and severely chronic" for absenteeism

Owner(s):

- Classroom Teachers
- Parents
- Administration Team

Timeline:

By June 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - Quarterly Parent Conferences for struggling students
 - Teacher/Parent Goal Setting & Intervention Planning
 - Quarterly Progress Monitoring using Structured Meeting Template
 - Parent Workshops
- **Student Centered and Real-World Learning:**
 - Students will be provided with Student Agenda/Planners to keep track of assignments/tasks and goal monitoring
 - Target students will be invited to form part of the AVID Club to provide them with organizational materials and learn and practice organizational skills
 - Participation in the AVID Club will also provide opportunities for students to monitor their academic goals under the guidance of the club advisor
- **Student Engagement:**
 - Students will be a part of the parent conference, goal setting and progress monitoring
 - Students will participate in a special awards recognition ceremony to honor their work and effort

Specify Direct Service and Opportunities for parents and families to support EL students:

- Administration Team will actively recruit target parents for participation in ELAC and Parent University
- Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
- Administration/TSA Team will create parent workshops to provide parents with appropriate intervention materials to support their students

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parent Conferences for struggling students will be scheduled on a Quarterly Basis
- Teachers and parents will collaborate on Quarterly Goal-Setting and Progress-Monitoring using a Structured Meeting Template
- Parents will be able to collaborate with teachers on interventions prior to the SST process

2021-2022 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	Parent Participation	Mat & Supp			Parent Materials and Supplies ** NO FOOD OR INCENTIVES **	1,911.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,838.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	5,778.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies ** NO FOOD OR INCENTIVES **	2,825.00
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Education and Leadership Foundation : Independent Contract 5 Reading Tutors	24,194.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 5 Reading Tutors	42,525.00
G1A3	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	17,961.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			TNTP Teacher Contracts ** NO IEPS ** - *Supports Goal 1 Actions*	17,960.00
G1A4	One-Time School	Instruction	Subagreements			The New Teacher Project : TNTP Regional Contract	9,591.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Samnang	50,559.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher Special Assignment	130,397.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA Zavala	60,729.00
Total							\$387,268.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,255.00
Sup & Conc	7090	\$243,936.00
LCFF: EL	7091	\$42,525.00
One-Time School	7099	\$27,552.00
Grand Total		\$387,268.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$145,583.00
G3 - Increase student engagement in their school and community	\$241,685.00
Grand Total	\$387,268.00