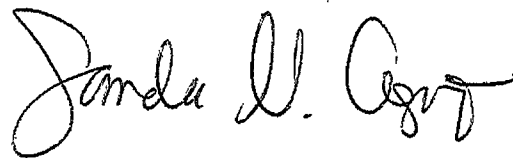


**Winchell Elementary**

10621666006571

Principal's Name: Sandra Aguayo

Principal's Signature:

A handwritten signature in cursive script that reads "Sandra H. Aguayo". The signature is written in black ink and is positioned to the right of the "Principal's Signature:" label.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

<b>District Goals</b>	
<p>The purpose of the 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**

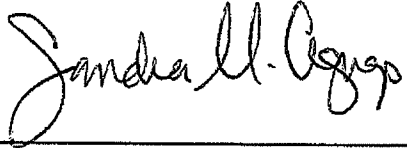
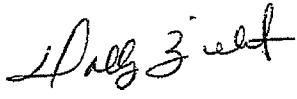
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Sandra Aguayo</b>	X				
2. <b>Chairperson - Holly Ziebert</b>				X	
3. <b>Noemi Guzman</b>				X	
4. <b>Sheppora Hood</b>				X	
5. <b>Aydaceli Morales</b>				X	
6. <b>Berenice Ramos</b>				X	
7. <b>Fernanda Hernandez</b>			X		
8. <b>Maria Rubira</b>		X			
9. <b>Elisa Douglas-O'Neill</b>		X			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Aguayo		3/20/2019
SSC Chairperson	Holly Ziebert		3/20/2019

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 2019/20

Winchell - 0490

**ON-SITE ALLOCATION**

3010	Title I	\$65,330 *
7090	LCFF Supplemental & Concentration	\$271,785
7091	LCFF for English Learners	\$110,871
		\$447,986
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$447,986</b>

\* 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	\$2,085
Remaining Title I funds are at the discretion of the School Site Council	\$63,245
Total Title I Allocation	\$65,330

## Winchell Elementary 2019-2020 - 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
EL Reclassification Rate (All grade levels)	16.231 %	1.475 %	2017-2018	8.475 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.297 %	36.709 %	2017-2018	43.709 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.537 %	42.821 %	2017-2018	49.821 %

**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)

- ACs developed 1-2 CFAs ELA with one summative assessment aligned to the 1-2 CFAs. 3rd-6th grade ACs utilized CAASPP IABs as summative assessments in quarters 1, 2, and 3.
- AC Teams built their understanding of Claim 1 Targets. AC teams designed CFAs, text sets with questions and tasks aligned to Claim 1 Targets. K-2<sup>nd</sup> grade teachers teased out standards listed within the targets as their focus for the development of CFAs, CSAs, text sets, questions, and tasks.
- Based on preliminary ELA Data (IABs, CSAs, Interim 1 & 2), we will meet our exceeds/met goal.

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

- ACs developed and administered a minimum of 2-3 CFAs per quarter, end of chapter summative assessments, and IABs after the teaching of mathematics domain.
- Refined CFAs/CSAs based on FUSD Interim and IAB outcomes based on the alignment.
- ACs developed Item Analysis Response Plans based on CFA results prior to a summative assessment to provide Tier 2 interventions/supports.
- Based on preliminary data (IABs, CSAs, Interim 1 & 2) we will be maintaining or improving 2%-3% in the meeting/exceeding performance band. The target grade levels 2nd and 4th grade have made more than 5% growth in the met/exceeded on Interim 1 and 2.

**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)

36.8% of students' met/exceeded standards on SBAC ELA while only 8.5% of the SWD student group met/exceeded standards and 16% of the EL student group met/exceeded standards. Factors contributing to the dis-proportionality is student access to complex text and task. The SWD student group is often provided intervention (decoding and fluency support) during CORE instruction. Long-Term EL students are struggling with vocabulary and accessing complex text. SWD and EL students will need additional opportunities to engage in discussions grounded in complex text. Students with IEPs will need the accommodations such as text to speech included in their IEP, so that they are included when they are taking standardized assessments.

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

43% of students' met/exceeded standards the Mathematics SBAC while only 19% of the SWD student group met/exceeded standards and 26% of the EL student group met/exceeded standards. The SWD student group is often provided intervention (computation and facts fluency) during CORE instruction. EL students

**EL Reclassification Rate (All grade levels)**

- EL students were provided Designated ELD instruction targeting ELPAC Domains.
- 4th Grade EL students were provided a targeted focus for Designated ELD prior to ELPAC with the support of a Resource Teacher & TSA.
- Integrated ELA/ELD strategies were provided to provide EL students access to complex text and talk.

are struggling word problems as they below grade level in reading. Students with IEPs will need the accommodations such as text to speech included in their IEP, so that they included when they are taking standardized assessments.

