

Wishon Elementary

10621666006589

Principal's Name: Annarita Howell

Principal's Signature: 

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

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Annarita Howell	X				
2. Dina Reyes			X		
3. Darlene Lee		X			
4. Sandra Espinosa		X			
5. Mary Borders		X			
6. Olivia Olivarez (Chairperson)				X	
7. Noel Gallardo				X	
8. Judy Tishmacher				X	
9. Yvonne Martinez				X	
10. Tonya Staley				X	
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	Annarita Howell	<i>Annarita Howell</i>	3/31/2017
SSC Chairperson	Olivia Olivarez	<i>Olivia Olivarez</i>	3/31/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$46,723 *
7090	LCFF Supplemental & Concentration	\$165,979
7091	LCFF for English Learners	\$64,389
TOTAL 2017/18 ON-SITE ALLOCATION		\$277,091

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$877
Remaining Title I funds are at the discretion of the School Site Council	\$45,846
Total Title I Allocation	\$46,723

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	25/68	N/A ³	28.53%	30.25%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	20/68	N/A ³	19.36%	25.62%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	16/66	N/A ³	29.47%	33.75%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	26/68	0.00% ⁴	41.67%	50.35%	46.52%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	22/63	N/A ⁶	39.73%	42.47%	22.22%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	32/63	N/A ⁶	49.32%	54.79%	41.98%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	24/67	N/A ⁷	N/A ⁷	23.55%	34.48%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	27/67	N/A ⁸	N/A ⁸	23.14%	43.01%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	19/68	11.90%	17.44%	19.25%	8.89%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	54/68*	30.53%	18.18%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	9/68	43.24%	52.17%	34.44%	48.78%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	42/68	95.26%	94.56%	94.72%	95.06%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	45/69	13.22%	17.40%	18.17%	14.22%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	50/68	N/A ¹⁰	N/A ¹⁰	44.60%	38.26%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	8.26%	0.74%	0.00%	0.31%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	2/68	7.58%	2.95%	0.77%	1.24%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.14%	0.29%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	9/67	39.67%	25.81%	93.20%	87.64%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	41/68	N/A ¹³	N/A ¹³	70.24%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	17/69	N/A ¹³	N/A ¹³	69.04%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	11/68	N/A ¹³	N/A ¹³	63.79%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	24/68	N/A ¹³	N/A ¹³	72.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: annarita.howell - 02/27/2017

Save

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0495 Wishon Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies -Also supports action 2.	3,991.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Also supports action 2.	41,855.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement	877.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes -Also supports action 2.	3,486.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts - Also Supports action 2.	1,185.00
1	1	Sup & Conc	Instruction	Mat & Supp			Also supports actions 2, 3 and 4.	59,240.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Also supports Action 2.	20,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Supports action 2, 3,and 4.	7,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Also supports actions 2 and 4.	500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Supports action 2,3 and 4.	2,500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Ext			Clerical extra time- Also supports action 2,3 and 4.	1,048.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Supports actions 2 and 3.	1,230.00
1	1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.400		57,511.00
1	1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.438		12,279.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		12,524.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		11,818.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Also supports action 2.	30,440.00
1	1	LCFF: EL	Instruction	Direct-Other			LPAC/CELDT assessors	3,000.00
2	2	LCFF: EL	Instruction	Ins Aide-Ext			Spanish Translation - Also supports action 1,3 and 4.	3,397.00
2	2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies-Also supports action 1, 3 and 4.	3,210.00

\$277,091.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,723.00
Sup & Conc	7090	\$165,979.00
LCFF: EL	7091	\$64,389.00
Grand Total		\$277,091.00

Domain Totals	Budget Totals
Academic	\$270,484.00
SEL / Culture & Climate	\$6,607.00
Grand Total	\$277,091.00

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	33.75	40	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	42	45	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	34	40	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30	35	California Teaching Fellows Foundation

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

Detail the Action

Wishon Elementary will implement a comprehensive reading support and intervention program, with an emphasis on students who are reading below grade level in grades K-3rd, decreasing the number of students scoring significantly below grade level in all District, State and site ELA and math assessments in grades K-6.

