

Williams Elementary School

10621660118811

Principal's Name: Linda M Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Linda M Ramirez', written in a cursive style.

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

Williams Elementary

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : Williams ▼

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	62/66	9 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	62/67	8.21 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	62/67	91.79 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	61/65	38.89 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	57/66	7.57 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	54/67	85.45 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	54/67	14.24 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	51/67	47.02 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	49/66	42.27 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	48/67	49.29 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	63/68	41.59 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	55/68	29.2 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	65/68	29.72 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	68/68	89.65 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	64/68	23.47 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	61/68	6.94 %
			3- Appropriate		Number of TK-6th grade students who have at least 1 suspension incident		

<input type="checkbox"/>	Elementary	Suspension	Behavior Intervention	6302	(on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	42/64	59.26 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	44/67	39.31 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	42/67	2.13 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	40/67	30.26 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p>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.</p> <ol style="list-style-type: none"> 1) Teachers will participate in our COP problem of practice: Our students are not grappling and engaged with complex text worth reading or provided opportunities for comprehension and analysis. <ol style="list-style-type: none"> a) All teachers will be more intentional when identifying and utilizing complex text. (Visible Learning: Repeated Reading Programs page 135) b) All teachers will identify challenging content focusing specifically on alignment of text, tasks and questions. <ol style="list-style-type: none"> i) Professional Learning for use of Making Thinking Visible strategies to be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136) ii) Professional Learning on use of Notice and Note strategies to be utilized in grades TK-6th to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136) iii) Professional Learning on use of Write Tools to be utilized in grades TK-6th grade to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Writing Programs page 141-142) c) All teachers will be able to use the task rubric focusing on task/questioning using the Instructional Practice Guide for deeper calibration. (Visible Learning: Questioning page 182) <ol style="list-style-type: none"> i) Leadership Team will utilize subs two days per year to observe practices and use of CCI to determine growth and next steps. (Visible Learning: Providing Formative Evaluation of programs page 181) ii) Teachers will participate in instructional rounds 2 days per year to observe practices and provide feedback to each other. (Visible Learning: Providing Formative Evaluation of programs page 181) 		
<p><i>SQII Element:</i> ELA SBAC a. 5926 Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC:14.24%</p> <p>Reading by Third Grade b. 6032 Number and percentage of K-3rd grade students who are on grade level: 19.95%</p>	<p><i>SQII Sub-element(s):</i> 2-Standard Met/Exceeded</p> <p>1-ELA grade Proficiency</p>	<p><i>Site Growth Target:</i>39%</p> <p><i>Target:</i> 45%</p>	<p><i>Vendor (contracted services)</i> The Write Tools, LLC</p>

<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p>a. By the end of the 2016/17 school year, the percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 25% percentage points</p> <p>b. By the end of the 2016/17 school year, the percentage of K-3rd grade students who are on grade level will increase by at least 25% percentage points as measured on SBAC, BAS, DRP, and KAIG.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. <i>Grade Level Common Assessments</i> 2. <i>Language Arts Grades in ATLAS</i> 3. <i>Fresno High Regional Quarterly Writing samples</i> 4. <i>Interim Tests</i> 5. <i>Classroom observations/Feedback aligned to the IPG</i> 6. <i>Admin will work with AC teams</i> 7. <i>CELDT</i> 8. <i>COP</i> 	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. <i>Teachers</i> 2. <i>Teachers</i> 3. <i>Lead Teachers</i> 4. <i>Admin</i> 5. <i>Admin</i> 6. <i>Admin</i> 7. <i>TSA/Teachers</i> 8. <i>COP Team</i> 	<p><i>Timeline</i></p> <p><i>Quarterly</i></p> <ol style="list-style-type: none"> 1. <i>Monthly</i> 2. <i>Quarterly</i> 3. <i>Quarterly</i> 4. <i>Oct. & Feb.</i> 5. <i>Quarterly</i> 6. <i>Quarterly</i> 7. <i>January</i> 8. <i>Quarterly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>Quarterly updates of progress monitoring at SSC/ELAC meetings</i></p> <p><i>Parent Meeting regarding helping students at home</i></p> <p><i>Parent University classes</i></p>		
<p><i>Describe related professional learning:</i></p> <p>PL on Notice and Note Strategies</p> <p>PL on Making Thinking Visible Routines</p> <p>PL on Write Tools Strategies</p> <p>PL on Challenging Content</p> <p>AC utilizing “Learning By Doing” strategies</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p><i>Write Tools Materials</i></p> <p><i>Materials and Supplies for Close Reading strategies</i></p> <p><i>Paper/Charts/Poster Paper/Folders/whiteboards</i></p> <p><i>Resources to support RIRA development</i></p> <p><i>Resources to support Blended Learning</i></p> <p><i>Technology to support instruction and assessment</i></p> <p><i>Resources to support Professional Learning: Making Thinking Visible</i></p> <p><i>Specify additional targeted actions for EL students:</i></p>		

<i>PL on Designated and Intergraded ELD</i> <i>RIRA for TK-First Grade Students</i> <i>Tier 1-2-3 Vocabulary Instruction</i> <i>Unpacking Sentences</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes for Leadership Team instructional rounds	\$2,398
1	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes for teacher instructional rounds	\$3,085
1	3	EL	Parent Participation	Other Classified-Supplemental				Childcare for parent meetings	\$2,349
1	1	EL	Instruction	Books & Other Reference				Write Tools writing program	\$9,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/supp./no Food/no Incentives/no Certificates	\$6,457
1	1	EL	Instruction	Materials & Supplies				Material and Supplies	\$5,919
1	1	Sup & Conc	Instruction	Materials & Supplies				Material and Supplies	\$25,639
1	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	\$4,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Other	\$9,800
Total									\$68,647

Domain <input checked="" type="checkbox"/> Rates	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p>Williams will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on KAIG, BAS 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.</p> <ul style="list-style-type: none"> Kindergarten teachers will differentiate through small group instruction and intentionally planned engaging centers. (Visible Learning: Small Group Learning pages 94-95) TSA will oversee 3 instructional assistants to run small group intervention with grades 1st, 2nd, and 3rd grades. (Visible Learning: Small Group Learning pages 94-95) Grades 2-6 will implement a blended learning program using iREADY to intervene and accelerate. (Visible Learning: Computer Assistant Instruction page 221-223) Corrective Reading and Reading Mastery programs will be utilized in small group intervention. (Visible Learning: Reading: Second and Third Chance Programs pages 139-140) Teachers will hold DRP goal setting conversations with 2nd-6th grade students. (Visible Learning: Goals page 163) 		
SQII Element: a. <i>ELA SBAC 6142</i> Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC: 85.45% b. <i>Reading by Third Grade 6062</i> Number and percentage of K-3rd grade students not on-grade level who are one grade level below: 42.27%	SQII Sub-element(s): a. 1- Standard Not Met/Nearly Me b. 3- Borderline Eligibility Pool	Site Growth a. <i>Target:65%</i> b. <i>Target:32%</i>	Vendor (contracted services) <i>iREADY</i> <i>Corrective Reading</i> <i>Reading Mastery</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>			
Write a SMART Goal to address each data point: a. By the end of the 2016/17 school year, the percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease by 25% as measured on Interim assessments, DRP, BAS, KAIG, and SBAC. b. By the end of the 2016/17 school year, the percentage of K-3rd grade students not on-grade level who are one grade level below will decrease by at least 25% as measured on Interim assessments, DRP, BAS, KAIG, and SBAC..			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 1. <i>BAS/DRP</i> 2. <i>BPST</i> 3. <i>iReady Progress Monitoring</i> 4. <i>Imagine Learning progress monitoring</i> 5. <i>Interim Assessments</i>		Owner(s) 1. <i>Teachers</i> 2. <i>Teachers</i> 3. <i>TSA/Teachers</i> 4. <i>TSA/Teachers</i> 5. <i>Teachers/Admin</i> 6. <i>TSA/Teachers</i>	Timeline 1. <i>September 2016</i> 2. <i>August 2016</i> 3. <i>Oct., Feb., June</i> 4. <i>Ongoing</i> 5. <i>Oct. & Feb.</i> 6. <i>January</i>

<p>6. <i>CELDT</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Quarterly updates of progress monitoring at SSC/ELAC meetings</i> <i>Parent Meeting regarding helping students at home</i> <i>Parent University classes</i></p>	
<p><i>Describe related professional learning:</i> PL on Reading Mastery and Corrective Reading Materials PL on intentionally planned and differentiated centers PL on iREADY</p>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>Reading Mastery and Corrective Reading materials</i></p>	
<p><i>Specify additional targeted actions for EL students:</i> <i>ELD instruction</i></p>	

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,918
2	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,918
2	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,918
2	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				Substitutes for Kindergarten assessments	\$1,714
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Tablets	\$14,000

2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Computer carts	\$4,200
2	1	EL	Instruction	Non Capitalized Equipment				Technology - Tablets	\$14,000
2	1	EL	Instruction	Books & Other Reference				Corrective Reading program	\$5,000
2	1	Title 1 Basic	Instruction	Books & Other Reference				iReady online reading program	\$11,500
2	1	Title 1 Basic	Instruction	Books & Other Reference				Corrective Reading program	\$5,000
2	1	Sup & Conc	Instruction	Books & Other Reference				Starfall reading program	\$270
2	1	Sup & Conc	Instruction	Books & Other Reference				Write Tools writing program	\$9,100
Total									\$91,538

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p>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)</p> <ul style="list-style-type: none"> • Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents. • Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps. • Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. 		