**EL Reclassification Rate (All grade levels)**

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

K-2<sup>nd</sup> focused on ensuring students are reading at grade level by implementing best practices around guided reading. Teachers focused on creating a learning environment conducive to guided reading /small group instruction and the effective delivery of guided reading instruction. Mid-Year we shifted our focus and started to include 2<sup>nd</sup> grade in the work around planning instruction aligned to ELA Claim 1 Targets. Most recently we included K-2<sup>nd</sup> grade in our continued work with unpacking ELA Claim 1 and Claim 2 tasks. RSP and SDC teachers were also provided the same PL opportunities to support students with IEPs access complex text sets, questions, and tasks aligned to ELA Claim 1 Targets.

**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.

As a result of the analysis in Steps 1 and 2, we will continue to focus our efforts with giving students access to tasks and text dependent questions aligned to ELA Claim 1 targets. We continue to build on a repertoire of strategies to give access to students not reading at grade level, EL students, and SWD to complex text and task. We will ensure students placed in our SDC programs are given the opportunity to take the IABs and grade level CSAs. We will disaggregate data by our focus student groups (ELs and SWD) within our quarterly CCR process. We will provide our SDC and RSP teachers the opportunity to attend the 2020 Standards Institute Conference with a focus on mathematics.

SWD are the students with the highest chronic absenteeism rates. SWD are also disproportionately suspended compared to other student groups. We will increase our On-Site Counseling contract to target our SWD/EL student group.

We will end our contract with Scholastic and cut our Standards Institute Conference budget in half to provide the resources needed to support our increase the On-Site Counseling services/hours.

**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:

School Site Council was presented with 17-18 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and interim 2. The data was presented at the first meeting following the availability of the data/information. School Site council reviewed

**2** ELAC:

ELAC was presented with 17-18 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and interim 2. The data was presented at the first meeting following the availability of the data/information. ELAC reviewed actions specific to the 2018-

**3** Staff:

- The teaching staff was able to review preliminary data for ELA and mathematics (IABs, CSAs, Interim 1 and Interim 2) to determine the current impact of ELA and mathematics



actions specific to the 2018-19 data and preliminary data which indicated the impact of the actions.

School Site Council was informed of the effective actions with mathematics and ELA focus for the 2018-19 school year based on current preliminary data.

School Site Council was in agreement with 2019-20 actions that would support a focus on Reading By Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th) and Interim (1st-6th).

19 data and preliminary data which indicated the impact of the actions.

ELAC was informed of the effective actions with mathematics and ELA focus for the 2018-19 school year based on current preliminary data.

ELAC was in agreement with 2019-20 actions that would support a focus on Reading By Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th) and Interim (1st-6th).

actions.

- On February 28th the staff were provided the opportunities to engage a process to provide input and establish budget priorities for 2019-20.

**Staff Recommendations**

- Staff wanted to add Mathematics Reflex to support students with fluency and memorization of math facts.
- Guided Reading focus with Scholastic would be terminated and we would continue implementing best practices based on the two years of PL.

**Action 1**

**Title:** Mathematics

**Action Details:**

Accountable Communities will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using an on-going assessment process that includes frequent, team developed, common formative assessments in the content area of mathematics. Accountable Communities will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. Accountable Communities will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. Accountable Communities will focus on developing student digital literacy in the context of mathematics by designing online tasks and assessments. 3-4 certificated teachers and 1 administrator will be provided the opportunity to attend the 2020 Winter Standards Institute, which will include travel and conference fees, with a focus on mathematics to develop a deeper understanding of standards and develop equitable practices and language routines in mathematics 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**

1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
2. Interim Assessments outcomes will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis and outcomes,
3. AC common formative assessments will designed and/or refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. ACs will plan re-engagement and/or enrichment for target groups of students. ACs will develop online assessments and tasks to build on digital literacy skills that parallel Interim/CFAs and SBAC. ACs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA.
4. 3rd-6th Grade ACs will utilize IABs as Interim/Summative Assessments for key domain areas. ACs will develop action plans and targeted instruction based on IAB results.

**Owner(s):**

1. Instructional Leadership Team/ACs
2. ILT/ACs
3. ILT/ACs
4. 3rd-6th Grade AC members

**Timeline:**

1. Beginning of the school year
2. After Interim 1 and Interim 2
3. ACs will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).
4. 3rd-6th grade ACs will determine the administration window of mathematics IABs and engage in CCR based on the IAB results.

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

TK-6th grade students will have daily access to tablets in order to learn, practice and apply mathematics content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dryerase pens etc... will be provided as needed.

Maintenance to site and Technology will be provided as needed based on site and Technology needs.

English Learner & students with disabilities (SWD) students needing Tier 1 support will be provided small group targeted instruction in their classrooms after the outcomes of formative classroom assessments aligned to grade level common formative assessments.

English Learner & SWD students needing Tier 2 intervention will be provided 1-3 additional targeted mathematics instruction based on common formative assessment outcomes. Students in need of Tier 2 intervention will be part of the pool of students invited to after school tutoring programs.

English Learner & SWD students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy and/or Mathematics Reflex adaptive program.

#### Specify enhanced services for EL students:

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ACs will dis-aggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs. Students needing additional support will receive Tier 1 intervention in their classroom through small group instruction. TSA & Resource Teacher will support with Tier 2 intervention. English Language Learners will be provided with technology in order to give them access to develop digital literacy in the context of mathematics with online tasks and assignments.

