

## Williams Elementary

106216601138111

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

**Consolidated Program Assurances**

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



**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Bonifacio Sanchez</b>	X				
2. <b>Chairperson – Melanie Wells</b>		X			
3. <b>Secretary- Edgar Gonzalez</b>		X			
4. <b>Anna Maria Madrid</b>				X	
5. <b>Ray Walker</b>				X	
6. <b>Alicia Ladd</b>				X	
7. <b>Carlie Martinez</b>		X			
8. <b>Maria Rocio Scanio</b>				X	
9. <b>Vanessa Rocha</b>				X	
10. <b>Kelli Koogler</b>		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
--

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bonifacio Sanchez		03/21/2018
SSC Chairperson	Melanie Wells		03/21/2018

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Williams - 0550

**ON-SITE ALLOCATION**

3010	Title I	\$52,445 *
7090	LCFF Supplemental & Concentration	\$207,634
7091	LCFF for English Learners	\$51,054
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$311,133</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,234
Remaining Title I funds are at the discretion of the School Site Council	\$51,211
Total Title I Allocation	\$52,445

## Williams Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.91	32.91
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.647	27.647
One D or F on Any Report Card (grades 2-12)	64.024	57.024

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

ELA Goal +10%

SBAC 16-17 17-18

3rd 17.9% 27.9%

4th 25% 35%

5th 29% 39%

6th 18% 28%

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

MATH Goal +10%

SBAC 16-17 17-18

3rd 16.8% 26.8%

4th 22.2% 33.2%

5th 20.3% 30.3%

6th 9.1% 19.1%

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Lack of alignment between Standards, planning and assessments

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

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

Lack of alignment between Standards, planning and assessments

- Need for relationship building
- Need for mentoring
- Need for increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program

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

- Lack of alignment between Standards, planning and assessments
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

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

Lack of alignment between Standards, planning and assessments

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

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- How can the school support different student groups to help them improve in ELA?

**2** ELAC:

**3** Staff:

- Fund additional time for School Psychologist
- Is Iready effectively being used in the classroom?
- ILT sub days to utilize IPG for calibration on instruction
- PLCs need ELD instructional support
- PLC teams will benefit from PL on ELD instruction and standards
- Math Professional Learning on Coherence Focus, and Rigor
- Continue with instruction of math facts using BBF
- RTI model should include Kinder-6th grade
- Create a task force for RTI

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Changes

- Problem of Practice from grappling in complex text to Teachers will develop Common Formative Assessments aligned to the rigor of the standard

\_ Discontinue the Professional Learning on Write Tools- Teacher will continue to use the strategies gleaned from the PL. No evidence of implementation of Write Tools across all grade levels



## Action 1

**Title:** Increase ELA SBAC Scores by 10%

### Action Details:

#### SMART GOALS

By the end of 2018-2019 school year, the percentage of Kinder-3rd grade students who are on grade level will increase by at least 10% percentage points as measured by SBAC, BAS, DRP, and KAIG.

By the end of the 2018-2019 school year, the percentage of students scoring Standard Met or Standard

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

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

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Spring 2018 SBAC Data
- 2017-18 and 2018-19 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG

**Owner(s):**

- PLC Teams
- ILT
- Admin Team

**Timeline:**

- Quarterly
- Throughout each Wonders Unit

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

- Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
- Materials and Supplies for Close Reading & RIRA strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support RIRA development
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment Resources to support Professional Learning: Making Thinking Visible
- 1 sub day per ILT member per semester for calibration on IPG and instruction
- Subs for Kinder and First Grade Teachers to conduct BAS Testing
- Subs for teachers for Data Analysis

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

**Specify enhanced services for EL students:**

- PL on Designated and Intergraded ELD
- RIRA for TK- First Grade Students
- Tier 1-2-3 Vocabulary Instruction
- Unpacking Sentences

**Describe Professional Learning related to this action:**

- PL on Notice and Note Strategies
- PL on Making Thinking Visible Routines
- PL on Guided Reading TK-3rd
- PL on Challenging Content
- AC utilizing "Learning By Doing" strategies

## Action 2

**Title:** Increase English Language Development Redesignation Rate

**Action Details:**

**SMART GOAL:** By the end of the 2018-19 school year, the number and percentage of English Learner students redesignated will increase by 25%.

Williams will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD Standards and ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC. Through the work of the Accountable Communities teachers will implement a comprehensive action plan inclusive with response to intervention, with an emphasis on English Learner students not scoring on grade level on KSEP, KAIG, BAS, DRP, and re-designation data in the 2018-2019 administration.

