

Wilson Elementary

10621666006563

Principal's Name: Kelley Klassen

Principal's Signature: *Kelley Klassen*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelley Klassen	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kelley Klassen	<i>Kelley Klassen</i>	
SSC Chairperson			

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Wilson - 0485

ON-SITE ALLOCATION

3010	Title I	\$68,900 *
7090	LCFF Supplemental & Concentration	\$250,560
7091	LCFF for English Learners	\$38,481
TOTAL 2020/21 ON-SITE ALLOCATION		\$357,941

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,950
Remaining Title I funds are at the discretion of the School Site Council	\$66,950
Total Title I Allocation	\$68,900

Wilson Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.762 %	25.505 %	2018-2019	32.505 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.72 %	19.647 %	2018-2019	26.647 %
SBAC ELA Distance from Level 3 (White)		-71.7 pts	2018-2019	-56.7 pts
SBAC Math Distance from Level 3 (White)		-69.5 pts	2018-2019	-54.5 pts
SBAC ELA Distance from Level 3 (Homeless)		-46.6 pts	2018-2019	-31.6 pts
SBAC Math Distance from Level 3 (Homeless)		-85.3 pts	2018-2019	-70.3 pts

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

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

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

- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- Embedding SEL skills within academic content areas
- SPED teachers included in goal setting and data CCLs with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and

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

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

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.
Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

SBAC ELA Distance from Level 3 (Homeless)

46.6 Limited use of available resources - CWAS, Project Access

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.
Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

SBAC ELA Distance from Level 3 (White)

71.7

social emotional learning for all students.

SBAC ELA Distance from Level 3 (Homeless)

46.6 points

- Intervention Teacher used to support reading foundational skills
- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- Embedding SEL skills within academic content areas
- SPED teachers included in goal setting and data CCLs with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and social emotional learning for all students.

SBAC ELA Distance from Level 3 (White)

71.7

- Intervention Teacher used to support reading foundational skills
- School-wide instructional schedule for ELA progress monitoring through CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and social emotional learning for all students.
- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- Embedding SEL skills within academic content areas
- SPED teachers included in goal setting and data CCLs with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments

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

- Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- SPED teachers included in goal setting and data CCLs with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement FIAB assessments for progress monitoring (3rd grade)

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.

Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

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

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.

Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

SBAC Math Distance from Level 3 (Homeless)

85.3

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.

Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

SBAC Math Distance from Level 3 (White)

69.5

Daily Tier 1 instruction inconsistently addressed unfinished learning - small group differentiation.

Daily CFU not included in all lessons to determine next step to support mastery of academic standard.

- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

SBAC Math Distance from Level 3 (Homeless)

85.3

- Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- SPED teachers included in goal setting and data CCI's with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement FIAB assessments for progress monitoring (3rd grade)
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

SBAC Math Distance from Level 3 (White)

69.5

- Daily Tier 1 Math instruction on grade level (90 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- SPED teachers included in goal setting and data CCI's with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps
- RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement FIAB assessments for progress monitoring (3rd grade)
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

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

Intervention teacher utilized to support primary students' reading foundational skills

2 RCAs used to support student reentry into the learning environment following misbehavior

Teaching fellows focused on primary grades reading foundational skills. Need for Tier II intervention for intermediate students in addition to grade level deployed intervention.

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

Intervention for identified intermediate students - teaching fellow to support intermediate intervention

COSST referral process to match student need with available support
Continued professional development around addressing unfinished learning, checking for understanding, CFA and FIABs for SBAC grade levels.

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

1 SSC:	2 ELAC:	3 Staff:
Consider having the third Teaching Fellow float and push in to classrooms to support non-reading students.	Continue to provide Certificated Tutor to provide reading intervention Continue to provide Teaching Fellows paraprofessionals to support the reading intervention program.	Continue to provide student support services such as CWAS, SSW, and All for Youth Therapy.

Action 1

Title: Comprehensive Reading and Math Response to Intervention

Action Details:

To ensure that students will move a minimum of one grade level per year, a three-tier response to intervention system will be implemented. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Guaranteed and Viable Curriculum and evidence-based practices. Tier III intervention will be provided by a Certificated Tutor to assist targeted students. Teaching Fellows will support the reading intervention program under the guidance of the certificated tutor. Certificated Tutor will provide ongoing progress-monitoring data to teachers before exiting intervention students from intervention program.