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

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Mathematics SBAC and Interim outcomes will be shared during School Site Council Meetings, Coffee Chats, and ELAC meetings. Spanish HSL will support in parent outreach and interpreting of meetings and materials.

1st-6th grade students who advance from not meeting to nearly meeting, met or exceed standards will be recognized at an awards assembly in which parents will be invited to attend. Students will receive PAWS pride necklaces for their performance or growth on each Interim assessment.

#### Specify enhanced services for low-performing student groups:

---

English Learner & students with disabilities (SWD) students needing Tier 1 support will be provided small group targeted instruction in their classrooms after the outcomes of formative classroom assessments aligned to grade level common formative assessments.

English Learner & SWD students needing Tier 2 intervention will be provided 1-3 additional targeted mathematics instruction based on common formative assessment outcomes. Students in need of Tier 2 intervention will be part of the pool of students invited to after school tutoring programs.

English Learner & SWD students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program.

English Learner & SWD students needing Tier 2 intervention/support after CFA results, will be provided small group instruction for 45 minutes one time per week or depending on the frequency of the CFA data (Resource Teacher).

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

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- Teachers will be provided professional learning focused on intentional planning and designing instruction and tasks targeting key mathematical practices.
- Teachers will continue to build their understanding of mathematics grade level standards through the close reading of the Mathematics Common Core Companion.
- Teachers will continue to build their capacity to plan and design Common Formative Assessments in the content area of mathematics utilizing the Quarterly Planner, Mathematics Common Core Companion, and CAASSP Item Specifications Resources.
- Select teachers will attend the 2020 Winter Standards Institute, which will include travel and conference fees, in which they will take a deep dive into mathematics standards, understand the Shift of "rigor" and how to implement equitable practices in mathematics (language routines, mathematical practices, and how to implement the shifts of Focus, Coherence & Rigor). Substitutes will be provided for teachers attending the Fall Conference.
- Teachers will be provided job-embedded PL through peer observations, cognitive planning, and coaching to support the implementation of mathematical practices and language routines. Substitutes will be provided to support as needed (peer observations, job-embedded PL, etc)

## Action 2

**Title:** Reading by Third Grade

### Action Details:

Winchell will provide a three-tiered approach to literacy support for students for 1st-3rd grade students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives (Guided Reading, Interactive Read Aloud, Implementation of Wonders Curriculum). Tier two will be made up of opportunities for strategic grouping, guided reading, supplemental materials (leveled readers), technology resources and programs. Tier 3 will include tutoring services, technology resources, and deployment.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

1. K-3rd grade teachers design/refine CFAs to monitor student mastery of Reading Foundation Standards. CFA outcomes will provide teachers the information/data needed to provide Tier 1 interventions. Kindergarten Teachers will utilize ESGI tool to create student profiles monitoring Reading Foundation Standards and Skills.
2. Interim 1 and Interim 2 will be analyzed to support the development of Tier 2 interventions for Reading Foundation Standards.
3. 1st-3rd grade students will be screened and identified utilizing DIBELS, BAS and ELD levels to determine placement in Tier 3 intensive literacy intervention. Student progress will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutors.
4. K-2nd grade students will provided Guided Reading instruction to build student reading fluency. Students will be grouped utilizing BAS results into homogeneous groups. Students progress will be monitored through the use of running records and anecdotal notes.

#### Owner(s):

1. K-3rd Grade ACs and Administration
2. 1st-3rd Grade ACs and Administration
3. CTs, ACs and TSA
4. K-2nd Grade ACs and Administration

#### Timeline:

1. 3 CFAs per quarter
2. After each Interim administration (2 times a year)
3. End of the year for K students and August & January for 1st-3rd grade students.
4. BAS students at Q-2, Q-3, and Q-4. Running records as needed to support flexible grouping.

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

- All K-2nd grade students will be provided guided reading instruction with the support of Wonders, Learning A-Z resources, and supplemental leveled readers as Tier 1 and 2 intervention. Teaching fellows will support by working with students working independently as the teacher meets with reading groups.
- 1st-3rd identified students in need of intensive support with decoding and fluency instruction will be provided daily small group instruction for 30-45 minutes by certificated tutors and bilingual instructional aide.
- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to practice Reading Standards: Foundational Skills based on teacher formative assessments.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Reading Foundational Skills.
- English Learner & SWD students needing Tier 3 intervention will receive Tier 1 and 2 interventions in addition to attending after school programs and intensive intervention reading support 30 minutes a day five days a week focusing on Reading Standards: Foundational Skills.

#### Specify enhanced services for EL students:

BIA will support Tier 3 intensive reading intervention students whose first language is Spanish. K-2nd grade English Learner students will be selected to attend after school tutoring to support students to support language development and reading foundation skills/standards.

#### Specify enhanced services for low-performing student groups:

Spanish Speaking EL students who have attended school less than a year in the United States, will be provided BIA support in a small group pull out setting and/or pushing into the classroom.

SWD, specifically students with Speech and Language IEPs will be provided intensive reading intervention when identified by DIBELS and BAS tools as being in need of intensive support.

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

- Parents will be involved in the decision for students to participate in a Tier 3 literacy intervention program.
- Parents will be invited to Student Success Team meetings at least once a month.
- Parents will be provided progress monitoring for students participating in the Tier 3 intensive intervention support.

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

- Teachers will be provided PL on how to best leverage Wonders resources to teach, practice, and reinforce Reading Foundations Standards and Skills.
- Teachers will be provided job-embedded PL through peer observations, guided reading lesson planning, processing professional resource The Next Step Forward in Guided Reading and cross-grade level articulation of best practices.

**Action 3**

**Title:** English Language Arts

**Action Details:**

Accountable Communities will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using an on-going assessment process that includes frequent, team developed, common formative assessments in the content area of English Language Arts. Accountable Communities will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. Accountable Communities will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. Accountable Communities will focus on developing student digital literacy in the context of ELA by designing online tasks and assessments.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
2. FUSD Interim outcomes and Scope & Sequence will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for 1st and 2nd grade.
3. CAASPP IAB outcomes and CAASPP Item Specifications will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for grade 3rd-6th.
4. AC common formative assessments will designed and/or refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. ACs will plan re-engagement and/or enrichment for target groups of students. ACs will develop online assessments and tasks to build on digital literacy skills that parallel Interim/CFAs and SBAC. ACs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA.
5. 3rd-6th AC Teams will work in conjunction with TSA to identify Tier 2 interventions/supports after ELA CSA/IABs.
6. 4th-6th grade AC teams will work in conjunction with TSA and RSP teacher to identify students who are need of tier 3 intensive support with decoding and fluency skills.

**Owner(s):**

1. Instructional Leadership Team/ACs
2. ILT/ACs
3. ILT/ACs
4. ILT/ACs
5. AC/TSA
6. ACs, RSP, TSA

**Timeline:**

1. Beginning of the school year
2. After Interim 1 and Interim 2
3. IABs will be utilized as summative assessments in quarters 1-3. ACs will develop at least one CFA prior to the quarter IAB.
4. ACs will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 1-3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).
5. After each ELA CSA/IAB in quarters 1-3.
6. At the beginning and middle of the school year. New students in need of Tier 3 intervention will be screened to determine the student's need of tier 3 intensive reading intervention services.

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

- Students in need of tier 1 and 2 interventions will be provided small group and re-teaching opportunities after AC developed CFA/CSAs.

- 4th-6th grade students in need of tier 3 intensive intervention will receive small group instruction a minimum of 45 minutes 5 times a week provided by RSP teacher.
- ILT members will be provided supplemental contracts to engage in school-wide cycles and review.
- 2nd-6th grade students will engage in literature circles using chapter books that compliment Wonders text sets.

#### Specify enhanced services for EL students:

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- 3rd-6th EL students will be selected and identified with the support of ACs and TSA to attend after school tutoring programs (Long-Term EL students)
- 4th-6th Long Term EL students will receive support in English Language Development, Reading, and Writing standards, concepts, and/or skills through intervention supported by TSA and Resource Teacher.
- ELPAC substitute Assessors will be provided to administer the speaking portion of the ELPAC assessment.

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

---

ELA SBAC and Interim outcomes will be shared during School Site Council Meetings, Coffee Chats, and ELAC meetings.

1st-6th grade students who advance from not meeting to nearly meeting, met or exceed standards will be recognized at an awards assembly in which parents will be invited to attend. Students will receive PAWS pride necklaces for their performance or growth on each Interim assessment.

#### Specify enhanced services for low-performing student groups:

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- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Anchor Reading Standards.
- English Learner students identified as SWD will receive targeted support in accessing grade level content and text through the support of a Resource Teacher.

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

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- Teachers will be provided PL focusing on best practices and/or instructional strategies that promote discussion grounded in complex text and task.
- Teachers will be provided PL focusing on best practices/instructional strategies that promote daily writing grounded in complex text and task.
- Teachers will be provided professional learning focused on intentional planning and designing instruction and tasks targeting Claim 1 reading targets and Claim 2 Writing Targets.
- Teachers will continue to build their understanding of English Language Arts grade level standards through the close reading of the ELA Common Core Companion.
- Teachers will continue to build their capacity to plan and design Common Formative Assessments in the content area of ELA utilizing SBAC Claims and Targets.
- Teachers will be provided job-embedded PL through peer observations, cognitive planning, and coaching to support the implementation of language routines.
- 3rd-6th grade teachers will be provided opportunities to score and analyze IABs focusing on Claim 1 and Claim 2. Substitutes will be provided so AC teams can score a Full Write Performance Task and create an action to target student learning needs based on scoring trends.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell 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	Bks & Ref			Books and other references \$2233 Goal 1 Action 1 & Action 2	2,233.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and other Goal 1 Action 1 Goal 2 Action 2	2,678.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1, 2, & 3 Goal 2 Action 2 Goal 4 Action 1 8 Planning days (1200) 18 Embedded PL Observation ( 2700) 6 Observation Subs (900) 3 five day Subs for Conference (2300) 8 for 1/2days x2 Subs SBAC Proctors (1200)	11,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1 &2 Student FM and other	15,385.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 &2 Equipment and other	9,743.00
G1A1	Sup & Conc	Instruction	Travel			Goal 1 Action 1: Conference- standard Institute 3-4 teachers /1 admin	27,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Goal 1 Action 1 & 2 Other Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			(tablet maintenance ) Goal 1 Action 1 &2	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Goal 1 Action 1 Goal 2 Action 1 Materials and supplies and other	7,067.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Goal 1 action 1 Equipment and other	1,853.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Ext			Goal 1 Action 2: extra BIA time ( inter/translating	3,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California teaching fellows: (5) 45879	45,879.00
G1A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators	1,500.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	EL and SWD students needing intensive support. Tier 1 & 2 & 3 intervention	48,270.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 1 & 2 Dibels (\$500) Starfall & AR (\$6332) Math Reflexes (\$3295) ESGI (\$920) A-Z (\$1341)	12,388.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics \$1000	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	servicing intensive 1st to 3rd-grade daily in small group instruction	33,648.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A3		Instruction	Teacher-Supp				1,000.00

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 Action 3 supplemental contracts ILT Site Plan cycle of continuous Improvement . 27 hours	1,200.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375	Tier 3	46,706.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Extra Time for students with Reading Resource teacher	2,880.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00

**\$292,905.00**

**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	20.333 %	35.237 %	2017-2018	42.237 %

**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**

Based on the number of students that participate in After School program, sports and extra-curricular activities, our metric does not reflect the correct percentage of students engaged in arts, activities, and athletics. We as a site need to improve our system for entering all students into the Goal 2 system.

Winchell offers three clubs/extra-curricular activities which are Peach Blossom, Student Council and Coding. We need to make an effort to try and create opportunities for more clubs or extra curricular activities by actively recruiting paraprofessionals once all certificated staff have received an opportunity.

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

**Goal 2 Participation Rate**

SDC students who ride the bus and are out of our area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.

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

There were no major differences between the intended and actual implementation of actions and expenditures to meet this goal.

**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.

No changes will be made in this goal, annual metrics, and actions to achieve this goal.

**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:**

School Site Council has been presented with a list of all programs and extra-curricular activities provided at Winchell. SSC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

**2 ELAC:**

ELAC has been presented with a list of all programs and extra-curricular activities provided at Winchell. ELAC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

**3 Staff:**

Staff would like to continue with Fun Works to support our Daughter and Son Dance, School Carnival, Peach Blossom, Student Council, and Sports Programs.

After School Program staff will no longer be able to support sports programs and it will be a site responsibility to recruit sports coaches.

**Action 1**

**Title:** Student Engagement

Action Details:

School is committed to aligning efforts to District Goal 2: All students will engage in arts, activities, and athletics. School will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as athletics, clubs, Saturday Sports, Peach Blossom, Coding, Student Council, field trips, and other school-wide activities (Son/Daughter Dance, Haunted House, Carnival, etc....) Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students in Student Council, Peach Blossom, Coding and the creation of new clubs for the upcoming year.

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

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

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

1. VP, ASP Coordinator and Teachers will enter student rosters of students participating in athletics and extra-curricular activities.
2. Culture & Climate team will monitor student participation in after school sponsored activities (Son & Daughter Dance)
3. Administration will increase efforts to recruit paraprofessionals interested in running clubs after school.
4. The school will sponsor additional field trips and activities through fundraising efforts.

Owner(s):

1. VP, ASP Coordinator, and Teachers.
2. Culture & Climate Team
3. Administration
4. Grade Levels & VP

Timeline:

1. Quarterly
2. Quarterly
3. Beginning of each semester
4. Two times a year

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

- All students will be eligible to attend FUSD sponsored field trips and activities.
- Each grade level will get an opportunity to attend at least one more field trip sponsored through school fundraising.

Specify enhanced services for EL students:

See direct services

Specify enhanced services for low-performing student groups:

See direct services

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

Describe Professional Learning related to this action:

- Parents are invited to chaperone field FUSD and school sponsored field trips.

- Grade level teams plan study trips which aligned to academic standards.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Goal 2 Action 1 Goal 4 Action 1 Teacher Supplemental to support Digital Literacy (42 hours) (1,556) Teachers supplemental Safe/Civil (5PX12hrsX36.90)=2214	3,769.00

**\$3,769.00**

**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
Exposure to Careers - 3rd Grade	97.826 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	99.029 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	99 %	2017-2018	100 %

**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.

<p><b>1</b> 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.</p> <p><b>Exposure to Careers - 3rd Grade</b> All students are encouraged to attend field trips.</p> <p><b>Exposure to Careers - 4th Grade</b> All students are encouraged to attend field trips.</p> <p><b>Exposure to Careers - 6th Grade</b> All students are encouraged to attend field trips.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b> There is no significant disproportionality for any significant subgroup.</p> <p><b>Exposure to Careers - 4th Grade</b> There is no significant disproportionality for any significant subgroup.</p> <p><b>Exposure to Careers - 6th Grade</b> There is no significant disproportionality for any significant subgroup.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There will be no major difference between the intended and actual implementation of actions and budget expenditures to meet this goal.

**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.

No changes will be made to this goal, annual metrics, and actions to achieve this goal.

**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:**

SSC has been informed of FUSD and school site sponsored field trips. SSC members wanted to ensure a system in which chaperones were selected equitably.

**2 ELAC:**

ELAC has been informed of FUSD and school site sponsored field trips. ELAC members wanted to ensure a system in which chaperones were selected equitably.

**3 Staff:**

Staff has been informed of the importance of all students having access to attend the study trips. Students with behavior concerns were given supports by providing extra adult supervision to ensure the orderly and safe participation of all students on field trips.

Staff seeks the opportunity to raise funds to add additional study trips:

- CSU, Fresno
- Fresno Chaffee Zoo
- Hearste Castle
- Discovery Center
- Fresno Fair
- Wild Water Adventures
- Me N Eds (tour and students practice making their own pizza)

### Action 1

**Title:** Character and competencies for workplace success

[Action Details:](#)

School will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. School will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.

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

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

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

1. Teachers will select one student per month based on the demonstration of key character traits.
2. Staff will hand out PAWS bucks demonstrating PAWS guidelines to success. Weekly raffles will be held to announce student winners as an incentive.
3. CWA and administration will promote and recognize positive attendance behaviors through weekly and monthly incentives and recognition of classrooms.
4. TK-6th students with perfect attendance will be recognized at an awards assembly each quarter.
5. Sports coaches implement and make sure students hold up to the Winchell sports agreement/contract to participate in sports (behavior, attendance, and behavior expectations).
6. Teachers will ensure students attend all goal 2 study trips.

Owner(s):

1. VP, Teachers, and Office Managers
2. VP, teachers, and staff
3. CWA and Administration
4. VP & Teachers
5. VP and Sports Coaches
6. 6th grade teachers

Timeline:

1. Monthly
2. Weekly
3. Weekly and Monthly
4. Quarterly
5. Weekly (during each sport)
6. Two times a year.

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

- Students and classrooms will receive certificates and a variety of incentives for positive attendance incentive programs and PAWS guidelines to success recognition.
- CWA will conduct weekly attendance chats for students who are struggling with positive attendance behaviors.

Specify enhanced services for EL students:

see direct services

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

HSL will support in sending home parent invitations to attend Student of the Month recognition ceremonies and awards assemblies.

Specify enhanced services for low-performing student groups:

see direct services

Describe Professional Learning related to this action:

So specific PL

**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	14.265 %	15.152 %	2017-2018	13.152 %
Suspensions Per 100	6.343 %	3.071 %	2017-2018	2.071 %
Student Survey - Included	79.792 %	68.807 %	2017-2018	75.807 %
Student Survey - Caring adult	81.648 %	70.892 %	2017-2018	77.892 %

**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**

Students with chronic absenteeism have been referred to tier 2 and 3 supports which include and are not limited to CWA chats/home visits, 10 X2 mentor, and/or On-Site Counseling services. Students with chronic misbehavior and multiple suspensions have been made more of a priority to receive services and interventions. There needs to be a more of a focus on students who are not attending school that fall under the chronic absenteeism criteria. Students in this criteria are in early primary grades which becomes a parent level intervention. There has not been a concerted effort to focus on these students. Student engagement approaches will not have an impact on this group of students.

**Suspensions Per 100**

Students with intensive, chronic misbehavior, and multiple suspensions have been provided priority in receiving tier 2 and 3 supports and interventions. Students with multiple suspensions were referred to receive On-Site Counseling Services and RCA support when there were frequent incidents of physical aggression during recess. SWD were given priority to receive On-Site Counseling services or counseling services were included in their IEP when students had an intensive behavioral and social-emotional needs. There is currently a waiting list for counseling services and our 3rd and 4th RCA recess support block is currently full. There is a need for an increase for counseling services.

**Student Survey - Caring adult**

**Student Survey - Included**

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

**Chronic Absenteeism**

23% of the SWD student group were chronically absent compared to 15% of all students. There is a correlation between SWD who have multiple suspensions and chronic misbehaviors and the students who are chronically absent. Students are not feeling/having success academically and behaviorally are not wanting to attend school.

**Suspensions Per 100**

7% of the SWD student group were suspended compared to 1.8% of all students. There was a reduction in students suspended from the previous school year by 4.7% which is significant drop. The students who generated the suspensions minimized the number of office referrals as well. SWD student group will need additional supports in common areas such as the bus, lunch recess, transitions, and the cafeteria. Most incidents of misbehavior that lead to suspensions have occurred in common areas.

**Student Survey - Caring adult**

**Student Survey - Included**

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

There were no major differences in the between the intended and actual implementation of actions and budget expenditures to meet this goal. We tried to add counseling hours mid-year, but could not based on our district process to get contracts approved. The On-Site Counselor provider was able to place an intern at our site at no cost to mitigate our waiting list.