- Utilize ELPAC assessors for ELPAC testing
- EO and ELD Deployment Model
- 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
- Integrated and designated ELD aligned to the CAELA/ELD framework
- Utilize EL progress monitoring tool
- Use of RIRA to promote Listening/Speaking

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- ELPAC data
- Spring 2018 SBAC Data
- 2017-18 and 2018-19 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG

#### Owner(s):

- PLC Teams
- ILT
- Admin Team

#### Timeline:

- Quarterly
- Throughout each Wonders Unit

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

- ELD Instructional Coach support
- RTI Program TSA and Teaching Fellows
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Resources to support RIRA development
- Resources to support Blended Learning
- Technology to support instruction and assessment
- Resources to support Professional Learning: Making Thinking Visible & Notice and Note

#### Specify enhanced services for EL students:

- ELD Instructional Coach support
- RTI Program TSA and Teaching Fellows
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Resources to support RIRA development
- Resources to support Blended Learning
- Technology to support instruction and assessment
- Resources to support Professional Learning: Making Thinking Visible & Notice and Note

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

#### Describe Professional Learning related to this action:

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

## Action 3

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

#### Action Details:

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

1. Create an RTI task force consisting of key members, which will participate in RTI Conference provided by Solution Tree.

2. RTI Task Force to establish School-Wide RTI for 1st - 6th grade using a deployment system
3. TSA will oversee RTI program in collaboration with the RTI Task Force.
4. TSA will oversee 4 Teaching Fellows Reading tutors to run small group intervention with grades 1st - 6th grade during deployment. (Visible Learning: Small Group Learning pages 94-95)
5. Corrective Reading and Reading Mastery programs will be utilized in small group intervention for grades 1st - 6th. (Visible Learning: Reading: Second and Third Chance Programs pages 139-140)
6. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills. (Visible Learning: Small Group Learning pages 94-95)
7. 1st through 3rd Grade Teachers will provide differentiated instruction (Guided Reading) in order to provide classroom-based reading intervention support.
8. Teachers will hold DRP goal setting conversations with 2 - 6 grade students. (Visible Learning: Goals page 163)
9. iReady Blended Reading Program to be used for classrooms choosing 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 2018 SBAC Data
- 2017-18 and 2018-19 Interim 1 & 2 Data
- Common Formative Assessment Data
- DRP, BAS, KAIG
- DIBELS
- PBST

##### Owner(s):

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

##### Timeline:

- Weekly Assessments
- Quarterly Reviews

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

- Teaching Fellows Tutoring Contract
- Extra Pay Contracts for After School Tutoring for Certificated and Classified Staff
- Reading Mastery and Corrective Reading materials
- Contract for copy machine in support of instructional materials and assessment materials
- iReady Program
- ELD Standards
- Subs for Kinder and First Grade Teachers to conduct BAS Testing

##### Specify enhanced services for EL students:

- ELD instruction to target long term EL's
- EL progress monitoring by teacher and grade level
- SST referrals/meetings to track progress of students

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

##### Describe Professional Learning related to this action:

- RTI Conference by Solution Tree
- PL on Reading Mastery and Corrective Reading Materials
- PL on Integrated ELD
- PL on Designated ELD
- PL on ELD Standards planning
- PL on intentionally planned and differentiated centers
- PL on iREADY

## Action 4

**Title:** Increase MATH SBAC Scores by 10%

### Action Details:

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

1. Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
2. Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
3. Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
4. PLCs will use of quality Common Formative Assessments and plan instruction using an instructional calendar with identified math task/products.
5. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
6. PLC Teams will utilize the Math Quarterly Planners when planning instruction
7. PLCs will participate in Professional Learning on Focus, Coherence, and Rigor
8. PLC Teams will utilize the Flipped Model of Gradual Release
9. PLC teams will use Beyond the Basic Facts to teach the math facts with automaticity.