SMART Goals

- By the end of the 2017/2018 school year, all students in grades K-3rd will demonstrate one year or more growth as measured by all District, State and site ELA and math assessments to support all students in reading, comprehending and responding to grade level text including conceptual understanding and application of all mathematical practices.
- By the end of the 2017/2018 school year, all students in grades 4-6 will demonstrate one year or more growth as measured by all District, State and site ELA and math assessments to support all students reading, comprehending and responding to grade level text including conceptual understanding and application of all mathematical practices.
- By the end of the 2017/2018 school year, Wishon staff will decrease the number of students scoring significantly below grade level by 20% in grades K-6 as measured by KAIG, BAS, DRP and Common ELA and math Formative Assessments/Interim.
- By the end of the 2017/2018 school year, Wishon staff will decrease the number of students scoring one grade level below by 20% in grades K-6 as measured by KAIG, BAS, DRP, SBAC and Common ELA and math Formative Assessments/Interim.

- By the end of the 2017/2018 school year, 75% of kindergarten and First grade students will meet the BAS end of the year recommended level (Level D for Kindergarten and Level J for First grade.)

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

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

- SQII Indicators will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.

Owner(s):

Administrators

Timeline:

Weekly

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

- Classroom supervision of instruction utilizing the CSTPs and Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations between administrators and teachers.

Owner(s):

Teachers & Administrator

Timeline:

Weekly

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

- Teachers and administrators, through the use of AC Foundations and CCI, will analyze student work and common formative assessment data to inform next instruction and design engaging learning opportunities for students.

Owner(s):

Teachers & Administrators

Timeline:

Weekly

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

- Teachers will continue to utilize Scope and Sequence including the ELA Common Core Companion book for instructional planning and develop Common Formative Assessments and use evidence to design learning experiences for students when learning has and has not occurred to support meeting grade level standards.

Owner(s):

Teachers

Timeline:

Ongoing based on District Assessment Calendar and site assessments

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

- Staff will monitor progress of all students and instructional practices, including English Learners progress towards redesignation, through the use of ongoing data chats, goal setting with students, classrooms, grade levels and site based on state, district and site common formative assessments and SEL Survey.

Owner(s):

Teachers, Administrators and students

Timeline:

Ongoing based on District Assessment Calendar and site assessments

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

- Monthly meetings, workshops and Parent University support will provide parent topics and content of "How to support students at home, Use of ATLAS, How to read District and State reports (CELDT/ELPAC, SBAC)"
- Fall and ongoing Parent Conferences
- Quarterly Progress Reports
- Translators will be provided for parent conferences and meetings, as needed.
- Parents will be included in Student Success Team (SST) meetings to address student needs. Substitute Teachers will be provided to include teachers in meetings.
- Library, Fall and Spring Book Fairs will be available to parents and students to promote student literacy.
- Ongoing school communication through Teleparent, Edutext, Parent Portal and notices sent home.
- Quarterly SSC and ELAC meetings

Describe Related Professional Learning:

- Continue Professional Learning of Instructional Practice Guide-Literacy to develop expertise in Culture of Learning, Challenging Content, Ownership, Every Student, and Improving Every Day with supporting documents including but not limited to Coherence Maps, Learning Progressions, State Standards Documents and Focus Standards.
- Continue development of Accountable Communities (Learning by Doing, DuFour) to support use of evidence to plan instruction, common formative assessments and support student learning.
- Provide professional learning to teachers to increase effective use of differentiated instruction in the areas of small group support, guided and leveled reading, foundational reading skills, phonemic awareness, writing across the content, and developing language addressing ELs through designated ELD.
- Continue professional learning of high leverage instructional strategies promoting the Speaking and Listening standards including but not limited to Complex Text, Talk and Task, Increasing academic conversation skills, DOK during instruction, use of technology for small group blended learning and technology standards, use of rubrics, building reading comprehension skills, use of graphic

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

- Teachers, paraprofessionals, 8 Teaching Fellows and two Bilingual Paraprofessionals will provide small group differentiated instruction in all K-3 classrooms to support math, ELA and ELD standards, including literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills.
- Teachers, paraprofessionals, Teaching Fellows and Bilingual paraprofessionals will provide intensive tier 1, 2 and 3 interventions in small groups using diagnostic and formative assessment data to meet the needs of all students including English Learners, Foster Youth, and socio-economically disadvantaged students in grades K-6.
- A push-in model of intervention using Teaching Fellows, paraprofessionals and Bilingual paraprofessionals will be provided to students who are non-readers/below grade level to support foundational skills, literacy development, reading fluency and basic math computational skills in grades K-6.
- Classroom instruction will focus on high leverage instructional strategies promoting Speaking and Listening standards including but not limited to Complex Text, Talk and Task, Increasing academic conversation skills in both ELA and Math content, DOK levels, use of technology for small group blended learning and technology standards, use of rubrics, building reading comprehension skills, use of graphic organizers/thinking maps, word work and writing.
- Staff will monitor progress of all students (including SPED, African American, foster youth) and instructional practices in all content areas, including English Learners progress towards redesignation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students and student self-reflection.
- The school psychologist will be provided five days a week to support the needs of students struggling academically and social emotionally in grades K-6.
- Computer hardware and accessories, including needed technology purchase and/or installation, repair, replacement of computers, tablets, and online technology programs, site licenses, and support for small group blended learning opportunities promoting comprehension strategies of all text in all content areas. This includes but not limited to carts, printers, ink cartridges, projectors/bulbs, document cameras, SMART classroom equipment, and other supplies.
- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and intervention needs for all students and teachers.
- Rewards and incentives may be provided for academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.

organizers/thinking maps, word work and writing.