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth. Funds will be used to pay for a Resource Counseling Assistant to support targeted small group instruction.

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

Explain the Progress Monitoring and data used for this Action

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

Teacher progress monitoring data will be used to monitor student growth. Updated with CFA/CSA, and quarterly data such as math fact fluency, and iReady data

Owner(s):

Classroom teacher

Timeline:

Post CFA/CSA and quarterly data

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

PLC agenda items with student performance data analysis for intervention groups

Owner(s):

Lead Teacher/classroom teacher

Timeline:

3/4 times per month during PLC meetings

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

District assessment data/KAIG

Owner(s):

Classroom teacher

Admin

Timeline:

Post interim data

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

Frequent classroom visits with specific feedback based on IPG and CSTP

Owner(s):

Admin

Timeline:

Weekly

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

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster youth, African American, White, EL, specific grade levels based on site data)

Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success

Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports

Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

Instruction utilizing district adopted GVC Wonders and GoMath

Write Tools writing strategies resources

HSL

Intervention teacher to support literacy instruction and support intervention for students

Teaching fellows to support reading foundational skills for identified students based on assessment data

After school/during school tutoring

Instructional consumable supplies

Sub release provided for COSST, SST, observations and data chats

Small group instructors, teaching fellows, instructional aide and RCA

Supplementary curriculum to support instruction

Technology to access digital resources to increase literacy and math

Specify enhanced services for EL students:

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during tier one and tier two instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

Specify enhanced services for low-performing student groups:

Teaching fellows and Certificated tutor intervention support for identified Tier II/III students in grades 1-5.

Small group instructional support for targeted students based on multiple data sources to identify Tier II/III students in grades TK-6th

Student assessment data collection and planning time for instruction for ALL students.

RCA support to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, COST team, or students demonstrating a pattern of at-risk Tier II/III behaviors.

RCA push in support for ALL students in the classroom

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

Increase awareness of Parent Portal

Parents to attend school events promoting reading, writing and math such as:

- Author's Night
- Math Night
- Awards assembly
- Open House
- Back to School Night
- Title I Meeting

Supplemental Contracts provided for Childcare/Translation

Food snacks will be provided for parent meetings.

Parent teacher conferences

Open library time

Common progress monitoring to identify specific areas of need.

[Describe Professional Learning related to this action:](#)

Engagement strategies professional learning

Progress monitoring including:

- Exit tickets
- CFA
- CSA

Creating learning targets and lesson outcomes

Staff opportunities for Professional Learning Conferences/Seminars which may or may not include travel costs.

ELPAC training

ELD standards training

Evidence based instructional strategies to support students learning English.

Action 2

Title: Math Instructional Plan TK-6

[Action Details:](#)

Wilson Elementary will ensure that all students receive high quality instruction through a 3-tiered approach to access mathematical practices. Necessary intervention through a systematic approach will improve Math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

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

SBAC
District Math I-ready Assessments
Grade Level Common Formative Assessments
KAIG
Data chats with Teachers
Classroom goal-setting
IAB Assessments Grades 3-6
TK Benchmark Assessment
SPED Assessment and monitoring of IEP goals

Owner(s):

Teachers
PLC
ILT
Admin

Timeline:

Daily checking for understanding
Common Formative Assessments
GoMath Weekly, Quarterly, End-of-Chapter Assessments
District I-ready Assessments as administered during the school year
KAIG Quarterly data
Quarterly IAB's Grades 3-6
TK Assessments/Baseline: Fall, Winter, Spring
SPED Assessment: monthly progress monitoring

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

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster Youth, African American, White, and specific grade levels based on site data)
Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education support/service is needed and justifiable
Math Guaranteed and Viable Curriculum resources and materials
Tablets for use of online resources
Home School Liaison
Certificated Tutor
Paraprofessional
Mileage for HSL
Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
Substitutes for monthly IEP, Coordination of Services and Support Team Meetings, Student Success Team meetings and PL Substitutes for data chats, peer observations
Other materials and supplies that support instruction including, but not limited to, graphics and technology
Extra time for teachers to plan with their grade level
Parent participation including, but not limited to babysitting, translating, graphics, etc.
Materials and supplies for parent participation Translators (i.e. Parent/Teacher Conferences)
Direct maintenance and repairs

Specify enhanced services for EL students:

Academic Discourse in Math content
Visual supports

Specify enhanced services for low-performing student groups:

Small group instruction in class through targeted RTI
Deployed intervention based on assessed needs

Math tools and resources

Small group instruction to include language focus

Saturday School with ELD focus

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

Share Math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent Teacher Conferences)

Share strategies with parent on how to support students at home (Coffee Hour, Parent University classes, Parent English Classes)

Interpreters for parent meetings

Parent meetings to support district tools (EduText, ATLAS Parent Portal, LCD Tablet distribution, Peach Jar, School Messenger, etc...)

