

**Wilson Elementary School**

10621666006563

Principal's Name: Kelley Auston

Principal's Signature:

A handwritten signature in black ink, appearing to read "Kelley Auston", written over a horizontal line.

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

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	54/67	11 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	54/67	89 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	49/66	13.68 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	45/66	42.86 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	44/67	18.11 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	44/67	81.14 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	43/67	42.7 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	42/67	44.95 %

## 2 Academic Growth

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	57/68	28.81 %
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	44/68	27.08 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	40/67	47.62 %

**3 Academic Completion**

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	62/68	31.55 %

**4 Social Emotional**

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	66/68	24.94 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	65/68	8.99 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	58/68	93.2 %

<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	57/68	14.39 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	56/64	39.53 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	52/67	7.46 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	55/67	29.02 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><i>Detail the action: Improve reading comprehension and writing. Teachers will use challenging content in all lessons. Lessons will be focused on a high quality text. Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom. Wilson will continue to implement a school wide comprehensive writing program utilizing writing strategies in combination with the writing component in the new ELA adoption. Student writing artifacts will be shared among all schools throughout the Fresno High Region as part of the Lead Teacher ILT Team work. A student protocol will be used as a resource to calibrate and score student writing in all State Standard writing elements.</i></p>		
SQII Element: 6142	SQII Sub-element(s): 3786, 3787, 3137, 5899, 5891	Site Growth Target: 26%	Vendor (contracted services) Starfall Publications Achieve3000 Write Tools
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, 26% of 2-6 students school-wide will score at or above grade level as measured by the DRP assessments and SBAC</i></p> <p><i>By the end of the 2016-2017 school year, 80% of K-1 students school-wide will score at or above grade level as measured by the BAS assessments and SBAC.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Progress will be monitored through: SBAC</i></p> <ul style="list-style-type: none"> <li><i>Interim assessments</i></li> <li><i>Grade Level Common Assessments</i></li> <li><i>DRP/BAS</i></li> <li><i>Daily progress monitoring (walkthroughs, feedback, reflective conversations, AC meetings and agendas, etc)</i></li> </ul>		Owner(s)  Teachers Administration  Teacher	Timeline SBAC-yearly Interim-twice a year DRP/BAS twice a year Common-3 times a quarter minimum  After first assessment
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>			

- *Schedule and hold administrator coffee hours to teach parents how to read the SBAC and Interim Assessment scores, how students annotate text, the CCSS reading comprehension standards, etc.*
- *Schedule and hold “Author’s Night” which provides a fun family centered night centered around reading and writing.*
- *Train parents to use the parent portal and Edutext*

***Describe related professional learning:***

- *Teachers will receive professional development in close reading, technology use in the classroom, differentiated instruction, RTI, etc. to improve instruction in the area of reading comprehension.*
- *Receive whole staff Write Tools training to improve reading comprehension through writing.*
- *During professional development, Wilson will utilize the strengths of teaching staff to present successful use of engagement strategies, State Standards, implementation of Foundations, formative/summative assessment, complex talk, text, task, reading comprehension, etc.*
- *Utilize resource teacher to provide training to staff on technology instruction.*
- *Provide professional development to ensure that all teachers utilize engagement strategies such as “think-pair-share”, “talk to a partner”,*
- *Teachers will meet to create, score and discuss common assessments. They will use this data for planning.*

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

- *K-2 students will have access to online text through Starfall Publications.*
- *K-6 students will have access to online text through Achieve3000*
- *K-6 students will have access to Achieve3000 software as part of RTI*
- *Students in 1st and 2nd needing reading support for comprehension, letter recognition and phonemic awareness, will be provided Intervention with the BIA or Resource Specialist (as space allows) in a learning lab format.*
- *To improve reading, math instruction will utilize complex talk, text, and tasks through reading, writing, listening and speaking about math.*
- *3 3.5 hour paraprofessionals will be funded to support 1<sup>st</sup> and 2<sup>nd</sup> grade students in literacy.*
- *RTI will be provided by classroom teachers 1-6 to meet all students’ needs specifically in the area of reading comprehension and test talking skills related to the DRP. The Resource Teacher will also provide RTI.*
- *Provide technology-based, individualized, reading foundations and/or reading comprehension intervention for 3rd -6th grade students who are not reading on grade level.*
- *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.*
- *Provide extra-pay contracts to teacher to provide after-school tutoring to students not meeting grade level standards in the areas of ELA and math*
- *Sub time for teachers to attend SST for students not making academic progress*
- *Purchase 100 tablets to provide more student access to technology.*

- Schedule and hold book fair
- Close reading strategies will be used daily in the classroom
- Goal setting will occur for BAS and DRP after first assessment is given

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

- EL students will have access to Achieve3000 software as part of EL instruction
- Provide supplemental contracts for planning around the ELD State Standards specifically related to reading comprehension and vocabulary.
- Utilize resource teacher 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 will be provided to English Learners based on current assessment data in all areas with a focus on reading comprehension and vocabulary development.
- 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.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$10,753
1	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.4375			\$10,404
1	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.4375			\$10,404
1	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.4375			\$10,404



1	1	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Write Tools	Write Tools	\$10,800
1	3	Title 1 Basic	Parent Participation	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	\$1,365
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentives/no Certificates	\$9,912
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to purchase	\$10,000
1	3	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$1,400
1	3	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$300
<b>Total</b>									<b>\$75,742</b>

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>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.</i></p>		
<i>SQII Element: 6169</i>	<i>SQII Sub-element(s): 6160</i>	<i>Site Growth Target: 21%</i>	<i>Vendor (contracted services) Starfall publications</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, 21% of 3-6 students school-wide will score at or above grade level as measured by the SBAC assessments.</i></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <i>Progress will be monitored through: SBAC</i> <i>Interim assessments</i> <i>Grade Level Common Assessments</i> <i>Math Fluency timed tests</i> <i>Daily progress monitoring (walkthroughs, feedback, reflective conversations, AC meetings and agendas etc)</i></p>	<p><i>Owner(s)</i>  <i>Teachers</i> <i>Administration</i></p>	<p><i>Timeline</i>  <i>SBAC yearly</i> <i>Interim-Twice yearly</i> <i>Common-at the end of chapter</i> <i>Timed test-quarterly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Schedule and hold administrator coffee hours to teach parents how to read the SBAC and Interim Assessment scores, strategies to increase math fluency, websites to support math practice, etc.</i></li> <li>• <i>Train parents to use the parent portal and Edutext</i></li> <li>• <i>Schedule and hold “Math Night” to create a fun family event centered around math fluency.</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>P.D. around math will be planned at least one quarterly.</i></li> <li>• <i>Teachers will meet to create, score and discuss common assessments. They will use this data for planning.</i></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>K-2 students will have access to math skills through Starfall Publications.</i></li> <li>• <i>K-6 grade students will have daily math fluency practice (copy paper for math facts, Ricoh maintenance)</i></li> <li>• <i>Goal setting will occur with students after each interim assessment and SBAC</i></li> <li>• <i>Students will receive instruction utilizing “Go Math” and other rigorous math site/materials</i></li> <li>• <i>Sub time for teachers to attend SST meetings for students not making academic progress.</i></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>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 and vocabulary development.</i></li> <li>• <i>Provide technology-based, individualized, intervention and English Language Development support for TK-3 English Learners who are not mastering expected grade-level skills in content areas such as math.</i></li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated/Teacher supplemental contract	\$4,069
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies - instructional	\$59,909
2	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance charges	\$2,500
2	1	Sup & Conc	Instruction	Other Equip Maintenance				Equipment Maintenance	\$4,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to purchahse	\$40,000
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	\$1,000
<b>Total</b>									<b>\$111,478</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 3</b>	<p><i>Detail the action: Improve attendance. Wilson will develop an attendance management program to increase attendance rates and enhance time in class on task.</i></p> <ul style="list-style-type: none"> <li>• <i>Implement a character building program to increase attendance rates and time in class on task.</i></li> <li>• <i>Implement attendance incentive program for students through the guidance of the home school liaison with support from the CWAS. Use of interclass competitions as a motivator.</i></li> <li>• <i>Implement attendance incentive program for parents through the guidance of the home school liaison with support from the CWAS.</i></li> </ul>					

<ul style="list-style-type: none"> <li>• Implement a recognition program quarterly for perfect attendance, good attendance and improved attendance.</li> <li>• Increase greater levels of parent engagement through Parent University, Parent Coffee Hour, and Opening Doors Parent classes.</li> <li>• Hold monthly SST meetings for students with academic, behavior, and attendance concerns.</li> </ul>			
SQII Element:5942		SQII Sub-element(s): 5963	
		Site Growth Target: 12.45%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By the end of the 2016-17 school year, the students who are chronically absent will be reduced to 12.45% This will be assessed through attendance reports.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Chronically absent students will meet with the principal, vice principal, resource teacher, and/or office staff once every 3 weeks to monitor progress towards getting out of the chronically absent category. Attendance data per class, grade-level, and school wide will be reported out to students and staff every month Daily progress monitoring (walkthroughs, feedback, reflective conversations, etc)		Owner(s)  Administration  CWA/HSL	Timeline  Every 3 weeks
Explain the Targeted Actions for Parent Involvement (required by Title I): In events such as Back to school night, Open House, Parent teacher conferences, attendance will be discussed. Provide childcare to support parents in attending parent/ teacher meetings or conference.			
Describe related professional learning: <ul style="list-style-type: none"> <li>• PD will be provided around the effects of chronic absenteeism.</li> </ul>			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> <li>• Incentives will be provided for students who are demonstrating improved attendance (i.e. school supplies, certificates, etc.)</li> <li>• Resource counseling assistant will hold social skill classes to stress the importance of coming to school.</li> <li>• Alarm clocks will be purchased to provide this resource to late students.</li> <li>• Attendance data per class, grade-level, and school wide will be reported out to students and staff every other week.</li> <li>• Perfect attendance will be honored at quarterly awards assembly, as well as most improved student which can include attendance.</li> <li>• Weekly drawings will be held for students who have been to school every day, on-time for the week. The winners will be announced school wide on the intercom.</li> <li>• Fund HSL who will assist with attendance actions</li> </ul>			

*Specify additional targeted actions for EL students: All actions will serve the needs of EL Students. The HSL will assist with these actions.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500			\$45,235
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0875			\$2,692
3	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3500			\$10,777
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Certificated/Teacher Sub line	\$1,944
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	Onsite Counseling Services	\$24,000
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Charges for on-site counseling	\$480
Total									\$85,128

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
	<b>Action # 4</b>	<i>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.</i>				
<i>SQII Element:6109</i>			<i>SQII Sub-element(s):3684</i>		<i>Site Growth Target:8%</i>	<i>Vendor (contracted services) Onsite Counseling</i>

<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By the end of the 2016-17 school year, the number of students with 1 or more total suspension incidents will decrease to 8%as measured by suspension reports.</p>					
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Suspension data will be shared monthly with staff. SST 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)</p>		<p>Owner(s)</p> <p>Administration SST team Staff Administration</p>	<p>Timeline</p> <p>Monthly Monthly Daily</p>		
<p>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.</p> <p>Train parents to use the parent portal and Edutext.</p>					
<p>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.</p>					
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> <li>• Provide childcare to support parents in attending parent/ teacher meetings or conferences</li> <li>• Utilize Resource counseling assistant to provide emotional support/counseling to students struggling in class.</li> <li>• 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.</li> <li>• Offer restorative measures as alternatives to suspension. Document those options on ATLAS.</li> <li>• Identify all chronic suspension students and pair them up with an adult mentor on campus.</li> <li>• Hold monthly Student Success team meetings to determine alternative supports for students.</li> <li>• Provide On-Site Counseling to students needing tier 3 emotional support.</li> <li>• Utilize On Site Counselor to provide social skills class to groups (Boys Club and Girls club)</li> <li>• Teach 2nd step lessons and hold class meetings weekly in classrooms</li> <li>• In addition to quarterly rules assemblies, school rules will be reviewed in class meetings</li> <li>• Release time will be provided for teachers and support staff on school climate/culture team</li> <li>• Proactive strategies to promote student success will be taught and reinforced with both students and adults:</li> </ul>					