- District and site provided professional learning opportunities to support the adoption of the adopted language arts curriculum, state standards, supplemental materials and initiatives to improve literacy in all grades.
- Continue professional learning to support math instruction focusing on increasing the use of manipulative in the classrooms to build conceptual understanding.
- Continue professional learning with the support of the Math TSAs to build understanding of the five E model in Go Math to increase opportunities to apply all of the mathematical practices.

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

- Teachers, paraprofessionals, 8 Teaching Fellows and two Bilingual Paraprofessionals will provide small group differentiated instruction in the K- 3rd grade classrooms to support math and ELA content.
- Teachers, Teaching Fellows, Bilingual professionals will use knowledge of the ELA/ELD Framework to support math, literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills.
- Teachers, paraprofessionals, Teaching Fellows and Bilingual paraprofessionals will provide intensive tier 1, 2 and 3 interventions in small groups using diagnostic and formative assessment data to meet the needs of all students including English Learners, Foster Youth, and socio-economically disadvantaged students in grades K-6.
- A push-in model of intervention using Teaching Fellows, paraprofessionals and Bilingual paraprofessionals will be provided to students who are non-readers/below grade level to support foundational skills, literacy development, reading fluency and basic math computational skills in grades K-6.
- Classroom instruction will focus on high leverage instructional strategies including but not limited to Complex Text, Talk and Task, Increasing academic conversation skills in both ELA and math content, DOK level, use of technology for small group blended learning and technology standards, use of rubrics, building reading comprehension skills, use of graphic organizers/thinking maps, word work and writing.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards redesignation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students and student self-reflection.

Wishon Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.4375			\$	12,279.00	
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$	12,524.00	
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$	11,818.00	
1	1	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.4000			\$	57,511.00	
1	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Extr				Clerical extra time- Also supports action 2,3 and 4.	\$	1,048.00	
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Supports action 2,3 and 4.	\$	2,500.00	
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Also supports actions 2 and 4.	\$	500.00	
1	1	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT assessors	\$	3,000.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies -Also supports action 2.	\$	3,991.00	
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent involvement	\$	877.00	
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Supports actions 2 and 3.	\$	1,230.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Also supports actions 2, 3 and 4.	\$	59,240.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Also supports Action 2.	\$	20,000.00	
1	1	Sup & Conc	Instruction	Office Equipment Lease				Supports action 2, 3,and 4.	\$	7,000.00	
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Also supports action 2.	\$	30,440.00	
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Also supports action 2.	\$	41,855.00	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes -Also supports action 2.	\$	3,486.00	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental contracts - Also Supports action 2.	\$	1,185.00	
								Total	\$	270,484.00	

Action # 2

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

School Quality Review

SQRI Element	Current %	Target %	Vendor
917 - EL's Re-designated	19	25	California Teaching Fellows Foundation
863 - EL's attaining English proficiency in less than five years	18	23	California Teaching Fellows Foundation
2358 - EL's not advancing at least one proficiency level in Re-designation	34	30	California Teaching Fellows Foundation

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

Detail the Action

Wishon Elementary will promote and deliver instructional strategies to increase the redesignation rate of English Learners, focusing on the progress of Long Term English Learners as measured by CELDT/ELPAC and District assessments.

SMART Goals

- By the end of the 2017-2018 school year, Wishon staff will increase the number of English Learners being re-designated by 25% as measured by CELDT/ELPAC, District Assessment, DRP, BAS and Interim Assessment.
- By the end of the 2017-2018 school year, Wishon staff will increase the number of English Learners attaining English proficiency in less than five years by 23% as measured by CELDT/ELPAC.
- By the end of the 2017-2018 school year, Wishon staff will decrease the number of English Learners not advancing at least one proficiency level in Re-designation to 30% as measured by CELDT/ELPAC, DRP, BAS and Interim Assessment.