<p><i>SQII Element:</i> Math (SBAC) 6160 Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC:91.79%</p>	<p><i>SQII Sub-element(s):</i> 1- Standard Not Met/Nearly Met</p>	<p><i>Site Growth Target:</i>69%</p>	<p><i>Vendor (contracted services)</i> GO Math</p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC will decrease by at least 25% as measured on SBAC and Interim assessments. .</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> 1. <i>Grade Level Common Assessments</i> 2. <i>Math Grades in ATLAS</i> 3. <i>Interim Tests</i> 4. <i>Classroom observations/Feedback aligned to the IPG</i> 5. <i>Admin will work with AC teams</i> 	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. <i>Teachers</i> 2. <i>Teachers</i> 3. <i>Admin</i> 4. <i>Admin</i> 5. <i>Admin</i> 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. <i>Monthly</i> 2. <i>Quarterly</i> 3. <i>Oct. & Feb.</i> 4. <i>Quarterly</i> 5. <i>Quarterly</i> 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>Quarterly updates of progress monitoring at SSC/ELAC meetings</i> <i>Parent Meeting regarding helping students at home</i> <i>Parent University classes</i></p>			
<p><i>Describe related professional learning:</i> PL for:</p> <ul style="list-style-type: none"> • Use of the Scope and Sequence and progressions documents. • Use of coherence maps • Teaching conceptual understanding, procedural skill and fluency, application 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>Materials and Supplies for hands on lessons</i> <i>Paper/Charts/Poster Paper/Folders/whiteboards</i> <i>Resources to support math development</i> <i>Technology to support instruction and assessment</i></p> <p><i>Specify additional targeted actions for EL students:</i> Use of visuals and realia when teaching math lessons</p>			

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	Williams will develop an attendance management program to increase attendance rates and enhance time in class on task. <ul style="list-style-type: none"> • Implement a character building program to increase attendance rates and time in class on task. • Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWAS. Use of interclass competitions as a motivator. • Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWAS. • Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance. • Increase greater levels of parent engagement through Parent University, Parent Coffee Hour, and Opening Doors Parent classes. • Hold monthly SST meetings for students with academic, behavior, and attendance concerns. 		
<i>SQII Element:</i> Chronic Absenteeism 5963: percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester: 89.65%	<i>SQII Sub-element(s):</i> 4- Attendance Retention	<i>Site Growth Target:</i> 95%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% will increase to 95% as measured by weekly, monthly, and yearly ATLAS data.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <ol style="list-style-type: none"> 1. Daily Monitoring by Teachers 2. Mid-Quarter attendance Review 3. End of Quarter Attendance Review 		<i>Owner(s)</i> 1. Teachers 2. CWAS/OA 3. CWAS/OA	<i>Timeline</i> Data Review August 2016 Data Review Mid- Quarterly with Teachers Data Review Quarterly with CWAS and OA
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Quarterly updates of progress monitoring at SSC/ELAC meetings Parent University classes Monthly Character Counts Rallies Babysitting services for parents to attend meetings			
<i>Describe related professional learning:</i> PL on Setting Conditions for Learning			

PL on SST referral process and interventions

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Attendance incentives for individual students, classrooms, and school wide*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$10,448
4	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Partic./no Food/no Incentives/no Certificates	\$1,143
								Total	\$11,591

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	<p>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. <i>Teachers will utilize a tiered system of supports.</i></p> <p>Tier I Supports:</p> <ul style="list-style-type: none"> • Implement student jobs to connect students with a variety of staff. • Second Step • Class meetings • Two times a year Behavior Assemblies • Character Counts Monthly Event • Quarterly Recognition assembly • Daily Use of Williams Make Magic Happen Guidelines for Success Poster • Daily Use of Williams Playground Handbook • Daily use of assertive discipline system 		

