


Wishon Elementary

106216660065891

Principal's Name: Annarita Howell

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</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



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Annarita Howell	X				
2. Chairperson - Olivia Olivarez				X	
3. Vice Chair Person - Noel Gallardo				X	
4. Secretary - Lucy Lee				X	
5. DAC Representative - Yvonne Martinez				X	
6. DAC Representative - Tonya Staley				X	
7. Classified Staff - Cassondra Hickingbottom			X		
8. Teacher - Stephanie Arteaga		X			
9. Teacher - Bobby Song		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.

Wishon Elementary

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		3/22/2018
SSC Chairperson	Olivia Olivarez		03/22/2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Wishon - 0495

ON-SITE ALLOCATION

3010	Title I	\$48,025 *
7090	LCFF Supplemental & Concentration	\$188,980
7091	LCFF for English Learners	\$62,484
TOTAL 2018/19 ON-SITE ALLOCATION		\$299,489

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,130
Remaining Title I funds are at the discretion of the School Site Council	\$46,895
Total Title I Allocation	\$48,025

Wishon Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	13.736	20.736
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.028	40.028
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.052	36.052

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

Some key factors that contributed to the performance outcomes for ELA included:

- Aligned professional learning based on teachers' needs.
- Job embedded learning for all grade levels.
- Support for teachers by ELA coaches.
- Grade level AC focused on ELA formative assessments, explicit direct instruction, intervention and acceleration.
- Tier 1 & 2 instruction support with CA Teaching Fellows in grades K-4.
- School culture and climate support with RP counselor.
- School wide expectations for teaching, learning and behaviors.
- Additional time for social emotional support provided by school psychologist.
- Bilingual Instructional Assistants in grades 4-6.
- Committed use of adopted ELA curriculum and online resources.
- After school library tutoring support for identified Long Term ELs in grades 4-5.
- Increase use of technology in the classrooms.

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

Some key factors that contributed to the performance outcomes for math included:

- Aligned professional learning in mathematics based on teachers' needs.
- Math job embedded lesson study for all grade levels.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Factors that may have contributed to the disproportionality for subgroups in ELA included:

- Ineffective implementation of tier 2 & 3 interventions based on checking for understanding during instruction, and analysis of CFA results.
- Lack of implementation of integrated and designated ELD instruction resulting in low reclassification rate of English Learners.
- Ineffective implementation of tier 2 & 3 GVC resources, ELD resources and materials.

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

Factors that may have contributed to the disproportionality for subgroups in math included:

- Ineffective implementation of tier 2 & 3 interventions based on checking for understanding during instruction, and analysis of CFA results.
- Lack of implementation of integrated and designated ELD instruction.
- Ineffective implementation of tier 2 & 3 GVC resources, ELD resources and materials.

EL Reclassification Rate (All grade levels)

- Lack of implementation of integrated and designated ELD instruction
- Ineffective implementation of tier 2 & 3 GVC resources, ELD resources and materials.
- Aligned professional learning in ELD based on teachers' needs.

- Support for teachers by math coaches.
- Grade level AC focused on math formative assessments, explicit direct instruction, intervention and acceleration.
- Intervention push-in model with CA Teaching Fellows in grades K-4.
- School culture and climate support with RP counselor.
- School wide expectations for teaching, learning and behaviors.
- Additional support for social emotional provided by school psychologist.
- Bilingual Instructional Assistants.
- Committed use of adopted math curriculum and online resources.
- Increase use of technology in the classrooms.

EL Reclassification Rate (All grade levels)

- Bilingual Instructional Assistants in all grades.
- Tier 1 & 2 instruction support with CA Teaching Fellows in grades K-4.
- School wide expectations for teaching, learning and behaviors.
- After school library tutoring support for identified Long Term ELs in grades 4-6.
- Committed use of adopted ELA/ELD curriculum and online resources.

Step 2: 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:
See attachment below.

2 ELAC:
See attachment below.

3 Staff:
See attachment below.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds were utilized to provide tier 1 & 2 literacy and math intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and mathematics. Current ELA data revealed that in first grade, students showed an increase of 14 points. There was an increase of 10 points in second and third grade. Fourth grade showed a gain of 14 points, fifth grade had an increase of 12 points and sixth grade showed an increase of 8 points. In math, similar gains were observed in intermediate grades. As a result, Wishon will continue to use CTFFs to provide direct support in the classrooms with Title I funds.

Action 1

Title: Academic Achievement

Action Details:

Wishon Elementary will implement a comprehensive tiered intervention system to provide language arts and math supports for students who are below grade level. To ensure that students will achieve grade level standards, teachers

will provide tier one and two instruction using core and supplemental Wonders and Go Math curriculum with the support of CA Teaching Fellows. The intervention team and the certificated tutor will provide tier 3 intervention to identified students.

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

- Indicators on the school dashboard will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.
- 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.
- 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 learning opportunities for students.
- Administrators will collect and review AC agendas and notes to monitor progress and insure data driven instruction weekly.
- Teachers will continue to engage in lesson studies and collect data about teaching and learning to increase student achievement.
- Teachers and administrators will closely monitor the effectiveness of the tiered intervention using quarterly assessment data (BAS, KAIG, DRP, Interims.)
- Teachers will continue to utilize Scope and Sequence 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.
- Staff will monitor progress of all students and instructional practices, including English Learners progress towards re-designation, 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, the EL Redesignation Goal setting report and SEL Survey.
- Regional administration team will meet quarterly to review regional goals at principal's cycle of improvement meeting to ensure sites are meeting goals.
- Administrators and teachers will analyze SBAC results to improve instruction and increase academic achievement.

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

- Teachers, paraprofessionals, 8 Teaching Fellows and a Bilingual Paraprofessional will work collaboratively to provide tier 1 and 2 intervention and differentiated instruction in the K- 4th grade classrooms to support math, ELA and ELD standards, 60 minutes daily, to support literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills using Wonders curriculum, Wonders Tier 2 Handbooks, and online resources.
- The intervention team and a certificated tutor will provide tier 3 intervention for the identified students using WonderWorks supplemental materials.
- Classroom instruction will focus on high leverage instructional strategies in math and ELA including but not

Owner(s):

Administrators, teachers, AC teams, ILT, Teaching Fellows, bilingual paraprofessionals and students

Timeline:

- Weekly
- Ongoing based on District Assessment Calendar and site assessments

Specify enhanced services for EL students:

- Teachers, paraprofessionals, 8 Teaching Fellows and one Bilingual Paraprofessional will provide small group differentiated instruction in the K- 4th grade classrooms to support ELA/ELD Framework, 60 minutes daily, to support literacy development in foundational reading skills, phonemic awareness, reading comprehension, writing and speaking and listening skills.
- Classroom instruction will focus on high leverage instructional strategies in math and ELA including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.

limited to Complex Text, Talk and Task, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, 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 re-designation, through the use of student work samples and assessment data with ongoing data chats and goal setting with students and student self-reflection.
- Additional time for tier 3 social emotional support will be provided by school psychologist for identified students.
- Computer and resources to support whole class, small group and blended learning opportunities to promote best practices in ELA, math, technology and other content learning. This includes but not limited to hardware, accessories, installation, repair, replacement of computers, tablets, and online technology programs, site licenses, 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.
- Incentives may be provided for academic improvement and achievement.

Explain the 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 (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.
- Quarterly award assemblies.
- School related events, activities and study trips.
- Ongoing school communication through Teleparent, Edutext and notices sent home.

- 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.

Describe Professional Learning related to this action:

- Continue Professional Learning of Instructional Practice Guide-Literacy and mathematics 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 standards based instruction, checks for understanding and use of common formative assessments to guide instruction.
- Provide professional learning to teachers to increase effective use of a multi-tiered system of support including small group support, guided and leveled reading, foundational reading skills, phonemic awareness, writing across the content, and developing language addressing ELs through integrated and designated ELD.
- Continue professional learning of high leverage instructional strategies in math and ELA including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, use of technology for whole class, small group and blended learning of technology standards, use of rubrics, building reading comprehension skills, conceptual understanding, use of graphic organizers/thinking maps, word work and writing.
- Continue to provide substitutes for job embedded learning opportunities for all grade levels at ACs and peer observations lesson studies.
- Continue ELA and math coaching support for all grade levels through co-teaching, AC support and lesson studies.
- Continue professional learning to effectively increase the use of ELA and math supplemental materials and online resources to support standards based content instruction for at-risk students.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon 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	Mat & Supp			Materials and supplies (No incentives or food)	114.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,781.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No incentives or food)	1,130.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	New - Certificated Tutor	44,070.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	7,028.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental Contracts	598.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	36,988.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Ext			Clerical extra time	1,458.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	500.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000		62,313.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	This position is open. This person moved to a different site for a different position.	13,755.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		12,364.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Instructional Aide Extra time	1,563.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	615.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	31,187.00
G1A1	LCFF: EL	Instruction	Direct-Other			\$3000 ELPAC Assessors	3,000.00

\$286,464.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	99.836	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Key factors that contributed to the performance outcomes were:</p> <ul style="list-style-type: none"> • Library tutoring program • After school clubs (Hmong, art, drama, board game, journalism & kindness) • Field trips in all grade levels supporting the arts, athletics and activities • Friday Phil • Sports in grades 4-6 • School related activities • Music programs for grades 3-6 • Positive school climate and culture • Peer Mediation program • McLane partnership for ROP, Banking and cross age PE • Materials and supplies • Saturdaysports • Guest speakers • After school program events 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Factors that contributed to the disproportionality for subgroups were:</p> <ul style="list-style-type: none"> • Attendance • After school late transportation • Participation and recruitment of students and staff for clubs and activities • Students with special needs are unable to participate in certain events
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Step 2: 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.

<p>1 SSC:</p> <p>See attachment below.</p>	<p>2 ELAC:</p> <p>See attachment below.</p>	<p>3 Staff:</p> <p>See attachment below.</p>
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Action 1

Title: Student Engagement

[Action Details:](#)

Wishon Elementary will implement a wide range of opportunities to engage all students in activities, clubs, arts and athletic programs with an emphasis on increasing participation of unique students to build school connectedness.

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](#)

- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Goal 2 Activity photographs.
- Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school.

[Owner\(s\):](#)

Administrators and teachers

[Timeline:](#)

- Ongoing weekly
- Quarterly

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

- Appropriate equipment and supplies for specific sports, enrichments, art and club activities not limited to balls, bats, gloves, arts and craft supplies, gardening supplies and equipment.
- Classroom instructional materials, supplies and incentives 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 including tiered interventions for all students and teachers to improve attendance.
- Staff will monitor progress to show an increase of attendance at school/activities.

[Specify enhanced services for EL students:](#)

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

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

- Monthly newsletter provided by activity leader.
- Provide refreshment for parent meetings.
- Updates provided at SSC, ELAC and Parent University meetings.
- Teacher/Parent conferences.
- School notices.
- 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 Professional Learning related to this action:](#)

- 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.

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	93.182	100
Exposure to Careers - 4th Grade	95.062	100
Exposure to Careers - 6th Grade	95.062	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 4th Grade

Key factors that contributed to the performance outcomes were:

- Character education
- Class meeting
- Second Steps Curriculum
- Social Studies curriculum
- High level of student engagement in the classrooms
- Study trips provided by Goal 2
- Safe and Civil School structures and routines
- Restorative counselor support

Exposure to Careers - 3rd Grade

- Character education
- Class meeting
- Second Steps Curriculum
- Social Studies curriculum
- High level of student engagement in the classrooms
- Study trips provided by Goal 2
- Safe and Civil School structures and routines
- Restorative counselor support

Exposure to Careers - 6th Grade

- Character education
- Class meeting
- Second Steps Curriculum
- Social Studies curriculum
- High level of student engagement in the classrooms

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 4th Grade

Factors that contributed to the disproportionality of subgroups were:

- Limited participation of students with special education needs
- Attendance
- Limited number of career related field trips
- Resources to access professional speakers
- Exposure career day activities

Exposure to Careers - 3rd Grade

- Limited participation of students with special education needs
- Attendance
- Limited number of career related field trips
- Resources to access professional speakers
- Exposure career day activities

Exposure to Careers - 6th Grade

- Limited participation of students with special education needs
- Attendance
- Limited number of career related field trips
- Resources to access professional speakers
- Exposure career day activities

- Study trips provided by Goal 2
- Safe and Civil School structures and routines
- Restorative counselor support

Step 2: 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:

See attachment below.

2 ELAC:

See attachment below.

3 Staff:

See attachment below.

Action 1

Title: College and Career Readiness

Action Details:

Wishon Elementary will provide a wide range of opportunities to develop students' career awareness and experiences with an emphasis on increasing college and career readiness and competencies for all students in grades K-6.

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

- Teachers and administrators will track names and student population for each activity as presented through engagement tool in Atlas.
- CWA, teachers and administrators will track and monitor attendance.
- Administrators will frequently monitor the school dashboard to provide opportunities to include all students.
- Teachers and administrators will monitor academic achievement through interim and SBAC assessments.
- Culture and climate survey will reflect 7% student growth on self-management, self-efficacy, self-awareness, social awareness and growth mindset.

Owner(s):

Administrators and teachers and support staff

Timeline:

- Quarterly

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

- Classroom instructional materials, supplies and incentives 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 content instruction in all subject areas including tiered interventions for all students and teachers.
- Staff will monitor progress to show an increase of attendance at school/activities including guest speakers,

Specify enhanced services for EL students:

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

job fair, and assemblies related to careers.

Explain the 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.
- School notices
- School related events and activities.
- 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 Professional Learning related to this action:

- Site provided PLs for Emotional Intelligence 2.0, Strength Finder, Growth Mindset, classroom meetings, Second Step and Restorative Justice.
- Use of site PL to promote Reading, Writing, Speaking, Listening.
- PL for teachers to recruit possible community experts as speakers.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.286	14.286
Suspensions Per 100	3.039	2.039

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

Key factors that contributed to the performance outcomes were:

- Nurse, health aide, LVN
- Social emotional support from school psychologist
- Restorative Practice counselor
- CWA support
- Attendance incentives/awards
- Student engagement in classrooms
- Classroom meetings
- Second Steps curriculum
- School wide CHAMPS expectations

Suspensions Per 100

Key factors that contributed to the performance outcomes were:

- Social emotional support from school psychologist
- Restorative Practice counselor
- Classroom meetings
- Second Steps curriculum
- School wide CHAMPS expectations
- Use of restorative responses to student misbehaviors

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Factors that contributed to the disproportionality of subgroups were:

- Attendance & Chronic illness
- Social emotional behavior
- Transiency
- Student motivation

Suspensions Per 100

Factors that contributed to the disproportionality of subgroups were:

- Students lack of positive social skills and conflict resolution skills.
- Lack of resources to support students' social emotional needs and continuum of restorative responses.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

See attachment below.

See attachment below.

See attachment below.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds were utilized to provide literacy intervention and supports in the classrooms. The push-in intervention model using CTFFs has proven to be very effective showing consistent student growth in ELA and mathematics. Current ELA data revealed that in first grade, students showed an increase of 14 points. There was an increase of 10 points in second and third grade. Fourth grade showed a gain of 14 points, fifth grade had an increase of 12 points and sixth grade showed an increase of 8 points. In math, similar gains were observed in intermediate grades. As a result, Wishon will continue to use CTFFs to provide direct support in the classrooms with Title I funds.

Action 1

Title: Chronic Absenteeism & Suspension Rates

Action Details:

Wishon Elementary will implement a comprehensive plan utilizing the district's discipline matrix along with the response strategies, support services, incentives and positive recognitions to improve Chronic absenteeism and lower suspension rate so that every student moves a minimum of a grade level each 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

- Culture and climate survey will reflect 7% student growth on self-management, self-efficacy, self-awareness, social awareness and growth mindset.
- Teachers and administrators will track names and student population for each activity as presented through ATLAS and use of Goal 2 Activity photographs.
- Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.
- Culture and climate survey will reflect a 7% increase of student connectedness in school.
- Student attendance rate will reflect regional goal of 95%.
- Level 3 behaviors that lead to suspension will be monitored to provide strategic support for identified students.
- Atlas behavioral report and referral data will be monitored by administrators.

Owner(s):

Administrators, Teachers, CWA, Office staff and support staff.

Timeline:

Monthly & quarterly

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.

Specify enhanced services for EL students:

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

- Health Aide to work 3.5 hours 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.
- Additional time for social emotional support provided by school psychologist.
- 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 Classroom Meetings that Matter, Emotional Intelligence 2.0, Olweus Bully Prevention, Second Step, and research based lessons to promote building a community.
- On-site Restorative Practices counselor 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.
- Incentives may be provided for academic improvement and achievement.
- Lease continued for use of office machines to print communication with parents.

Explain the 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 calls 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 day weekly to support chronically absent students.
- Site and District meetings and communication promoting the positive impact of regular school attendance, up to and including A2A and SARB.

Describe Professional Learning related to this action:

- 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 regarding implementation of the new discipline matrix and restorative responses for students misbehaviors.
- Professional learning for teachers in programs, lessons and instructional strategies for weekly classroom meetings utilizing Olweus Bully Prevention, Second Step, and research based lessons to promote a positive culture and climate to improve attendance and decreasing behaviors that lead to suspension.
- Site provided PLs for Emotional Intelligence 2.0, Strength Finder, Growth Mindset, classroom meetings, Second Step and Restorative Justice for all staff.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0495 Wishon 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	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375		13,025.00

\$13,025.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0495 Wishon Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (No incentives or food)	114.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,781.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No incentives or food)	1,130.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	New - Certificated Tutor	44,070.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	7,028.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental