

**Winchell Elementary School**

10621666006571

Principal's Name: Sandra Aguayo

Principal's Signature: 

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 :

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## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	59/65	40 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	53/66	56.68 %
<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	53/67	11.42 %
<input 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	53/67	88.58 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	44/66	11.31 %
<input 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	34/67	78.37 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	52/68	29.61 %
<input type="checkbox"/>	Elementary	EL	1- English Proficiency	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and	45/68	50.97 %

Redesignation	Growth	language assessments	%
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<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	38/67	48.57 %
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### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<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	41/68	38.66 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	58/64	37.5 %

### 5 Climate Culture

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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)	57/67	26.62 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	34/67	29.27 %



Elementary

Student  
Engagement

4- Long Term  
Engagement

[5948](#)

Number and percentage of unique students engaged in any ongoing  
Goal 2 activities for 2 or more consecutive years.

9/15

%

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 1</b>	<i>Detail the action: As a result of ACs engaging in recurring cycles of review, the school will provide a multi-tiered and systematic intervention and enrichment with flexible grouping in real time. ACs, TSA, and RSP Teacher will utilize multiple measures to determine students in need of Tier 3/Intensive intervention. Students in need of Tier 3 and Intensive intervention will receive small group instruction supported by CTs, Resource Teacher, RSP Teacher, and TSA.</i>		
<b>SQII Element:</b> <ul style="list-style-type: none"> <li>• SBAC ELA #5926</li> <li>• Reading By Third Grade #6032</li> </ul>	<b>SQII Sub-element(s):</b> <ul style="list-style-type: none"> <li>• #5994 Growth on the Most Recent ELA SBAC</li> <li>• #3169 Number/Percentage of 3<sup>rd</sup> grade students reading on grade level</li> <li>• #6035 Number/ Percentage of K-3<sup>rd</sup> grade students reading on grade level in previous year and are on track to remain on grade level.</li> <li>• #6062 K-3 students not on grade level one grade level below</li> </ul>	<b>Site Growth Target:</b> <ul style="list-style-type: none"> <li>• SBAC ELA 26%</li> <li>• Reading By 3<sup>rd</sup> Grade 35%</li> </ul>	<b>Vendor (contracted services)</b> <ul style="list-style-type: none"> <li>• ESGI, LLC</li> <li>• University of Oregon, Center on Teaching and Learning (DIBELS)</li> <li>• Curriculum Associates(I-Ready)</li> <li>• Learning A-Z</li> <li>• California Teaching Fellows Foundation (Teaching Fellows)</li> <li>• Scholastic</li> </ul>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<b>Reasoning:</b> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<b>Write a SMART Goal to address each data point:</b> <ul style="list-style-type: none"> <li>• As measured by 2017 SBAC, 26% of 3<sup>rd</sup>-6<sup>th</sup> grade students will meet or exceed standards in English Language Arts.</li> <li>• As measured by KAIG, 28% of Kindergarten students will be on grade level by quarter 4 KAIG.</li> <li>• As measured by BAS and ELA Interim results, 40% of 1st grade students will end the 2017 school year on grade level.</li> <li>• As measured by DRP and ELA Interim results, 20 % of 2<sup>nd</sup> grade students will end the 2017 school year on grade level.</li> </ul>			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)		<b>Owner(s)</b> ILT	<b>Timeline</b>