After School Tutoring may be an option to families

CWAS/SSW to support Foster students

Digital resources provided to support instruction

Describe Professional Learning related to this action:

Backward mapping of math standards

Data analysis and action planning by teacher, grade level and school wide CFA Development

Technology to support math instruction

Mathematical Practices in connection to IPG Tenets

Math coaching support to include Lesson Study

IAB/FIAB training for SBAC tested grade levels

Action 3

Title: EL Re-Classification

Action Details:

Wilson will implement interventions that will support re-classification of English Learners. This will include 30 minute daily designated EL instruction based on ELPAC level and English Language proficiency. Student goal setting will take place prior to DRP and ELPAC. TSA and reading intervention will support ELs in meeting re-classification rates through specific intervention and progress monitoring.

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

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

Wilson currently has 130 EL students. Their progress will be monitored through ELPAC, KAIG, Interim, SBAC, CFA's and grades

Owner(s):

Teachers

Timeline:

As given

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

Designated EL instruction

Owner(s):

Intervention Teacher/TSA/Classroom teachers

Timeline:

Daily instruction focusing on ELD Standards.

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

30 minutes daily designated EL instruction

TSA/Reading Intervention teacher to support ELD instruction

Wonders EL support materials

Consumable instructional supplies

Technology to enhance instructional practices for EL students

HSL (Spanish) to support school - home communication

Focus on academic vocabulary and academic discourse with EL students

Specify enhanced services for EL students:

Action specifically targeted to EL students.

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

ELAC meetings to discuss re-classification criteria, ELD standards and ELPAC.

Materials and Supplies to provide relevant and important informational binders with outside agencies/support options.

Parent participation in school-wide events with fliers/reminders from HSL to attend functions.

Celebrations of redesignated students with incentives and certificates to highlight growth of student(s).

Specify enhanced services for low-performing student groups:

Technology to support instruction for listening and reading comprehension

Small group instruction

ELPAC Goal setting

ELPAC tutoring

Describe Professional Learning related to this action:

PD to develop better understanding of re-classification criteria, ELD standards and ELPAC.

Professional learning for engagement strategies, productive talk and incorporating speaking and listening standards into every day lessons.

PD on integrating and teaching ELD standards.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson 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	Nc-Equipment			: Technology to support academic instruction	13,837.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp, Equip Licenses, & PBIS School-Wide Incentives	39,812.00
G1A1	Sup & Conc	Instruction	Travel			Conferences & Professional Learning Expenses	2,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equip Maint & Repair of Instructional Technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance & Repair of Equipment Radios & PC Equipment	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Mat & Supp for Parent Participation	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time and language translation	1,554.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375	HSL to bridge communication between families and Staff	14,712.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation. No food or incentives.	2,244.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Teaching Fellows	27,420.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000	Cert Tutor to coordinate and facilitate reading intervention program. Also G1/A1 and G1A2	113,240.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/ILT /Observations/Teacher Data Charts/Formative Assessment Planning	10,697.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL Instruction	9,401.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL to bridge communication between Spanish-speaking families and Staff	14,368.00

\$255,285.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	20.075 %	10.668 %	2018-2019	17.668 %

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

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

Goal 2 Participation Rate

Student opportunities for engagement include: music, band, choir, sports, ASP, peer mediation, intramural sports, peer tutoring, field trips, meaningful work.

Student engagement group data is not accurately being recorded for students that participate.

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

Goal 2 Participation Rate

Chronic absenteeism: Increase CWAS support for students who elope from class.

Frequent misbehavior/suspension out of school may reduce a student's participation in events.

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

Students in grades TK-3rd participate in whole class weekly music instruction. 4th-6th grade students eligible for band and choir.

School wide clubs available for students. School wide engagements are not being accurately recorded in the engagement tool in ATLAS. In addition, all grade levels participate in field trips.

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

Student engagement group data will be streamlined for all Goal 2 educators and RCAs using student identification cards and inputting that data into ATLAS.

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

1 SSC:
Continue to support current offerings.

2 ELAC:
ELAC expressed interest in Social-emotional learning.

3 Staff:
Staff showed interest in continuing and expanding after school and lunch extra curricular activities.

Action 1

Title: School-wide Clubs

Action Details:

Wilson will provide weekly clubs centered around student interest/need. These can include, but are not limited to, painting, sculpture, dance, computers, etc. These clubs will occur on Friday afternoons, and will be selected by student surveys. Once clubs have been selected, students will select their top three choices and will be placed in a club. Clubs will rotate throughout the year, providing students multiple opportunities to build connections with adults and participate in preferred activities at 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

Club lists
Student Attendance
Student interest survey

Owner(s):

Club committee
CWAS
Teachers

Timeline:

Student attendance monitored weekly, clubs rotate approximately every 5 weeks, students complete interest survey during each club rotation

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

Supplies will be purchased for all clubs as needed.

Students will have access to RCAs as needed to successfully participate in clubs.

An extra pay contract will be funded to compensate teachers who put extra time into establishing class lists for all clubs.

Fresno County Superintendent of Schools will FUND an after school program at Wilson Elementary and provide staff additional club/extra-curricular activities after school on-site for all students enrolled in the ASP.

Specify enhanced services for EL students:

EL students will have access to clubs that support the building of academic language (i.e. science, computers, etc.).

EL students have an opportunity to interact with unfamiliar classmates and adults, building their confidence in their use of language and new situations.

EL students will have exposure to a variety of content specific language depending on the assigned club.

Specify enhanced services for low-performing student groups:

Low-performing student groups will participate in GE club/extra-curricular settings with GE teachers/students.

Students have an increased opportunity to develop new relationships with various students and adults at school.

Students build connectedness to school by participating in preferred activities in a variety of settings.

Students provided opportunities to showcase their artifact that they created in clubs.

EL students provided opportunities to showcase their artifact that they created in clubs.

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

Aparent showcase will occur at the 5th week of each rotation of clubs.

Parents will be encouraged to volunteer to support the teachers during club time.

Describe Professional Learning related to this action:

Professional development will be provided to further understand the correlation between student engagement and academic achievement.

PL to review the SEL Survey domains and select focus areas

PL on promoting school connectedness and sense of belonging

Action 2

Title: Athletics

Action Details:

Coaches will be funded and provided to support all sporting activities.

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

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

Sports team lists

Owner(s):

Coaches

Timeline:

At the beginning of each sports season

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

Goal 2 funding will be utilized to provide coaches as needed for school sports teams.

Goal 2 funding will be utilized to purchase equipment and uniforms as needed.

Admin will work with the after school program to ensure sports teams are established and upper grade students have opportunities to participate.

Classified staff will be out at recess to teach the rules for games and to manage intramural sports.

FCOE will fund and manage an after school program at Wilson Elementary and provide staff to direct the after school sports program

Specify enhanced services for EL students:

All communications regarding sports will be provided in English and Spanish.

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

All communications regarding sports will be provided in English and Spanish.

A monthly calendar will be provided to parents communicating the times and locations of sporting events.

Specify enhanced services for low-performing student groups:

Low-performing students will have opportunities to join student athletic opportunities with GE peers/staff.

Describe Professional Learning related to this action:

Professional development will be provided to staff about the correlation of student engagement and academic success.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

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

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

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

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

1 SSC:

2 ELAC:

3 Staff:

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	20.018 %	21.021 %	2018-2019	19.021 %
Suspensions Per 100	26.642 %	21.744 %	2018-2019	20.744 %
Chronic Absenteeism (White)		34.1 %	2018-2019	32.1 %
Suspension Rate (White)		16.5 %	2018-2019	13.5 %
Chronic Absenteeism (Homeless)		42.1 %	2018-2019	40.1 %
Suspension Rate (Homeless)		17.8 %	2018-2019	14.8 %

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

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

Chronic Absenteeism
 20.5
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University
 Students participate in small group and periodic check ins with support staff

Chronic Absenteeism (Homeless)
 42.1
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University

Chronic Absenteeism (White)
 34.1
 Available resources used: CWAS, SSW, All 4 Youth, HSL, Parent University

Suspension Rate (Homeless)
 17.8
 Behavior assemblies to introduce and review school wide expectations and consequences

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

Chronic Absenteeism
 20.5
 Limited use of available resources to educate parents on chronic absenteeism
 High mobility of families
 Limited transportation
 Lack of School Wide campaign to reduce tardies
 Lack of Incentives for attendance

Chronic Absenteeism (Homeless)
 42.1
 Project Access
 Limited use of available resources to educate parents on chronic absenteeism
 High mobility of families
 Limited transportation

Morning meeting/Class meetings to build SEL skills

SEL skill building groups with CWAS, RCA, SSW

Available resources used: RCA, SNRO Officer's Club, Parent Meetings, CCT

Suspension Rate (White)

16.5

Behavior assemblies to introduce and review school wide expectations and consequences

SEL skill building groups with CWAS, RCA, SSW

Morning meeting/Class meetings to build SEL skills

Suspensions Per 100

8.3% of 916 students were suspended at least once.

Students lacking social emotional support tied with suspension.

Behavior assemblies to introduce and review school wide expectations and consequences

Morning meeting/Class meetings to build SEL skills

Lack of School Wide campaign to reduce tardies

Lack of Incentives for attendance

Chronic Absenteeism (White)

34.1

Limited use of available resources to educate parents on chronic absenteeism

High mobility of families

Limited transportation

Lack of School Wide campaign to reduce tardies

Lack of Incentives for attendance

Suspension Rate (Homeless)

17.8

Full implementation of STOIC and CHAMPS

Full implementation of 2nd step across all grade levels

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

Suspension Rate (White)

16.5

Full implementation of STOIC and CHAMPS

Full implementation of 2nd step across all grade levels

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

Suspensions Per 100

8.3% of 916 students were suspended at least once.

Full implementation of STOIC and CHAMPS

Full implementation of 2nd step across all grade levels

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

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

The intended usage of Project Access (Homeless resources) were not properly utilized. Permanent solutions and resources were not in place for these student groups.

Parent education regarding attendance needs improvement - including educating parents on tardy policy in the am and pm.

Monitor consistent attendance practices

Increase use of school messenger to bring awareness to attendance and student behavior

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

CWAS and Climate Culture Team will work to find more permanent resources and put a system in place for the absenteeism and suspensions for these student groups. CWAS should also work with students who elope from class. Student accountability measures will be put in place for students who elope. Saturday school, afterschool detention, loss of privileges, etc.

Site will continue to utilize the CWAS for monitoring attendance and behavior between these two identified student groups. The CWAS, Climate and Culture Team, and Administration will put a structured program in place to reward students' attendance progress.

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

1 SSC:

Student accountability measures will be put in place for students who elope.

Saturday school, afterschool detention, loss of privileges, etc.

2 ELAC:

No comment was made about absenteeism and suspensions.

3 Staff:

No comment was made about absenteeism and suspensions.

Action 1

Title: MTSS at Wilson

Action Details:

Wilson will continue to implement a tiered level of response to student misbehavior. Climate and Culture Team will continue implementation of Foundations evidence-based practices. Early-stage interventions aim to reduce suspensions, increase student attendance, reduce classroom disruptions, and increase campus safety. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, aiming to reduce conflicts with staff and other students. Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be elevated to COSST and Behavior Intervention Plans will be created and communicated to support students who struggle with behavior. The ICET process will be utilized when site-based interventions have not generated successful results. Staff and CCT will relaunch guidelines for Success to strengthen Tier I.

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

Reduction in chronic absenteeism/suspension rates, and increase in pro-social skills demonstrated on campus.

Owner(s):

Admin/Teachers/Support staff/SSW/School Psychologist.

Timeline:

Monthly check-in of suspension rates, ODR's and chronic absenteeism.

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

RCA, CWAS, SSW, NTA's, Campus Assistant, and Admin to support Goal 4.

RCA's will manage the Wildcat Den, provide a check-in, check out system for connecting with a caring adult, provide push-in support in the classroom as needed to ensure application of SEL strategies taught during intervention.

CWAS will monitor student attendance and provide ongoing communication with students and families. They will motivate students to increase attendance and reduce tardies. CWAS will also support efforts to have students return to class when they elope or do not want to enter the classroom.

SSW will take an active role on the COSST team to respond to Tier II and III needs that may impede the graduation course. SSW will see students individually as well as small groups.

NTA's will meet for 30-45 min. as a PLC at least twice per month to discuss needs and professional learning. Admin will be present.

