

Wilson Elementary

10621666006563

Principal's Name: Kelley Auston

Principal's Signature:



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

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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.

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>

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	Kelley Auston		3/24/17
SSC Chairperson	Erika Salazar		3/24/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Wilson - 0485

ON-SITE ALLOCATION

3010	Title I	\$62,821 *
7090	LCFF Supplemental & Concentration	\$233,341
7091	LCFF for English Learners	\$55,245
TOTAL 2017/18 ON-SITE ALLOCATION		\$351,407

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,180
Remaining Title I funds are at the discretion of the School Site Council	\$61,641
Total Title I Allocation	\$62,821

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	49/68	N/A ³	18.25%	20.91%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	61/68	N/A ³	11.00%	12.23%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	53/66	N/A ³	14.78%	18.03%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	40/68	0.00% ⁴	54.88%	55.27%	41.76%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	51/63	N/A ⁶	19.47%	20.91%	20.16%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	28/63	N/A ⁶	47.79%	59.09%	34.68%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	35/67	N/A ⁷	N/A ⁷	20.03%	27.09%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	32/67	N/A ⁸	N/A ⁸	21.05%	26.09%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	40/68	14.36%	17.61%	15.03%	9.03%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	31/68*	20.50%	25.17%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	23/68	36.53%	40.00%	39.46%	40.43%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	67/68	93.52%	93.14%	92.95%	93.54%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	64/69	20.68%	24.94%	23.88%	21.52%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	67/68	N/A ¹⁰	N/A ¹⁰	60.55%	45.67%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	21.29%	0.24%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	65/68	21.29%	29.50%	20.29%	17.80%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	62/68	0.36%	0.12%	0.24%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	48/67	23.97%	29.02%	27.92%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	53/68	N/A ¹³	N/A ¹³	68.15%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	18/69	N/A ¹³	N/A ¹³	68.97%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	16/68	N/A ¹³	N/A ¹³	62.26%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	25/68	N/A ¹³	N/A ¹³	71.90%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: Kelley.Forse - 02/20/2017

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15.05	18	
2358 - EL's not advancing at least one proficiency level in Re-designation	39.46	37.5	

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

Detail the Action

Wilson will implement interventions that will support redesignation of English Learners. This will include 30 minute daily designated EL instruction based on CELDT level and English Language proficiency. Wilson will continue implementation of DRP and CELDT boot camps to support students meeting the annual redesignation criteria and gain a minimum of one proficiency band. Student goal setting will take place prior to DRP and CELDT. TSA, BIA and CT will support ELs in meeting redesignation rates through specific intervention and progress monitoring.

SMART Goals

By the end of 2017-18, the percentage of English Learner students redesignated will increase to 18% and the number of English Learners not advancing at least one proficiency level on the current CELDT will decrease to 37.5%

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

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

Teachers will monitor SBAC, DRP, BAS level and academic grades. Progress monitoring goal setting will take place prior to DRP and CELDT.

TSA/BIA/CT to monitor student progress on meeting redesignation criteria.

Owner(s):

Teachers
Administration
TSA/BIA/CT

Timeline:

Prior to DRP and CELDT

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

ELAC meetings to discuss redesignation criteria, ELD standards and CELDT

Describe Related Professional Learning:

Professional Learning:

- ELD standards
- Collaborative Conversations
- Intervention strategies
- Reading Comprehension
- Analysis of CELDT
- AC planning and reflection for ELD Strategies
- Training on RFEP progress monitoring
- Training on understanding student ELD levels and progress towards redesignation
- Professional development on integrated and designated ELD instruction

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

Utilize TSA to monitor EL re-designation rates and to support teachers' use of the CELDT goal setting and DRP goal setting.

30 minutes of ELD instruction through Wonders will be provided to English Learners based on current assessment data in all areas with a focus on reading comprehension and vocabulary development. Students will also be taught to answer questions in a full sentence with details.

Use data-driven decision-making to identify and purchase supplemental instructional materials/equipment that are research-based and align with District Goals, State Standards, and site student performance targets. Additional support/materials to assist EL students with language acquisition, reading comprehension, and vocabulary development.