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

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

- CELDT/ELPAC Assessment results

Owner(s):

Teachers & Administrators

Timeline:

Fall & Spring

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

- Teachers and administrators, through the use of AC Foundations and CCI, will analyze student's work and assessment data to inform next instruction for English Learners along with differentiating instruction to meet the needs of all English Learners based on current ELD levels and student performance.

Owner(s):

Teachers & Administrators

Timeline:

Ongoing weekly

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

- Teachers will continue to utilize Scope and Sequence for planning along with CELDT/ELPAC data, ELD standards and the ELA/ELD Framework to align instruction and design appropriate differentiated lessons and formative assessments.

Owner(s):

Teachers

Timeline:

Ongoing weekly

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

- Staff will closely monitor English Learners progress towards re-designation through the use of ongoing data chats, goal setting with students, classroom formative and informative assessments, CELDT/ELPAC, SBAC, DRP, BAS, Illuminate, District and site assessments and SEL Survey.)

Owner(s):

Teachers, Administrators & students

Timeline:

Quarterly

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

- SQI Monitoring for progress, growth and disproportionality of all subgroups

Owner(s):

Administrators

Timeline:

Quarterly

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

- Parent University-monthly meeting which will provide parent topics and content on "How to support students at home," use of ATLAS, and How to read District and State reports (CELDT/SBAC)
- First Quarter and other parent conferences, as needed
- Quarterly ELAC meetings
- Quarterly SSC meetings
- Quarterly classroom progress reports
- Annual CELDT Report
- Parent notification of re-designation or at-risk status
- Edutext and Parent Portal

Describe Related Professional Learning:

- Ongoing professional learning of ELD standards within ELA/ELD Framework, Designated and Integrated ELD instruction, Close Reading strategies in all content areas and use of Complex text, task and talk to improve literacy skills of English Learners.
- Continue development of a culture of high expectations through Accountable Communities to plan and align ELD instruction and assessments.
- Provide professional learning to teachers to increase effective use of high leverage strategies, differentiated instruction in the areas of small group instruction and support, guided and leveled reading, writing across the content, and developing language addressing ELs through designated ELD and accelerating language learning for Long Term English Learners.
- Continue professional learning of high leverage SDAIE and student engagement strategies to increase academic discourses, including but not limited to complex text, talk, and task, language frames, academic conversation skills and think pair share aligned to ELD standards for all students.

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

- Teachers, Bilingual paraprofessionals and Teaching Fellows will provide small group instruction to all English Language Learners to support literacy and language acquisition using appropriate resources.
- Teachers, Bilingual paraprofessionals and Teaching Fellows will provide Integrated and Designated ELD instruction to all English Learners based on their language needs.
- Differentiated ELD instruction will be provided specifically for Long Term English Learners through after school bootcamps and/or interventions to accelerate language acquisition.
- Funds available for CELDT/ELPAC Assessors.
- Translators and Babysitting provided for parent meetings, as needed.
- Teachers, Bilingual paraprofessionals and Teaching Fellows will differentiate all curriculum to support English Learners along with placing emphasis on the key areas needed in preparation for their district and CELDT/ELPAC assessment.
- Staff will monitor all English Language Learners progress towards re-designation through the use of assessment data and goal setting.
- Computer hardware and accessories, including needed technology purchase and/or installation, repair, replacement of computers, tablets, and online technology programs, site licenses, and support for small

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

- The TSA will monitor CELDT growth to identify, plan and facilitate appropriate interventions for EL students.

group blended learning opportunities promoting comprehension strategies of all text in all content areas. This includes but not limited to carts, printers, ink cartridges, projectors/bulbs, document cameras, SMART classroom equipment, and other supplies.

- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.
- Rewards and incentives may be provided for academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.

Wishon Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	2	LCFF: EL	Instruction	Instr Aide-Extra Time Salaries				Spanish Translation - Also supports action 1,3 and 4.	\$	3,397.00
2	2	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies-Also supports action 1, 3 and 4.	\$	3,210.00
								Total	\$	6,607.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	13.97	10	

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

Detail the Action

Wishon Elementary will implement a comprehensive plan utilizing support services, incentives and positive recognition to improve Chronic absenteeism and improve student attendance so that every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.

SMART Goals

- By the end of the 2017/2018 school year 95% of all students in grades K-6 will attend school regularly, consistently as measured by SQII and ATLAS.
- By the end of the 2017/2018 school year students in grades K-6 will decrease chronic absenteeism to 10% as measured by SQII and ATLAS.
- By the end of the 2017/2018 school year Wishon staff will decrease chronic absenteeism to 10% and improve student attendance by providing opportunities for enrichment in arts, athletics and activities as measured by attendance in Goal 2 activities.

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

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

- Child Welfare Aide (CWA), Teachers and administrators will monitor attendance of chronically absent students through use ATLAS reports and SEL Survey
- Teachers and administrators will monitor participation in Goal 2 activities
- Telephone call from office staff and Child Welfare Aide to verify absences and promote daily attendance
- Quarterly SSC and ELAC meetings
- Ongoing communication to parents through Edutext and Parent Portal
- Attendance progress report
- Teacher/Parent Conferences and communication
- Quarterly Progress Report
- Child Welfare Aide home visits and scheduled parent meeting
- Health Aide will be provided an additional one day a week to support resources of chronically absent
- Site and District meetings and communication promoting the positive impact of regular school attendance, up to and including A2A and SARB

Describe Related Professional Learning:

- Professional learning for district personnel (CWA, Office Staff and teachers) regarding policies and procedures for absences, tardies and supports of services to improve attendance.
- Professional learning for teachers in programs, lessons and instructional strategies for weekly classroom meetings utilizing Olweus Bully Prevention, Second Step, and researched based lessons to promote building a community and improving attendance.

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

- Child Welfare Aide will continue to use incentives and positive recognition to encourage and improve attendance.
- Health Aide work hours will increase from 3 hours to 3.5 to support all students in grades K-6 and to make referrals for services to families of students with chronic absenteeism.
- Child Welfare Aide will spend 60% of work day to make home visits, provide resources and/or make referral for services to families of students with chronic absenteeism.
- Students who demonstrate poor attendance or chronic absenteeism will be referred for on-site engagement services with Boys to Men club, Girl Power, After School Program, arts, athletics and activities.
- Teachers will continue to hold weekly classroom meetings utilizing Olweus Bully Prevention, Second Step, and researched based lessons to promote building a community.
- On-site Restorative Practices counselors will support teachers through professional learning to develop lessons to build community and engagement with students struggling with improving attendance.
- Site and District meetings and communication promoting the positive impact of regular school attendance
- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and interventions needs for all students and teachers to improve attendance to address the District goal of every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.
- Rewards and incentives may be provided for academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.

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

- Provide translator for parents needing primary language support of meetings and communications promoting the positive impact of regular school attendance.

Action # 4

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

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	93	98	

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

Detail the Action

Wishon Elementary will implement activities, arts and athletic programs with an emphasis on increasing participation of unique students who are engaged in any Goal 2 activity to build school connectedness.

SMART Goals

- By the end of 2017-2018 School year all students K-6 will have participated in one or more Goal 2 activities.
- By the end of 2017-2018 School year Wishon staff will increase number of opportunities offered to students to participate in Goal 2 activities such as but not limited to After School Program, Music, after school clubs (Hmong, Kindness, Art, Dance, Leadership, Coding, Board games, Book, Walk/Run, sports 4-6, Boys to Men, Girl Power, cross-age tutoring, etc.)
- By the end of 2017-2018, the Goal 2 activities will address application of skills and concepts as related to state standards and district goal that every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations.

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

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

- Teachers and administration will track names and student population for each activity as presented through ATLAS, use of Goal 2 Activity photographs.

Owner(s):

Teachers & Administrators

Timeline:

Ongoing weekly

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

- Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.

Owner(s):

Vice Principal

Timeline:

Quarterly

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

- Monthly newsletter provided by activity leader
- Updates provided at SSC, ELAC and Parent University meetings
- Teacher/Parent conferences

Describe Related Professional Learning:

- District provided coaches meetings
- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set
- Teacher expertise for clubs and interested areas.

- Parent contact made by office staff, including extra hours, for parents unavailable during regular school hours.
- Site and District meetings and communication promoting the positive impact of regular school attendance and student engagement.
- Site Marquis
- Lease continued for use of office machines to print communication with parents

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

- Appropriate equipment and supplies for specific sports, enrichment, art and club activities not limited to balls, bats, gloves, arts and craft supplies, gardening supplies and equipment.
- Classroom instructional materials, and supplies including, but not limited to FUSD Graphics, Magazine subscriptions, supplemental books and reading materials, notebooks, paper, pencils, pens, markers, crayons, etc, will be purchased to support instruction in all subject areas and interventions needs for all students and teachers to improve attendance to address the District goal of every student moves a minimum of a grade level each year and that we are a culture of learning with high expectations
- Staff will monitor progress to show an increase of attendance at school/activities
- Staff and teachers will continue to refer and encourage at-risk students to participate in various clubs

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

- Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.