<ul style="list-style-type: none"> <li>• <i>TK-Kindergarten AC will utilize AC Common Formative Assessments to guide and inform instruction. ESGI will be utilized and track individual student needs to target ELA KAIG and support small group instruction. Small group instruction will be supported by Kindergarten Instructional Aides.</i></li> <li>• <i>1<sup>st</sup> grade ACs will utilize BAS, Interim results, and Common Formative assessments to engage in cycles of review.</i></li> <li>• <i>2<sup>nd</sup> -3<sup>rd</sup> grade AC teams will develop common formative assessments to provide differentiated reading instruction aligned to grade level standards. Interim results and BAS will be utilized as summative results.</i></li> <li>• <i>1<sup>st</sup>-3<sup>rd</sup> grade AC teams will collaborate with TSA to diagnose and provide intensive intervention for Tier 3 students not yet reading or in need of decoding skills and phonemic awareness. Students will be progressed monitored with targeted skills once every two weeks (DIBELS).</i></li> <li>• <i>4<sup>th</sup>-6<sup>th</sup> grade AC Teams will collaborate and develop CFAs aligned to grade level standards to support students with reading comprehension.</i></li> <li>• <i>In collaboration with 4<sup>th</sup>-6<sup>th</sup> grade teachers, the RSP teacher will screen and assess students that qualify for Tier 3 reading intervention. Students will be progress monitored utilizing Corrective Reading assessment tools on a weekly basis.</i></li> <li>• <i>1<sup>st</sup>-6<sup>th</sup> grade ACs will analyze and utilize Interim assessment results for formative and summative purposes.</i></li> <li>• <i>Continue to provide systematic feedback on elements of the Instructional Practice Guide as a focus of COP, ILT and staff professional learning commitments.</i></li> <li>• <i>Continue conduct walkthroughs, feedback, and reflective conversations to individual teacher and ACs.</i></li> </ul>	<p>ACs TSA RSP Teacher</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning: ACs will be provided professional learning on the characteristics and actions of highly functioning teams. Certificated Tutors will receive professional learning on implementing the Reading Mastery program with fidelity. Support staff will receive professional learning on effective instructional strategies to maximize small group instruction. Teachers will receive professional learning on effective practices for small group instruction such as guided reading, differentiating instruction, and I-Ready program.</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students performing under the Tier 3 and intensive criteria will receive small group instruction focusing on decoding and phonemic awareness. TK-K students will be progressed monitored utilizing the ESGI tool. 1<sup>st</sup>-3<sup>rd</sup> grade Tier 3 student progress will be monitored every two weeks utilizing DIBELS.</i></p>		

*Reading Mastery materials will be utilized to support students receiving Tier 3 reading instruction. I-Ready will be piloted by two grade levels to support and target individualized student reading comprehension needs in conjunction with differentiated reading instruction. Teaching Fellows will support the technical aspects and monitoring students as they engage with the I-Ready program. TK-6th grade students will be provided supplemental reading materials which include, but not limited to, A to Z, leveled readers, Scholastic Science Weekly readers, and grade level literature text sets. Materials and supplies such as but not limited to paper, pencils, notebooks, journals, copier, dry erase pens etc...will be provided as needed.*

*Specify additional targeted actions for EL students: EL students in 1<sup>st</sup>-3<sup>rd</sup> grade performing at the Tier 3 and intensive criteria will receive small group instruction focusing on vocabulary and L<sub>1</sub> support in conjunction with developing decoding and phonemic awareness skills provided by the CT and BIA. EL students in grades TK-6<sup>th</sup> will receive targeted instruction with Tier 2 vocabulary words to support access to complex/grade level text. 1<sup>st</sup>-6<sup>th</sup> EL student CELDT levels will be utilized as an additional data source to provide individualized instructional supports in Reading, Writing, Speaking and Listening Standards. ACs will disaggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.*

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			\$11,028
1	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,918
1	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Teacher, Resource	0.2187			\$18,881
1	1	EL	Instruction	Teacher- Regular Salaries	Teacher, Resource	0.2188			\$18,889
1	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.4375			\$42,838
1	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.4375			\$32,939



1	1	EL	Instruction	Instr Aide-Extra Time Salaries				Domain 1 Action 1 Extra Time BIA (3000)	\$3,000
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Domain 1 Action 1 Supplemental Contract ILT Site Plan Cycle of Continuous Improvement (1200)	\$1,200
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Domain 1 Action 2 Maintenance (Dist. Wk. orders)	\$200
1	1	Title 1 Basic	Instruction	Books & Other Reference				Domain 1 Action 1 Supplemental Text Sets. Vendor? (Scholastic, Barnes and Noble, HM, etc.)	\$3,626
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 Scholastic Science Weekly Subscription (60) Vendor: Scholastic	\$300
1	1	Sup & Conc	Instruction	Books & Other Reference				Action 1 Domain 1 I-Ready Program Licenses Vendor: Curriculum Associates	\$7,516
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 Supplemental Text Sets Vendor? (Scholastic, Barnes and Noble, HM, etc.)	\$1,000
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 Dibels Vendor: University of Oregon, Center on Teaching and Learning	\$500
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 Partial Payment Learning A-Z, Vendor: Learning A-Z	\$540
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 ESGI Vendor: ESGI, LLC	\$800

1	1	EL	Instruction	Books & Other Reference				Domain 1 Action 1/5 Partial payment Learning A-Z Vendor: Learning A-Z	\$360
1	1	EL	Instruction	Books & Other Reference				Domain 1 Action 1/5 Avenues Books Vendor: Hampton Brown	\$1,500
1	1	EL	Instruction	Books & Other Reference				Domain 1 Action 1/5 Supplemental Text Sets Vendor? (Scholastic, Barnes and Noble, HM, etc.)	\$1,500
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Domain 1 Action 1 Graphics	\$1,000
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Domain 1 Action 1 Teaching Fellows Contract (3) Aug.29-May 26	\$25,698
Total									\$182,233