Provide technology-based, individualized, reading foundations intervention and English Language Development support for TK-3 English Learners who are not mastering expected grade-level skills.

BIA will support K-3 English learners with content areas.

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

All actions designed for EL students.

Wilson Budgeted Expenditures											
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1		2	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750				\$ 10,735.00
1		2	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.5000		Split fund 3010 reading intervention FTE .5 7091 EL intervention FTE .5		\$ 52,652.00
1		2	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.5000		Split fund 3010 reading intervention FTE .5 7091 EL intervention FTE .5		\$ 52,652.00
1		2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for HSL		\$ 3,613.00
1		2	LCFF: EL	Instruction	Instr Aide-Supplemental				Classified/Supplemental Contract for Instructional Asst.		\$ 904.00
1		2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Classified supplemental contracts for translating		\$ 1,687.00
1		2	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies for EL students		\$ 1,689.00
Total											\$ 123,932.00

Action # 2

Domain

1. Academic Performance

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20.91	24	
3169 - 3rd grade students reading at grade level	18.03	27	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Improve reading comprehension and writing. Teachers will use challenging content in all lessons. The GVC will be used for ELA instruction. Lessons will be focused on 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. Students will participate in collaborative conversations. Wilson will continue to implement a school wide comprehensive writing program utilizing writing strategies in combination with the writing component in the GVC. CT and BIA will assist students by offering small group intervention based on specific needs. Monthly progress monitoring will promote at least one year's growth by the end of the school.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Visible Learning by John Hattie will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

By the end of the 2017-18 school year, 24% of 3rd-6th grade students will score at or above grade level as measured by SBAC. 27% of 3rd graders will be reading at grade level as measured by DRP.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

Progress monitoring will include reading achievement levels for all students as measured by:

Kindergarten KAIG

1st Grade BAS, District Interim Common Formative Assessment

2nd-6th BAS, DRP, District Interim Common Formative Assessment

- Analysis of 16-17 SBAC Data
- Professional Learning Agendas
- Classroom/Grade Level Formative Assessments as aligned to GVC
- Classroom walkthrough feedback and observations
- SQII Data monitoring
- AC Protocol documentation and feedback on AC work
- Illuminate formative assessments

Monthly progressing monitoring - such as BAS and BPST

Owner(s):

Teachers

Administration

CT

Timeline:

As assessments are administered.

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

Goal setting with students prior to above assessments.

Owner(s):

Teachers

Timeline:

Goal setting prior to assessment

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

Classroom instruction observations utilizing the IPG with feedback.

Owner(s):

Administration

Timeline:

Weekly

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

- Educate parents about CCSS and assessments, including what is assessed and when the assessments occur.
- Invite parents to attend Author's Night, showcasing student work in reading and writing.
- Educate parents on the use of the Parent Portal to monitor students achievement levels.

Describe Related Professional Learning:

Professional learning to include:

- Importance of Goal Setting
- Planning effective lesson utilizing the tenets of the IPG
- Utilizing Wonders Curriculum
- RTI
- Collaborative Strategies
- Making Thinking Visible
- Close Reading Strategies

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

Certificated Tutor

BIA to support instruction

Making Thinking Visible Text

Technology to support implementation of Wonders online

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

RTI assessment

Learning Lab assessment

Evidence of Making Thinking Visible strategies in classrooms

Online interactive resources from Wonders

Computer program subscription such as Achieve 3000 to support RTI

AC planning time for ELA

Use data-driven decision-making to identify and purchase supplemental instructional materials/equipment/technology that are research based and align with district goals, state standards and site student performance targets.

Visual-Art Replacement Kit

Tools to enhance Wonders use in the classroom, such as supplemental materials/tools

Teacher attendance at conferences to support growth as a professional educator in areas such as PLC/AC, ELA instruction, RTI, Collaborative Strategies.

Sub coverage for teacher to attend SST for students not making adequate growth.

Wilson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Certificated Teacher sub line	\$	3,836.00
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SST, PL, Observation	\$	1,977.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies - Instructional	\$	94,586.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to purchase	\$	10,000.00
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies - NO FOOD, NO INCENTIVES, certificate	\$	1,800.00
Total									\$	112,199.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	92.95	95	
5942 - Chronic absenteeism rate	23.88	21	
4849 - Truancy rate	60.55	54	

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

Detail the Action

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

- Implement a character building program to increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWAS. Use of class competitions as a motivator.
- Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWAS.
- District Attorney and/or CWAS will be available for parents during Back to School Night and Open House to discuss the importance of attendance.
- Quarterly perfect attendance awards and bike/backpack/school supply drawing will be held.
- Chronically absent students will meet with CWAS/office staff to monitor progress toward moving out of the chronically absent category.
- Most improved attendance awards at end of 1st semester and end of year.

SMART Goals

By the end of the 2017-18 school year, students who are chronically absent will be reduced to 21%, our attendance rate will increase to the district goal of 95% and the truancy rate will decrease to 54% as measured by attendance reports.

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>Progress monitoring will include:</p> <ul style="list-style-type: none"> • Attendance data per class, grade-level and school wide will be reported out to students and staff every month. • Parents will be notified of attendance data monthly via the principal's monthly newsletter. • Chronically absent students will meet with CWAS/office staff to monitor progress toward moving out of the chronically absent category. 	<p>Owner(s):</p> <p>Administration CWA/HSL</p>	<p>Timeline:</p> <p>Monthly</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

During events such as Back to School Night, Parent Teacher Conferences, and Open House attendance will be discussed. Monthly principal newsletters will include information on our attendance rate.

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

- Incentives provided for student who are demonstrating improved attendance (i.e. school supplies, certificates, etc.)
- Classroom flags to be displayed when all students are present.
- RCA to hold social skills classes, stressing the importance of coming to school.
- Alarm clocks purchased to provide a resource to tardy students.
- Attendance data reported to students and staff.
- Weekly drawings will be held for students with perfect attendance. The winners announced school wide on the intercom.
- Fund HSL who will assist with attendance actions.
- Supplies for Friday Clubs to promote Friday attendance.

Describe Related Professional Learning:

Professional development:

- Explaining the negative effects on student achievement for chronically absent students.
- Importance of connecting with students and creating a positive classroom atmosphere.
- Relationship building

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

Attendance education to take place during ELAC meetings.

Parent newsletter explaining attendance.

Attendance provided to guardians/social workers and reporting agencies for foster youth.

Wilson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 13,882.00
3	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Classified/supplemental contract for childcare	\$ 1,454.00
3	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$ 1,400.00
3	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$ 300.00
Total									\$ 17,036.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	12.23	15	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	21.05	26	

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

Detail the Action

Improve Math skills to increase SBAC proficiency. Wilson will continue to focus on all students growing at least a grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilization of Mathematics Frame Works, HMH, mathematics coaching support, and student work samples from grade level Accountable Community meetings and follow-up planning sessions in the form of common assignments and assessment data. Student data based on CFAs will be used to determine appropriate interventions.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Visible Learning by John Hattie will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

By the end of the 2017-2018 school year, 15% of 3rd-6th grade students, school-wide, will score at or above grade level as measured by the SBAC assessment.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
CFA	Teachers	Monthly
Interim Scores	Teachers/Admin	Post Interim 1 and 2
Teacher reflection on student work/assessments data	Teachers	AC meetings

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

Describe Related Professional Learning:

- Schedule and hold administrator coffee hours to teach parents strategies to increase math fluency, and websites to support math practice, etc.
- Train parents to use the parent portal and Edutext
- Schedule and hold "Math Night" to create a fun family event centered around math fluency.

- Mathematical frameworks
- 5 E's of math instruction
- Math standards/using the common core companion to plan
- Mathematical practices

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

- K-6 grade students will have daily math fluency practice (copy paper for math facts, Ricoh maintenance)
- Incentives for demonstrating math fluency
- Goal setting will occur with students after each interim assessment and SBAC
- Students will receive instruction utilizing "Go Math" and other rigorous math site/materials
- Sub time for teachers to attend SST meetings for students not making academic progress.
- Technology to support implementation of GoMath
- Computer program subscriptions to support math instruction including math fluency.
- Use data-driven decision-making to identify and purchase supplemental instructional materials/equipment that are research-based and align with District Goals, State Standards, and site student performance targets.
- Certificated Tutor to assist students in gaining a minimum of one year's academic growth.

- AC planning and reflection for Math

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

Provide technology-based, individualized, intervention and English Language Development support for English Learners who are not mastering expected grade-level skills in content areas such as math.

RTI assessment

Learning Lab assessment

Evidence of Making Thinking Visible strategies in classrooms

Online interactive resources from GoMath

Wilson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract	\$	2,368.00
4	1	Sup & Conc	Instruction	Other Equip Maintenance				Equipment Maintenance	\$	8,300.00
4	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance / Repair charges	\$	2,065.00
4	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	\$	886.00
Total									\$	13,619.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	20.29	15	

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

Detail the Action

Decrease the suspension rate. Professional development will be provided for all staff on relationship building strategies and all staff will focus on building positive trusting relationships. Data will be monitored for grade levels and individual classes and shared with teachers. The Culture Climate team will support trainings and review data on improving common areas and hot spots.

SMART Goals

By the end of the 2017-18 school year, the out of school suspension rate will decrease to 15% as measured by suspension reports.

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

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

- Suspension data will be shared monthly with staff.
- SST meetings will be held monthly for students requiring social/emotional support.
- Safe and Civil schools procedures will continuously be implemented and data will be collected to ensure effectiveness.
- Daily progress monitoring (walkthroughs, feedback, reflective conversations, etc)

Owner(s):

Administration
SST Team
Culture Climate Team
Staff

Timeline:

Monthly
Monthly
Monthly
Daily

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

At Open House, Back to School Night, Principal Hours, etc. Wilson school rules will be presented. Provide childcare to support parents in attending parent/teacher meetings or conferences. Utilize Home School Liaison to better communicate with parents. Train parents to use the parent portal and Edutext.

Describe Related Professional Learning:

The three tiers of behavior will be reviewed with staff. Safe and Civil Schools training will be held once each quarter. CHAMPSs strategies will be reviewed with staff. We will continue building on our Growth Mindset instruction with staff. Tough Kids, Second Step, and OLWEUS trainings.

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

- Provide childcare to support parents in attending parent/ teacher meetings or conferences
- Utilize Resource counseling assistant to provide emotional support/counseling to students struggling in class

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

All actions listed above will meet the needs of EL students, economically disadvantaged and foster youth including Tough Kids, Second Step and OLWEUS training to support students.

- Address Safe and Civil School program effectiveness through improvements in school safety measured by suspension and expulsion rates, and parent, student and staff survey results
- Offer restorative measures as alternatives to suspension-Document those options on ATLAS
- Identify all chronic suspension students and pair them up with an adult mentor on campus
- Hold monthly Student Success team meetings to determine alternative supports for students
- Provide Resource Counseling Assistants to meet with students needing tier 3 emotional support
- Utilize Resource Counseling Assistants to provide social skills class to groups (Boys Club and Girls club)
- Teach 2nd step lessons and hold class meetings weekly in classrooms
- In addition to quarterly rules assemblies, school rules will be reviewed in class meetings
- Release time will be provided for teachers and support staff on school climate/culture team
- Celebrations/incentives for improved behavior

Proactive strategies to promote student success will be taught and reinforced with both students and adults:

- School-wide behavioral expectations
- Classroom expectations ie: CHAMPS
- Class meetings
- OLWEUS Prevention Components
- Levels of misbehavior and responses

Tier 2-Designated school site staff (RCAs, teacher, etc.) to provide supports and interventions for students identified as having Tier II needs:

- Social Skills Groups
- Interventions for bullying behavior
- Meaningful work/school wide jobs
- Conflict Resolution/Peer mediation
- Mentoring
- Targeted social emotional learning groups
- Maintain 2 resource counseling assistants to support the emotional needs of all students on the Wilson campus.
- Wildcat slips will be given for good behavior choices. There will be a drawing each week for prizes.
- Monitor effectiveness of BSP
- Class meetings/2nd Step instruction weekly
- Recruit and promote positive interactions with outside agencies (FPD, FFD, Sheriff's Dept. Fresno State Sororities/ Fraternities, etc.) to meet with our most at risk students.
- Peer Mediation

Wilson Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.7500			\$	42,727.00	
5	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance charges	\$	550.00	
									Total	\$	43,277.00

Action # 6

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

School Quality Review

SQI Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	68.15	73	
7133 - Elementary students growth mindset survey results for questions 10-13	68.97	73	

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

Detail the Action

Wilson staff will focus on teaching a growth mindset to all students on the campus. Growth mindset and self-management skills will be taught during class meetings and supported by all staff on campus. RCAs will pull small groups to focus intensive instruction for students who self reported negative responses on the school climate/culture student survey for questions 1-13. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on developing self-management skills. The Safe and Civil team along with district supports(DPI) will provide professional development and a focus on building capacity in these 2 areas.

SMART Goals

By the end of 2017-18, positive responses on the school climate/culture survey for questions 1-13 will increase to 73% on Social Emotional Student Survey

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Behavior and suspension data will be shared with staff	Administration	Monthly
Student Grades including percentages of students with D's and F's	Administration	Monthly

- Analysis of 16-17 Survey Data
- Professional Learning Agendas
- Classroom walkthrough feedback and observations
- SQI Data monitoring
- AC Protocol documentation and feedback on AC work

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

Principal coffee hours to provide parents with Growth Mindset training and tools to assist students at persevering

Describe Related Professional Learning:

Book study - Growth Mindset

with tasks at home.

Share student survey results with parents as well as school wide structures to increase positive interactions at school.

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

2 Resource Counseling Assistants

Materials/Supplies to support instruction of growth mindset and self-management skills

Supplies to recognize effort put forth by students

Supplies for Growth mindset bulletin board to display student examples of growth mindset/self management

Purchase books for staff book study.

Growth mindset - Resources to teach growth mindset in the classroom

Educate teachers about the items on the Social Emotional School Culture/Climate Survey

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

Students will be provided with Growth Mindset strategies and self-management tools to persevere in difficult situations.

Wilson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500				\$ 41,344.00
Total										\$ 41,344.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.500	Split fund 3010 reading intervention FTE .5 7091 EL intervention FTE .5	52,652.00
1	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified supplemental contracts for translating	1,687.00
1	2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,735.00
1	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra Time for HSL	3,613.00
1	2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.500	Split fund 3010 reading intervention FTE .5 7091 EL intervention FTE .5	52,652.00
1	2	LCFF: EL	Instruction	Ins Aide-Sup			Classified/Supplemental Contract for Instructional Asst.	904.00
1	2	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students	1,689.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			SST, PL, Observation	1,977.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies - NO FOOD, NO INCENTIVES, certificate	1,800.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Certificated Teacher sub line	3,836.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies - Instructional	94,586.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology to purchase	10,000.00
3	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified/supplemental contract for childcare	1,454.00
3	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	300.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,882.00
3	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	1,400.00
4	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance / Repair charges	2,065.00
4	1	Title 1 Basic	Instruction	Direct-Graph			Graphics	886.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contract	2,368.00
4	1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance	8,300.00
5	2	Sup & Conc	Instruction	Direct-Maint			Maintenance charges	550.00
5	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		42,727.00
6	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		41,344.00
\$351,407.00								

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,821.00
Sup & Conc	7090	\$233,341.00
LCFF: EL	7091	\$55,245.00
Grand Total		\$351,407.00

Domain Totals	Budget Totals
Academic	\$125,818.00
SEL / Culture & Climate	\$225,589.00
Grand Total	
	\$351,407.00