Reasoning for using this action:



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 2018 SBAC Data
- 2017-18 and 2018-19 Interim 1 & 2 Data
- Common Formative Assessment Data
- KAIG

#### Owner(s):

- PLC Teams
- ILT
- Admin Team

#### Timeline:

- Throughout each Math Unit
- Quarterly

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

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

#### Specify enhanced services for EL students:

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

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

#### Describe Professional Learning related to this action:

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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			MATERIALS AND SUPPLIES (NO FOOD NO INCENTIVES)	7,191.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR KINDER AND FIRST GRADE ASSESSMENTS	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			DATA ANALYSIS SUB DAYS	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR ILT CLASSROOM OBSERVATIONS/IPG	2,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			MATERIALS AND SUPPLIES	14,897.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: OFFICE EQUIPMENT/LEASE	4,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTF INDEPENDENT CONTRACT FOR 4 READING TUTORS	39,309.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: TECHNOLOGY/STUDENT TABLETS	9,227.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: MATERIALS AND SUPPLIES	7,482.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC ASSESSORS	3,000.00
G1A3	Sup & Conc	Instruction	Travel			: RTI TASK FORCE/RTI CONFERENCE SOLUTION TREE	10,400.00

**\$114,106.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	26.149	33.149

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Goal 2 Participation Rate**

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

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Goal 2 Participation Rate**

- Provide student with ample time to enroll in sports by frontloading information through Parent Newsletter, School Messenger
- Add the following clubs as options for increasing opportunities for engagement in arts activities, and athletics
- Provide students with more opportunities to engage in clubs, sports or academic events
- Input frequency of meeting times in the Engagement Tool in a consistent bases

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

**3** Staff:

Teachers agreed with the suggestions and changes

**Action 1**

**Title:** Provide Opportunities in Arts, Athletics & School Activities

Action Details:

SMART GOAL

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

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

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

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

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- Vice Principal
- Principal
- Coaches
- Teachers
- MAGIC Team- Safe Civil Team

Timeline:

- Monthly
- Quarterly

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

- Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities
- VAPA performance opportunities
- All students participating will be entered in the ATLAS system under Goal 2 for student engagement
- Extra & Co-curricular Teacher Supplemental Salaries/ancillary services

Specify enhanced services for EL students:

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

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

- Parents will be encouraged to participate in SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances
- Parents will receive weekly information about school events through school newsletters, School

Describe Professional Learning related to this action:

- PL on Engagement Tool on Atlas



Messenger phone calls, and other school communications

- Parents will be encouraged to volunteer in the classroom and with various school functions
- Parents will be recruited to facilitate/teach/lead a Goal 2 activity
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	93.407	100
Exposure to Careers - 6th Grade	98.438	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

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

**Exposure to Careers - 4th Grade**

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

**Exposure to Careers - 6th Grade**

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

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

100%

**Exposure to Careers - 4th Grade**

Next steps

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

**Exposure to Careers - 6th Grade**

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

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

- SSC member (teacher) shared the importance of having 3 RCA to help students feel connected, her experience has

**2** ELAC:

**3** Staff:

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

been that Williams students have a high need for social emotional needs and feeling connected to school and staff members

## Action 1

**Title:** Character and Competencies for Workplace Success

### Action Details:

Williams Elementary School will expose students to a variety of career opportunities through field trips, Career Day Speakers, career fairs, Student Job Fair, Social Emotional Learning and research presentations.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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

#### Owner(s):

Principal  
Vice Principal  
MAGIC Team- Safe Civil Team  
Teachers

#### Timeline:

Weekly  
Monthly

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

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

### Specify enhanced services for EL students:

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

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

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting
- Parent University classes
- Weekly Parent Newsletter

### Describe Professional Learning related to this action:

- PL on Engaging Students with Poverty in Mind
- PL on Class meetings and Second Step
- PL on The Dream Keepers
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior

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

- NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors
- NTAs will be provided strategies to support students in developing positive replacement behaviors
- NTAs will be provided opportunities to attend district level classified School Climate and Culture Trainings
- Supplemental contracts for NTAs for morning supervision and attend trainings

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
ADA Attendance	92.985	93.985
Chronic Absenteeism	22.348	20.348
Suspensions Per 100	32.596	31.596

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

- Teachers and staff participate in Restorative Practice PL
- School goal to build relationships with student

**Suspensions Per 100**

- Implementation of the following strategies :Quarterly Recognition Assembly, Wheel of Choice, Fun Friday
- Behavior Assembly 2 times per year
- Chaplain Program (First Grade)
- Student Study Team meetings for behavior concerns

**ADA Attendance**

- Implementation of recognition for quarterly for perfect attendance
- CWA contact and early outreach to students with less that 90% attendance rate
- Development of an attendance management program to increase attendance rates
- 

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

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

**Suspensions Per 100**

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

**ADA Attendance**

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

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

**Step 2:** 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:

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

Staff shared concern regarding the need to improve suspension rates and increase attendance.