<ul style="list-style-type: none"> Classroom Behavior Chart STOIC/CHAMPS/MAC/3-1 Positive to Negative Interactions Goal II Contracts: Meaningful Jobs and Clubs <p>Tier II Supports</p> <ul style="list-style-type: none"> Continue funding counseling services to support and build relationships with student and families. Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist. Implement a staff mentoring program. Behavior Support Plan Level 1 Parent Communication Student Study Team Boys to Men & Girl Powered Groups for Identified students <p>Tier III Supports</p> <ul style="list-style-type: none"> Behavior Support Plan Levels 2 and 3 Referral to ICET Increase the school psychologist time on campus by .60 FTE to support students in crisis and run conflict resolution groups. Hold monthly SST meetings for students with chronic behavior concerns 			
<p><i>SQII Element:</i> <i>Suspension</i> 6109: percentage of students who have been suspended and/or expelled: 6.94%</p>	<p><i>SQII Sub-element(s):</i> <i>Suspension Rate</i></p>	<p><i>Site Growth</i> Target:5%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the percentage of students suspended will decrease by 25% as measured by monthly and yearly ATLAS data. 2016-17 Target::5%</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) Quarterly reviews of behavior referrals Quarterly reviews of suspensions Monthly reviews of SST's</p>		<p><i>Owner(s)</i> Teachers TSA Admin Psychologist CWAS HSL</p>	<p><i>Timeline</i> Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Quarterly updates of progress monitoring at SSC/ELAC meetings Parent University classes Monthly Character Counts Rallies</p>			

Describe related professional learning:
 PL on Engaging Students with Poverty in Mind
 PL on Class meetings and Second Step
 PL on The Dream Keepers

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.6000			\$70,900
5	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for Student Success Team meetings	\$2,398
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee for On site counseling	\$500
5	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$400
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	On Site Counseling	\$25,000
Total									\$99,198

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	Accountable Communities will implement a comprehensive action plan inclusive with response to intervention, with an emphasis on English Learner students not scoring on grade level on KSEP, KAIG, BAS, DRP, and re-designation data in the 2015-2016 administration. <ul style="list-style-type: none"> Utilize CELDT assessors for CELDT testing. 		

<ul style="list-style-type: none"> Utilize strategies for increasing productive talk. of multiple mediums to present information Use of Accountable /Productive Talk structures to process questions Use of Tier 2 vocabulary Use of prompt deconstruction/Write Tools Integrated and designated ELD aligned to the CA ELA/ELD framework Utilize EL progress monitoring tool Use of RIRA to promote Listening/Speaking 			
<p><i>SQII Element:</i> <i>EL Redesignation</i> 6017 Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments: 63/68 or 41.59%</p>	<p><i>SQII Sub-element(s):</i> 1-English Proficiency Growth</p>	<p><i>Site Growth Target:</i> 52%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016/2017 school year, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase by 25%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) CELDT KAIG/BAS/DRP Illuminate Assessments iREADY progress monitoring Weekly AC agendas</p>		<p><i>Owner(s)</i> Teachers TSA admin</p>	<p><i>Timeline</i> Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Quarterly updates of progress monitoring at SSC/ELAC meetings Parent Meeting regarding helping students at home Parent University classes</p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Strategies for increasing productive talk. of multiple mediums to present information Strategies for Accountable /Productive Talk structures to process questions Strategies for use of Tier 2 vocabulary Write Tools PL Integrated and designated ELD aligned to the CA ELA/ELD framework PL for EL progress monitoring tool 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Write Tools Materials Materials and Supplies for Close Reading strategies</p>			

Paper/Charts/Poster Paper/Folders/whiteboards
Resources to support RIRA development
Resources to support Blended Learning
Technology to support instruction and assessment
Resources to support Professional Learning: Making Thinking Visible

Specify additional targeted actions for EL students:
 All actions targeted for EL students

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes for CELDT assessors	\$2,284
Total									\$2,284

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	Detail the action: Williams students will be provided opportunities to interact with teachers and ancillary staff during school activities, VAPA opportunities, and athletics.		
SQII Element:	SQII Sub-element(s):	Site Growth Target:12%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: At the end of the 2016-2017 school year student participating in Goal 2 activities will increase by 12%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Principal, Vice Principal, TSA, Certificated Staff/Coaches	Timeline August 15, 2016 – June 8, 2017
<ul style="list-style-type: none"> Williams will participate in the Fresno High Regional Coaches Academy Development to identify and retain student athletes. Training to support teachers in building relational capacity to support students in developing positive self-images. Students’ responses from the spring 2016 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6. 			

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

Describe related professional learning:

- **Athletic coaches will have the opportunity to participate in Fresno High Coaches Academy.**
- **VAPA performance opportunities.**
- **All students participating will be entered in the ATLAS system under Goal 2 for student engagement.**
- **Extra & Co-curricular Teacher Supplemental Salaries/ancillary services.**

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.

Specify additional targeted actions for EL students:

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<i>Detail the action: Noontime Assistant Training</i>					
<i>SQII Element:</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> During the 2016-2017 school year all Noontime Assistants will receive training in order to be viewed as a trusting adult and build positive relational capacity with students as measured on student and staff surveys.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Attendance at quarterly NTA trainings/meetings, behavior referrals made during NTA’s duty times.				<i>Owner(s)</i> Principal/Vice Principal/NTA		<i>Timeline</i> August 15, 2016 – June 8, 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>						
<i>Describe related professional learning:</i>						

- **Safe and Civil training focusing on positive behavior**
- **NTA’s will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors.**
- **NTA’s will be provided strategies to support students in developing positive replacement behaviors.**
- **NTA’s will be provided opportunities to attend district level classified Safe and Civil Trainings.**
- **Supplemental contracts to attend meetings.**

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- ***Students will participate in Semester Behavior/Rules assemblies to understand Williams expectations, guidelines, and playground rules.***

Specify additional targeted actions for EL students:

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$52,568 *
7090	LCFF Supplemental & Concentration	\$166,207
7091	LCFF for English Learners	\$54,483
		\$273,258
TOTAL 2016/17 ON-SITE ALLOCATION		\$273,258

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,143
Remaining Title I funds are at the discretion of the School Site Council	\$51,425
Total Title I Allocation	\$52,568

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0550 Williams Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/supp./no Food/no Incentive/no Certificate	6,457.00
1	1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	25,639.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology - Other	9,800.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
1	1	EL	Instruction	Teacher-Subs			Substitutes for teacher instructional rounds	3,085.00
1	1	EL	Instruction	Teacher-Subs			Substitutes for Leadership Team instructional rounds	2,398.00
1	1	EL	Instruction	Bks & Ref			: Write Tools writing program	9,000.00
1	1	EL	Instruction	Mat & Supp			Material and Supplies	5,919.00
1	3	EL	Parent Participation	Oth Cls-Supp			Childcare for parent meetings	2,349.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for Kindergarten assessments	1,714.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,918.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,918.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,918.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: iReady online reading program	11,500.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Corrective Reading program	5,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Starfall reading program	270.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Write Tools writing program	9,100.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology - Computer carts	4,200.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology - Tablets	14,000.00
2	1	EL	Instruction	Bks & Ref			: Corrective Reading program	5,000.00
2	1	EL	Instruction	Nc-Equipment			Technology - Tablets	14,000.00
4	3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Partic./no Food/no Incentive/no Certificate	1,143.00
4	3	EL	Attendance & Social Work Services	Clis Sup-Reg	Liaison, Home/School Spanish	0.375		10,448.00
5	2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Student Success Team meetings	2,398.00
5	1	Sup & Conc	Instruction	Direct-Graph			Graphics	400.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: On-Site Counseling/FPU : On Site Counseling	25,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee for On site counseling	500.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.600		70,900.00
6	1	EL	Instruction	Teacher-Subs			Substitutes for CELDT assessors	2,284.00

\$273,258.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,568.00
Sup & Conc	7090	\$166,207.00
EL	7091	\$54,483.00
Grand Total		\$273,258.00

Domain Totals	Budget Totals
Academic	\$160,520.00
Culture & Climate	\$13,940.00
Social/Emotional	\$98,798.00
Grand Total	\$273,258.00

E.1. Assurances

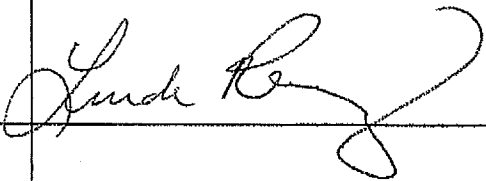
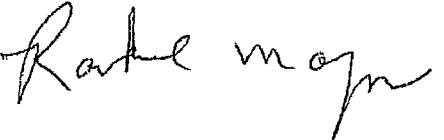
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda M Ramirez	X				
2. Chairperson - Rachel Morgan				X	
3. Guadalupe Maciel				X	
4. Monica Salazar				X	
5. Sharhonda Mahan				X	
6. Amiela Rojas				X	
7. Kelli Koogler		X			
8. Allison Gonzales		X			
9. Randi Munoz		X			
10. Emma Calderon			X		
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Williams			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Linda M Ramirez		April 1, 2016
SSC Chairperson	Rachel Morgan		April 1, 2016

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