- School-wide behavioral expectations
- Classroom expectations ie: CHAMPS
- Class meetings
- OLWEUS Prevention Components
- Levels of misbehavior and responses
- Tier 2-Designated school site staff (On Site Counselor, 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 a resource counseling assistant 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/2<sup>nd</sup> Step instruction weekly
- Recruit and promote positive interactions with outside agencies (FPD, FFD, Sherriff's Dept. Fresno State Sororities/ Fraternities, etc.) to meet with our most at risk students.

*Specify additional targeted actions for EL students: All actions listed above will meet the needs of EL students.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Substitute				Sub line for Asst, Resrce Cnslg position	\$214
4	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance charges	\$550
								Total	\$764

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	Detail the action: Improve participation in Goal 2 activities. Students will be provided opportunities to interact with teachers and ancillary staff during school activities, VAPA opportunities, and athletics.		
SQII Element:2080	SQII Sub-element(s):4066	Site Growth Target:39%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of the 2016-17 school year, 39% of Wilson students will participate in a goal 2 activity as measured by atlas entries.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monthly monitoring on atlas of student engagement in a goal 2 activity in each classroom Monitor participation in goal 2 activities and conference with students to motivate participation Provide more opportunities (i.e. academic clubs, chess club, etc.)		Owner(s) Administration Teachers Administration Staff	Timeline Monthly Monthly Quarterly
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> <li>A parent newsletter will go home monthly notifying parents of goal 2 opportunities.</li> </ul>			
Describe related professional learning: <ul style="list-style-type: none"> <li>PD will be provided around: Reviewing CHAMPS and relationship building strategies.</li> </ul>			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> <li>Students will be informed of upcoming Goal 2 activities in the morning announcements.</li> <li>Sports teams will be offered such as: football, volleyball, cross country, basketball, softball, etc. (equipment will be purchased)</li> <li>At least one academic club will be offered quarterly (supplies purchased as needed)</li> <li>The After School Program will be offered to students for arts, athletics, homework support, reading and math instruction.</li> </ul>			
Specify additional targeted actions for EL students: Multicultural activities, (i.e. Folklorico dancing) that celebrate student diversity, will be offered at least once each year.			



Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Certificated/Teacher sub line	\$342
5	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated/Teacher Supp contract	\$2,324
Total									\$2,666

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	Detail the action: Improve ELL scores. Accountable Communities will implement a comprehensive action plan inclusive with response to intervention, with an emphasis on English Learner students not scoring on grade level on KSEP, KAIG, BAS, DRP, and re-designation data in the 2015-2016 administration. Wilson will continue to implement DRP and CELDT boot camps to support students in meeting the annual redesignation criteria and gain a minimum of one proficiency band.		
SQII Element:6338	SQII Sub-element(s):5990		Site Growth Target: 47% Vendor (contracted services) Starfall Publications Write Tools
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of the 2016-17 school year, the percentage of English Learner students who have been continuously enrolled for 5 years or more and are redesignated in the current year will be 47%, as measured by redesignation forms.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Monitor EL re-designation rates and support teachers' use of the CELDT goal setting and DRP goal setting. Daily progress monitoring (walkthroughs, feedback, reflective conversations, etc)		Owner(s) Teachers Administration	Timeline After CELDT and DRP
Explain the Targeted Actions for Parent Involvement (required by Title I): Principal coffee hour and or ELAC on the ELD standards, CELDT, vocabulary development			