Teachers suggested possible mentoring opportunities

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

**Action 1**

**Title:** Increase Attendance Rate

**Action Details:**

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

- Implement My Brother's Keeper Mentoring program for students with chronic absenteeism
- 3 Resource Counselor Assistants
- Implement a character building program to increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWA
- Use of interclass competitions as a motivator.
- Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWA
- Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance.
- Increase greater levels of parent engagement through Parent University, and Opening Doors Parent classes
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns.
- Utilize Williams' Student Store as incentive to increase attendance rates
- 3 full time RCA positions to assist with case management of students and work closely with families
  - ongoing social emotional professional learning
  - helping to provide social emotional support
  - increase student supervision (before, during, and after school)

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Increased Attendance Reports
- Reduced Suspension Rate Reports

#### Owner(s):

- CWA
- RCAs
- Attendance Clerk
- Office Manager
- Admin Team
- Teacher and Staff Mentors

#### Timeline:

- Weekly
- Monthly
- Quarterly

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

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

#### Specify enhanced services for EL students:

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

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

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

#### Describe Professional Learning related to this action:

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

## Action 2

**Title:** Multi Tiered Level of Support

#### Action Details:

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

Teachers will utilize a tiered system of supports.

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

#### Tier I Supports:

- Morning meetings
- Second Step Lessons
- Class meetings
- Two times a year Behavior Assemblies

- Character Counts Monthly Event
- Quarterly Recognition assembly
- Wheel of Choice
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- Fun Friday
- 'Ready to Learn' relaxation (three times per day)
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)
- Social/Emotional Support Center

#### **Tier II Supports**

- 'Calming Down' room
- Student 'Check-In' program with Social/Emotional Paraprofessional
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- 'Don't Laugh at Me' program
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Northwest Church Mentoring Program (Grades 5-6)
- Chaplain Program (Grade 1)
- D.D. Wright Foundation Mentoring Program
- Specialized Field Trips for students in need of Tier 2 Supports
- Social/Emotional Support Center

#### **Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Increase the school psychologist time on campus by 1 extra day to support students in crisis and run conflict resolution groups
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circle
- Social Emotional Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- 'Attendance Matters' groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center



Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- CWA
- RCAs
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

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

- RCAs
- SEL Paraprofessional
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- psychologist 1 additional day of services
- Social/Emotional Support Center

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

- PL on Engaging Students with Poverty in Mind
- PL on Class meetings and Second Step
- PL on The Dream Keepers
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior
- NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors
- NTAs will be provided strategies to support students in developing positive replacement behaviors
- NTAs will be provided opportunities to attend district level classified School Climate and Culture Trainings
- Supplemental contracts for NTAs for morning supervision and attend trainings
- District Level RCA professional development

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Teacher-Subs			SUBS FOR SSTs	3,500.00
G4A2	Title 1 Basic	Instruction	Direct-Graph			: GRAPHICS/MATERIALS	711.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			OTHER CLASSIFIED SUPPORT TRANSLATING/PARENT CONFERENCES	500.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			PARENT INVOLVEMENT/MATERIALS AND SUPPLIES (NO FOOD/INCENTIVES)	1,234.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		28,785.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00

**\$197,027.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0550 Williams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			MATERIALS AND SUPPLIES (NO FOOD NO INCENTIVES)	7,191.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR KINDER AND FIRST GRADE ASSESSMENTS	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			DATA ANALYSIS SUB DAYS	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR ILT CLASSROOM OBSERVATIONS/IPG	2,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			MATERIALS AND SUPPLIES	14,897.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: OFFICE EQUIPMENT/LEASE	4,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTF INDEPENDENT CONTRACT FOR 4 READING TUTORS	39,309.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: TECHNOLOGY/STUDENT TABLETS	9,227.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: MATERIALS AND SUPPLIES	7,482.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC ASSESSORS	3,000.00
G1A3	Sup & Conc	Instruction	Travel			: RTI TASK FORCE/RTI CONFERENCE SOLUTION TREE	10,400.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			SUBS FOR SSTs	3,500.00
G4A2	Title 1 Basic	Instruction	Direct-Graph			: GRAPHICS/MATERIALS	711.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			OTHER CLASSIFIED SUPPORT TRANSLATING/PARENT CONFERENCES	500.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			PARENT INVOLVEMENT/MATERIALS AND SUPPLIES (NO FOOD/INCENTIVES)	1,234.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000		28,785.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		40,575.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		13,524.00

\$311,133.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,445.00
Sup & Conc	7090	\$207,634.00
LCFF: EL	7091	\$51,054.00
<b>Grand Total</b>		<b>\$311,133.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$114,106.00
G4 - All students will stay in school on target to graduate	\$197,027.00
<b>Grand Total</b>	<b>\$311,133.00</b>