**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.

As a result, of the analysis in steps 1 and 2, there will be in an increase the number of On-Site counseling hours from 386 to 760 hours. We will not be continuing with the RCA position. We will focus our resources to support students with intensive behaviors during recess by restructuring our recess/playground areas to increase more activities equipment and supervision. Aparaprofessional/instructional assistant will push in to provide academic support to small groups of students and/or individual students in the classroom setting and will be able to support students with conflict resolution sessions as result of conflicts during morning recess.

**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:

2017-18 Data Dashboard outcomes were shared at January and February SSC meetings.

Preliminary data from 2017-18 was shared at the February 28th SSC meeting to determine the current actions and impact.

SSC recommended to continue with current supports and actions planned for next year.

**2** ELAC:

2016-17 Social Emotional & Culture & Climate Domain data was presented at the fall semester and on March 7 to support actions for 2018-19.

ELAC members analyzed all metrics specific to EL students.

Preliminary data from 2017-18 was shared at the March 7th ELAC meeting to determine the current actions and impact.

ELAC recommended to continue with current supports and actions planned for next year.

**3** Staff:

- Staff PL March 1st and follow up based on input and suggestions on March 5th (Please review attached documents)
- Staff Recommendations
- Staff wanted data to determine the impact and effectiveness of RCA position. Staff were presented with quantitative and qualitative progress monitoring plan. The position will remain in place at least one year prior to determining next steps with the position.

**Action 1**

**Title:** Social Emotional Supports

**Action Details:**

School will implement and encourage developing and building relationships with students to demonstrate there is an adult that really cares about the child. The school will implement tiered level of supports to meet the social-emotional, behavioral, and academic needs of all students. The school will continue to implement universal social-emotional and behavioral supports through the implementation of Second Step, Classroom Meetings that Matter Curriculum and a variety programs and strategies to promote positive behaviors such PAWS Guidelines to Success incentives/assemblies, Bucket Fillers, 3:1 ratio, CHAMPS, and individual and classroom positive attendance incentives. As part of a tiered level of support, students in need of tier 2 and 3 supports and interventions will be provided individualized behavior charts, participation in attendance groups, social skills groups, behavioral and social-



emotional interventions provided by Paraprofessional/Instructional Assistant and/or counseling provided by an On-Site Counselor.

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

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

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

1. Culture & Climate team will review suspension and office referrals to discover root causes and develop supports and intervention based on who, what, where, and when the misbehavior is occurring.
2. Administration will meet with CWA to identify students that meet the chronic absenteeism and engage them in available supports and interventions.
3. Student Success Team (Paraprofessional/Instructional Assistant, RSP Teacher, Certificated Tutors, GE teacher, TSA, parents, teacher, and key support staff) and administration will refer students who meet tier 2 and 3 criteria for services and support from Paraprofessional/Instructional Assistant and/or On-Site Counselor.
4. Culture & Climate team will analyze student culture and climate survey responses to determine opportunities to target key social-emotional constructs (growth mind set, self-efficacy, self-awareness, and self-management). Supplemental Contracts for Culture and Climate Team and NTAs to receive professional learning based on student support needs.

#### Owner(s):

1. Culture & Climate Team
2. Administration & CWA
3. Student Success Team
4. Culture & Climate Team

#### Timeline:

1. Quarterly
2. Beginning of the year and each quarter following.
3. At least once a month or as needed when students are referred to the SST process.
4. Quarterly

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

- Student Success Team will organize and facilitate SST meetings with the support of HSL. SST meetings will be scheduled as needed and once a month a roving substitute will be provided to classroom teachers for a full day of SST meetings.
- Child Welfare Attendance specialist will continue to support families with poor attendance behaviors by providing them with the necessary resources and continue to engage students by facilitating attendance and social skills groups.
- Paraprofessional/Instructional Assistant will provide social-emotional, behavioral, and/or academic supports, learning options, alternatives and various activities in order to achieve their personal best in the classroom setting, playground, and/or designated classroom.
- On-Site Counselor will provide group and individual counseling services to identified students.
- Materials and supplies such as but not limited to paper, pencils, notebooks, journals, copier, dry erase pens, AR/STAR licenses, etc. will be provided as needed.
- Students with disabilities (SWD) with intensive behavior needs and poor attendance behaviors will be provided priority to On-Site Counseling services, Child Welfare Attendance Specialist supports, and will be a focus of monthly SPED and administration team meetings.

#### Specify enhanced services for EL students:

English Language Learners with social-emotional needs will have access to the Resource Counseling Assistant who will provide them with social-emotional support giving them access to high quality learning options, alternatives and various activities in order to achieve their personal best.

#### Specify enhanced services for low-performing student groups:

English Learners and SWD with intensive and/or chronic misbehaviors will be paired with a 10 x2 mentor as tier 2 support.

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

- Suspension, expulsion, attendance rates, key social-emotional survey results will be provided to parents at SSC, ELAC, and Coffee Chats.
- Parents will be provided child care, parent courses, supplies, and snacks to support parent involvement in the decision-making process.
- HSL support will include, but not be limited to, the organization of parent meetings, organizing parent courses, parent outreach, home visits, extra pay for extended parent meetings/support, etc. in order to best

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

- Teachers will be provided PL focusing on how to establish an invitational learning environment, build relationships with students, and increase student cognitive engagement.
- Culture & Climate Team will facilitate professional learning topics based on student needs and site-based data (office referrals), suspensions, student survey results, and SEL ratings.
- Teachers will receive professional learning on the the growth mind set, self-management, self-efficacy, and self-awareness.

support parents in being actively involved in their child's education and thus support their child's social, behavioral, and academic success.