Class Meetings

Morning Meetings

2nd Step

Climate and Culture Team

Positive Behavior Incentives

Campus Clubs

Student Leaders

Peer Mediation

Mlage for HSL/CWAS/SSW home support

Specify enhanced services for EL students:

Modifications during class meetings to provide language support, SST referrals, office referral tracking to identify any students requiring behavior interventions

Teachers and classified staff will have an ongoing means of communication to discuss any language deficiencies in students who are receiving SEL instruction by RCA's.

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

ELAC meetings/SST/Behavior intervention meetings

HSL will conduct parent outreach to notify parents about upcoming school events (Back to school night, harvest festival, etc.). HSL will conduct home visits to connect with families in an effort to increase attendance.

Specify enhanced services for low-performing student groups:

Increase in direct/on-going contact with low-performing student groups to decrease rates of chronic absenteeism/suspensions, as identified by attendance rates, chronic absenteeism, and our HSL/CWAS staff members. Identified check-in, check-out system with an adult on campus. Increase parent connectedness with school through school events, ongoing communication with families.

Describe Professional Learning related to this action:

Staff will receive PL on Levels of misbehavior, class meetings, early-stage interventions, responses to misbehavior and increasing positive ratios of interaction.

SEL PL to promote student sense of belonging and motivation to participate in school activities

Action 2

Title: Responding to Misbehavior

Action Details:

Staff will respond appropriately to levels of misbehavior. They will provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and strengthen campus safety. They will hire personnel to support/increase communication between home and school by connecting with key stakeholders to increase attendance rates, pro-social skill acquisition, parent participation in extra curricular opportunities throughout the school year. If needed they will purchase equipment to improve communication efforts with parents and community.

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

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

Atlas Student Engagement Report
ODR and Suspension Data in Power BI
Attendance Reports for varying subgroups reported in CADashboard
Data sources will be cross-referenced to surface students who require additional supports needed to stay on track to graduate.

Owner(s):

Classified staff, Administration, Teachers, SSW

Timeline:

Quarterly monitoring of suspension and attendance data

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

Social-Emotional support book study
RCA to support positive student behavior incentives and SEL skill-building for students who need support at Tiers II and III.
RCAs to manage the Wildcat Den to intervene with student misbehavior and teach corrective alternatives.
Wildcat Den Resources
Social Skills supports for students
Positive behavior incentives
Provide materials and supplies for the Wildcat Den

Specify enhanced services for EL students:

RCA/HSL for ongoing check ins with EL students and families.

Specify enhanced services for low-performing student groups:

Increase in direct/on-going contact with low-performing groups to decrease rates of chronic absenteeism/suspensions.

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

Increase activities for parents to be on campus to support a positive campus culture.
HSL will directly contact and go on home visits to support two-way communication between school/home for students with 1+ suspensions, chronic absenteeism, and/or low participation rates for extracurricular activities.

Describe Professional Learning related to this action:

Response to misbehavior, character building and social-skills PL.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson 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
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction in classrooms - Supports all Goals.	11,754.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA will support student SEL at Tier I.	49,587.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for at home support for Attendance & Social Work Services	250.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA will support student SEL at Tier II.	41,065.00

\$102,656.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support academic instruction	13,837.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp, Equip Licenses, & PBIS School-Wide Incentives	39,812.00
G1A1	Sup & Conc	Instruction	Travel			Conferences & Professional Learning Expenses	2,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equip Maint & Repair of Instructional Technology	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance & Repair of Equipment Radios & PC Equipment	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Mat & Supp for Parent Participation	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time and language translation	1,554.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375	HSL to bridge communication between families and Staff	14,712.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation. No food or incentives.	2,244.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Teaching Fellows	27,420.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000	Cert Tutor to coordinate and facilitate reading intervention program. Also G1/A1 and G1A2	113,240.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/ILT /Observations/Teacher Data Charts/Formative Assessment Planning	10,697.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL Instruction	9,401.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL to bridge communication between Spanish-speaking families and Staff	14,368.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support instruction in classrooms - Supports all Goals.	11,754.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA will support student SEL at Tier I.	49,587.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for at home support for Attendance & Social Work Services	250.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA will support student SEL at Tier II.	41,065.00
Total							\$357,941.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,900.00
Sup & Conc	7090	\$250,560.00
LCFF: EL	7091	\$38,481.00
Grand Total		\$357,941.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$255,285.00
G4 - All students will stay in school on target to graduate	\$102,656.00
Grand Total	
	\$357,941.00