Domain	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 2</b>	<i>Detail the action: ACs 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. ACs will focus on developing student digital literacy in the context of mathematics by designing online tasks and assessments.</i>		
<i>SQII Element: SBAC Mathematics #6169</i>	<i>SQII Sub-element(s): #6260 Growth SBAC Math</i>	<i>Site Growth Target: SBAC Mathematics 14% + 2% = 16%</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <b>New Action</b> <input type="checkbox"/> <b>On-going</b>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <b>Data</b> <input type="checkbox"/> <b>Research-based</b> <input type="checkbox"/> <b>Local Knowledge/Context</b>		
<i>Write a SMART Goal to address each data point:</i>			
<ul style="list-style-type: none"> <li>As measured by 2017 SBAC, 16% of 3<sup>rd</sup>-6<sup>th</sup> grade students will meet or exceed standards in mathematics.</li> <li>As measured by KAIG, 30% of students will master all math sections of the KAIG by the 4<sup>th</sup> quarter.</li> <li>As measured by Interim Results, 25% of 1<sup>st</sup> grade students will end the 2017 school year on grade level.</li> </ul>			

<ul style="list-style-type: none"> <li>As measured by Interim Results, 18% of 2<sup>nd</sup> grade students will end the 2017 school year on grade level.</li> </ul>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>SBAC and Interim Assessment results will be utilized to provide summative data to establish school wide and grade level goals.</li> <li>AC common formative assessments will be utilized to plan and inform instruction. ACs will review common formative assessments between Interim instructional windows to target student learning.</li> <li>Continue to provide systematic feedback on elements of the Instructional Practice Guide as a focus of COP, ILT and staff professional learning commitments.</li> <li>Continue conduct walkthroughs, feedback, and reflective conversations to individual teacher and ACs.</li> </ul>	<p><i>Owner(s)</i>                      ILT                      ACs                      TSA                      RSP Teacher</p>	<p><i>Timeline</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>PL will focus on the deconstruction and cross grade level articulation of digital literacy skills to build a school wide progression and commitment to target digital literacy skills at each grade level.</li> <li>A supplemental contract will be provided to a teacher to support staff with digital literacy and application of programs.</li> <li>Teachers will be provided professional learning focused on intentional planning and designing instruction and tasks targeting key mathematical practices.</li> <li>Teachers will continue to build their understanding of mathematics grade level standards through the analysis of the Progressions for the Common Core State Standards in Mathematics documents.</li> <li>Teachers will continue to build their capacity to plan and design Common Formative Assessments in the content area of mathematics.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): 3<sup>rd</sup>-6<sup>th</sup> 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. Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dry erase pens etc...will be provided as needed.</i></p>		
<p><i>Specify additional targeted actions for EL students: ACs will disaggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Teacher-Supplemental Salaries				Domain 1 Action 2 Teacher Supplemental to support Digital Literacy (1000-33 hrs). Domain 2 Action 3 Teacher Supplemental Safe/Civil Team (4x12hrs/30)-1440	\$2,500
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tablets, Tablet Carts, other-0	\$18,703
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tablets/Carts 36,283, other 1,000, other (from AR) 3000 \$6,889 moved from Title I	\$6,889
2	1	EL	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tablets/Carts 32,477, Other 1016	\$33,493
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tablets/Carts 36,283, other 1,000, other (from AR) 3000 \$6,889 moved to Title I	\$33,894
2	1	Sup & Conc	Instruction	Other Equip Maintenance				Domain 1 Action 2 Other Equip. Maintenance	\$200
Total									\$95,679

<b>Domain</b>	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
	<b>Action # 3</b>	Detail the action: The school will continue to address Social-Emotional needs through the implementation of Second Step and Classroom Meetings that Matter Curriculum. The school will continue to promote positive attendance behaviors through rewards and incentives. The school will target students with poor attendance behaviors, chronic level 1 misbehaviors, and/or multiple suspensions. Student services, supports and interventions will be				