- Child care/Translators

- Teachers will receive professional learning, supports, strategies, and resources to implement tier 1 and 2 students interventions/supports.
- NTAs and support staff will receive professional learning based on student support needs and to provide strategies in line with a positive culture and climate.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell 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	Teacher-Subs			Goal 4 Action 1 Sub for SST (10)	1,871.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			Goal 1 Action 1 &3 Goal 2 Action 1 Goal 3 Action 1 Goal 4 action 1 supplies for student Achievement \$1740 (No Food/Incentives)	2,869.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parents meeting/ school site council 213 hours	4,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Goal 4 Action 1 HSL Mileage	100.00
G4A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Paraprofessional/ instructional Assistant will provide social- emotional , and academic support.	43,623.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Goal 4 Action 1: copier Lease	7,400.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parents supplies, Food Max and other \$2000	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-site counseling/FPU (760hrs 4 days a week Aug 12 - June 4)	35,000.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Goal 4 Action 1 Classified Supplemental Safe/Civil (NTA)	3,121.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Spanish school Liaison	49,828.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Supplemental for HSL	1,500.00

**\$151,312.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0490 Winchell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and other references \$2233 Goal 1 Action 1 & Action 2	2,233.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and other Goal 1 Action 1 Goal 2 Action 2	2,678.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1, 2, & 3 Goal 2 Action 2 Goal 4 Action 1 8 Planning days (1200) 18 Embedded PL Observation ( 2700) 6 Observation Subs (900) 3 five day Subs for Conference (2300) 8 for 1/2days x2 Subs SBAC Proctors (1200)	11,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1 &2 Student FM and other	15,385.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 &2 Equipment and other	9,743.00
G1A1	Sup & Conc	Instruction	Travel			Goal 1 Action 1: Conference- standard Institute 3-4 teachers /1 admin	27,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Goal 1 Action 1 & 2 Other Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			(tablet maintenance ) Goal 1 Action 1 &2	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Goal 1 Action 1 Goal 2 Action 1 Materials and supplies and other	7,067.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Goal 1 action 1 Equipment and other	1,853.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Ext			Goal 1 Action 2: extra BIA time ( inter/translating	3,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California teaching fellows: (5) 45879	45,879.00
G1A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators	1,500.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	EL and SWD students needing intensive support. Tier 1 & 2 & 3 intervention	48,270.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 1 & 2 Dibels (\$500) Starfall & AR (\$6332) Math Reflexes (\$3295) ESGI (\$920) A-Z (\$1341)	12,388.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics \$1000	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	servicing intensive 1st to 3rd-grade daily in small group instruction	33,648.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 Action 3 supplemental contracts ILT Site Plan cycle of continuous Improvement . 27 hours	1,200.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375	Tier 3	46,706.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Extra Time for students with Reading Resource	2,880.00

G1A3		Instruction	Teacher-Supp		teacher	2,880.00
G1A3	LCFF: EL	Instruction	Direct-Other		ELPAC Assessors	5,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp		Goal 2 Action 1 Goal 4 Action 1 Teacher Supplemental to support Digital Literacy (42 hours) (1,556) Teachers supplemental Safe/Civil (5PX12hrsX36.90)=2214	3,769.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs		Goal 4 Action 1 Sub for SST (10)	1,871.00
G4A1	Title 1 Basic	Instruction	Mat & Supp		Goal 1 Action 1 &3 Goal 2 Action 1 Goal 3 Action 1 Goal 4 action 1 supplies for student Achievement \$1740 (No Food/Incentives)	2,869.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Babysitting for parents meeting/ school site council 213 hours	4,000.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage		Goal 4 Action 1 HSL Mileage	100.00
G4A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500 Paraprofessional/ instructional Assistant will provide social- emotional , and academic support.	43,623.00
G4A1	Sup & Conc	Instruction	Off Eq Lease		Goal 4 Action 1: copier Lease	7,400.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp		Parents supplies, Food Max and other \$2000	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements		On-Site Counseling/FPU : On-site counseling/FPU (760hrs 4 days a week Aug 12 - June 4)	35,000.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp		Goal 4 Action 1 Classified Supplemental Safe/Civil (NTA)	3,121.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500 Spanish school Liaison	49,828.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup		Supplemental for HSL	1,500.00
						<b>\$447,986.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,330.00
Sup & Conc	7090	\$271,785.00
LCFF: EL	7091	\$110,871.00
<b>Grand Total</b>		<b>\$447,986.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$292,905.00
G2 - All students will engage in arts, activities, and athletics	\$3,769.00
G4 - All students will stay in school on target to graduate	\$151,312.00
<b>Grand Total</b>	<b>\$447,986.00</b>