*Describe related professional learning:*

- PD will be provided around ELD standards and reading comprehension

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

- Utilize resource teacher 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 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 additional targeted actions for EL students: All actions are designed for EL students*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for HSL	\$3,601
6	3	EL	Instruction	Instr Aide-Supplemental				Classified/Supp. contract for Instructional Asst.	\$881
6	3	EL	Parent Participation	Other Classified-Supplemental				Classified/Supp. contract for childcare	\$1,176
6	3	EL	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for HSL	\$1,045
6	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contracts for Translating	\$1,645

6	3	EL	Instruction	Non Capitalized Equipment				Technology to purchase for EL Students	\$11,367
6	3	EL	Instruction	Materials & Supplies				Materials & Supplies for EL Students	\$25,342
								Total	\$45,057

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Wilson - 0485

**ON-SITE ALLOCATION**

3010	Title I	\$62,735 *
7090	LCFF Supplemental & Concentration	\$196,759
7091	LCFF for English Learners	\$61,341
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$320,835</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,365
Remaining Title I funds are at the discretion of the School Site Council	\$61,370
<b>Total Title I Allocation</b>	<b>\$62,735</b>

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

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0485 Wilson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	9,912.00
1	3	Title 1 Basic	Parent Participation	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	1,365.00
1	3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Local Mileage for HSL	300.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		10,404.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		10,404.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		10,404.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to purchase	10,000.00
1	1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Write Tools : Write Tools	10,800.00
1	3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	1,400.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,753.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated/Teacher supplemental contract	4,069.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to purchase	40,000.00
2	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance charges	2,500.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics	1,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies - instructional	59,909.00
2	1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment Maintenance	4,000.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			Certificated/Teacher Sub line	1,944.00
3	2	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		45,235.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Charges for on-site counseling	480.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : Onsite Counseling Services	24,000.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.088		2,692.00
3	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.350		10,777.00
4	2	Sup & Conc	Instruction	Direct-Maint			Maintenance charges	550.00
4	2	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Sub			Sub line for Asst, Resrce Cnslg position	214.00
5	3	Sup & Conc	Instruction	Teacher-Subs			Certificated/Teacher sub line	342.00
5	3	Sup & Conc	Instruction	Teacher-Supp			Certificated/Teacher Supp contract	2,324.00
6	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts for Translating	1,645.00
6	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra Time for HSL	3,601.00
6	3	EL	Instruction	Ins Aide-Sup			Classified/Supp. contract for Instructional Asst.	881.00
6	3	EL	Instruction	Mat & Supp			Materials & Supplies for EL Students	25,342.00
6	3	EL	Instruction	Nc-Equipment			: Technology to purchase for EL Students	11,367.00
6	3	EL	Parent Participation	Oth Cls-Supp			Classified/Supp. contract for childcare	1,176.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Ext			Extra Time for HSL	1,045.00

\$320,835.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,735.00
Sup & Conc	7090	\$196,759.00
EL	7091	\$61,341.00
<b>Grand Total</b>		<b>\$320,835.00</b>

Domain Totals	Budget Totals
Academic	\$184,155.00
Culture & Climate	\$50,788.00
Social/Emotional	\$85,892.00
<b>Grand Total</b>	<b>\$320,835.00</b>

E.1. Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
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.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kelley Forse</b>	X				
2. <b>Chairperson – Cara Raley</b>				X	
3. <b>Candice Martinelli</b>				X	
4. <b>Erika Burciaga</b>				X	
5. <b>Christina Fursari</b>				X	
6. <b>Kei Shabazz</b>				X	
7. <b>Secretary – Rosario Garcia</b>			X		
8. <b>Jennifer Peterson</b>		X			
9. <b>Kelley Klassen</b>		X			
10. <b>Debbie Merritt</b>		X			
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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





E.3. Required Signatures

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

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

E.3. Required Signatures

School Name: Wilson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Kelley Auston		4/5/16
SSC Chairperson	Cara Raley-Vice Chairperson		4/5/16

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