<i>recommended through the Students Success Team collaborative process. The menu of supports provided will include, but will not be limited to individualized behavior charts, participation in attendance groups, social skills groups, group counseling, and/or individual counseling.</i>			
<i>SQII Element: 6109 (suspension)</i>	<i>SQII Sub-element(s):4081, 397,</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services) • On-Site Counseling</i>
<input 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 checked="" type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: As measured by the Student Survey 85% or more students will respond “agree” or “strongly agree” to “There is a teacher or some other adult who really cares about me.” As measured by ATLAS, the number of students suspended will decrease from the 2016 baseline. As measured by ATLAS, the percentage of African American students suspended will be proportionate to the school percentage/number.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Safe and Civil School team will engage in cycles of review analyzing and reviewing survey data, office referrals, and suspensions to establish areas of need and opportunities for improvement.</i>		<i>Owner(s) Safe &amp; Civil School Team CWA TSA On-Site Counselor</i>	<i>Timeline</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<i>Describe related professional learning: Safe &amp; Civil Schools 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, strategies, and resources to support students at Tier 2 and Tier 3 behavioral needs.</i>			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): TSA 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. 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 etc...will be provided as needed.</i>			
<i>Specify additional targeted actions for EL students: Spanish speaking HSL will support with communicating and translating during SST meetings.</i>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	In-House Instructional Staff Development	Other Classified-Supplemental				Domain 2 Action 3 Classified Supplemental Safe and Civil (1 X 12..121.20) Domain 2 Action 3 NTA Supplemental Safe and Civil (12 X 1 1212)	\$1,500
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Domain 2 Action 3 Subs for SST	\$1,302
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Domain 2 Action 3 On-Site Counseling Fee	\$588
3	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	Domain 2 Action 3 On-Site Counseling 772 Hours	\$29,400
3	2	Sup & Conc	Instruction	Materials & Supplies				Domain 2 Action 3 Student Incentives (FM 575) Domain 1-3 Action 1-5 Supplies, other (5025)	\$8,107
Total									\$40,897

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 # 4</b>	<p><i>Detail the action: The school will continue to provide multiple opportunities for parent engagement and involvement. The school will continue to provide child care during School Site Council Meetings, ELAC, Principal Coffee Chats, SST meetings, and Parent Courses. HSL and Parent University will continue to develop and deliver parent courses based on school and student needs. Spanish HSL will ensure all school activities, meetings, and communication are interpreted/translated. A Health Aide will provide health services to students and support parents in meeting their children’s health needs. HSL in conjunction with Parent University will provide informational meetings and support on how to utilize the Parent Portal and Edutext as means to monitor and engage with their child’s academic progress.</i></p>		

<p><i>SQII Element: 356</i></p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target: 85%</i></p>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> <li><i>Renaissance Learning (Accelerated Reader)</i></li> </ul>
<p><input type="checkbox"/> <i>New Action</i>   <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>   <input checked="" type="checkbox"/> <i>Data</i>   <input type="checkbox"/> <i>Research-based</i>   <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: As measured by the Parent Survey, 85% or more will “agree” or “strongly agree” to “I feel respected and welcomed at my child’s school.” As measured by ATLAS, ACs will set goals to increase Parent Portal visits a total of 10%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Principal, HSL, and VP will monitor parent participation through parent sign-in sheets.</i></li> <li><i>HSL and Principal will continue to collect feedback, suggestions, and concerns at formal and informal meetings to continue to improve communication and services.</i></li> <li><i>HSL, Principal and ACs will set goals to increase Parent Portal visits based on their baseline.</i></li> </ul>		<p><i>Owner(s)</i> <i>Principal</i> <i>VP</i> <i>HSL</i></p>	<p><i>Timeline</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): HSL will monitor and assess parent needs to design engagement opportunities. Child care will be provided to support parent engagement in school meetings such as SSC, ELAC, Coffee Chats, and Parent Courses etc...</i></p>			
<p><i>Describe related professional learning:</i></p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Materials and supplies such as but not limited to paper, pencils, notebooks, journals copier, dry erase pens etc...will be provided as needed.</i></p> <p><i>Specify additional targeted actions for EL students: Parents whose students are in need of social-emotional supports will receive communication in Spanish by all service providers.</i></p>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750		4 days a week, 3 hrs. 45 min. a day	\$10,563
4	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2188			\$6,889
4	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2187			\$6,886
4	3	EL	Parent Participation	Classified Support-Extra Time				Domain 3 Action 4 Extra Time HSL (1000)	\$1,000
4	3	EL	Parent Participation	Classified Support-Supplemental				Domain 3 Action 4 Supplemental for HSL (1000)	\$1,000
4	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Domain 3 Action 4 Babysitting for parent meetings/school site events	\$4,000
4	1	Sup & Conc	Instruction	Office Equipment Lease				Domain 1 Action 1-5 Copier Lease	\$1,800
4	3	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Domain 3 Action 4 Mileage HSL	\$100
4	3	Sup & Conc	Parent Participation	Materials & Supplies				Domain 3 Action 4 Parent supplies (FM, SAMs, materials, etc.)	\$2,000
Total									\$34,238



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 # 5</b>		Detail the action: English Learners will receive designated and integrated English language development. AC will continue to develop and implement instructional strategies that allow EL students to access complex text and engage in Speaking and Listening, Reading, and Writing grounded in complex text.							
SQII Element: #917 EL Redesignation		SQII Sub-element(s):#926 Long Term EL, #4774 Number/Percentage of redesignated LTEs	Site Growth Target:	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: As measured by CELDT and BAS/DRP or Interim, 21% of EL students will be redesignated by the end of 2017. As measured by CELDT and DRP or Interim, 50% of LTEs will be redesignated by the end of 2017									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Accountable Communities will disaggregate for all assessments including, but not limited to, Common Formative Assessments, Common Assignments, Summative Assessments, and Interim results to support and target EL assessed needs.			Owner(s) VP ACs TSA Principal	Timeline					
Explain the Targeted Actions for Parent Involvement (required by Title I): Describe related professional learning: In collaboration with EL services teachers will be receiving PL on the following topics: Culturally and Linguistically responsive teaching; Formative assessment and Scaffolding; Abundant Conversations and Writing & Text Oriented Talk About Language									
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): TSA in coordination with 5 <sup>th</sup> and 6 <sup>th</sup> grade teachers will develop a CELDT instructional focus three weeks prior to the CELDT administration. LTEL students will receive small group and targeted instruction based on their most recent CELDT. CELDT assessors will support with the CELDT administration. Specify additional targeted actions for EL students:									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	EL	Instruction	Direct-Other (Dr)				Domain 3 Action 5 CELDT Assessors	\$3,800
5	3	EL	Instruction	Materials & Supplies				Domain 3 Action 5/ All other domains/actions-Supplies/other	\$2,501

Total	\$6,301
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C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Winchell - 0490

**ON-SITE ALLOCATION**

3010	Title I	\$61,518 *
7090	LCFF Supplemental & Concentration	\$177,434
7091	LCFF for English Learners	\$120,396
		\$359,348
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$359,348</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,338
Remaining Title I funds are at the discretion of the School Site Council	\$60,180
Total Title I Allocation	\$61,518

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 0490 Winchell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Domain 1 Action 1 Supplemental Contract ILT Site Plan Cycle of Continuous Improvement (1200)	1,200.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Domain 1 Action 1 Supplemental Text Sets. Vendor? (Scholastic, Barnes and Noble, HM, etc.)	3,626.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : Domain 1 Action 1 Teaching Fellows Contract (3) Aug.29-May 26	25,698.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		42,838.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.219		18,881.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,918.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Domain 1 Action 1 Dibels Vendor: University of Oregon, Center on Teaching and Learning	500.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Domain 1 Action 1 Partial Payment Learning A-Z, Vendor: Learning A-Z	540.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Domain 1 Action 1 ESGI Vendor: ESGI, LLC	800.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Domain 1 Action 1 Scholastic Science Weekly Subscription (60) Vendor: Scholastic	300.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Action 1 Domain 1 I-Ready Program Licenses Vendor: Curriculum Associates	7,516.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Domain 1 Action 1 Supplemental Text Sets Vendor? (Scholastic, Barnes and Noble, HM, etc.)	1,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Domain 1 Action 2 Maintenance (Dist. Wk. orders)	200.00
1	1	Sup & Conc	Instruction	Direct-Graph			Domain 1 Action 1 Graphics	1,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.438		32,939.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Resource	0.219		18,889.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,028.00
1	1	EL	Instruction	Ins Aide-Ext			Domain 1 Action 1 Extra Time BIA (3000)	3,000.00
1	1	EL	Instruction	Bks & Ref			: Domain 1 Action 1/5 Partial payment Learning A-Z Vendor: Learning A-Z	360.00
1	1	EL	Instruction	Bks & Ref			: Domain 1 Action 1/5 Avenues Books Vendor: Hampton Brown	1,500.00
1	1	EL	Instruction	Bks & Ref			: Domain 1 Action 1/5 Supplemental Text Sets Vendor? (Scholastic, Barnes and Noble, HM, etc.)	1,500.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Domain 1 Action 2 Tablets, Tablet Carts, other-0	18,703.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Domain 1 Action 2 Tablets/Carts 36,283, other 1,000, other (from AR) 3000 \$6,889 moved from Title I	6,889.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Domain 1 Action 2 Tablets/Carts 36,283, other 1,000, other (from AR) 3000 \$6,889 moved to Title I	33,894.00
2	1	Sup & Conc	Instruction	Oth Equ Mnt			Domain 1 Action 2 Other Equip. Maintenance	200.00
2	1	EL	Instruction	Teacher-Supp			Domain 1 Action 2 Teacher Supplemental to support Digital	2,500.00

1			Instruction	Teacher-Supp		Literacy (1000-33 hrs). Domain 2 Action 3 Teacher Supplemental Safe/Civil Team (4x12hrs/30)-1440	2,500.00
2	1	EL	Instruction	Nc-Equipment		Domain 1 Action 2 Tablets/Carts 32,477, Other 1016	33,493.00
3	2	Title 1 Basic	Instruction	Teacher-Subs		Domain 2 Action 3 Subs for SST	1,302.00
3	2	Sup & Conc	Instruction	Mat & Supp		Domain 2 Action 3 Student Incentives (FM 575) Domain 1-3 Action 1-5 Supplies, other (5025)	8,107.00
3	2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp		Domain 2 Action 3 Classified Supplemental Safe and Civil (1 X 12..121.20) Domain 2 Action 3 NTA Supplemental Safe and Civil (12 X 1 1212)	1,500.00
3	2	Sup & Conc	Guidance & Counseling Services	Subagreements		Counseling: On-Site Counseling/FPU : Domain 2 Action 3 On-Site Counseling 772 Hours	29,400.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other		Domain 2 Action 3 On-Site Counseling Fee	588.00
4	3	Title 1 Basic	Parent Participation	Cls Sup-Sup		Domain 3 Action 4 Babysitting for parent meetings/school site events	4,000.00
4	3	Title 1 Basic	Attendance & Social Work Service	Local Mileag		Domain 3 Action 4 Mileage HSL	100.00
4	1	Sup & Conc	Instruction	Off Eq Lease		Domain 1 Action 1-5 Copier Lease	1,800.00
4	3	Sup & Conc	Parent Participation	Mat & Supp		Domain 3 Action 4 Parent supplies (FM, SAMs, materials, etc.)	2,000.00
4	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	6,889.00
4	3	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.375	4 days a week, 3 hrs. 45 min. a day 10,563.00
4	3	EL	Parent Participation	Cls Sup-Ext		Domain 3 Action 4 Extra Time HSL (1000)	1,000.00
4	3	EL	Parent Participation	Cls Sup-Sup		Domain 3 Action 4 Supplemental for HSL (1000)	1,000.00
4	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	6,886.00
5	3	EL	Instruction	Mat & Supp		Domain 3 Action 5/ All other domains/actions- Supplies/other	2,501.00
5	3	EL	Instruction	Direct-Other		Domain 3 Action 5 CELDT Assessors	3,800.00
							<b>\$359,348.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,518.00
Sup & Conc	7090	\$177,434.00
EL	7091	\$120,396.00
<b>Grand Total</b>		<b>\$359,348.00</b>

Domain Totals	Budget Totals
Academic	\$279,712.00
Culture & Climate	\$38,739.00
Social/Emotional	\$40,897.00
<b>Grand Total</b>	<b>\$359,348.00</b>

E.1. Assurances

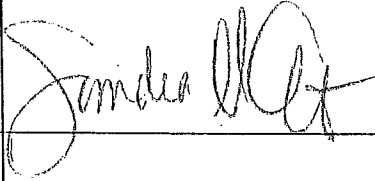

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

<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 - Irene Balderrama</b>				X	
3. <b>Vice-Chair Person- Magdalena Hernandez</b>				X	
4. <b>Secretary- Crystal Gutierrez</b>			X		
5. <b>Teacher- Sofia Perez</b>		X			
6. <b>Teacher- Gloria Ruiz</b>		X			
7. <b>Teacher- Debra Shay</b>		X			
8. <b>Parent- Isabel Hernandez</b>				X	
9. <b>Parent- Guadalupe Amezcua</b>				X	
10. <b>Parent- Maria Magdalena Garcia</b>				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<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: Winchell Elementary</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
Principal	Sandra Aguayo		3-30-16
SSC Chairperson	Irene Balderrama		3-30-16

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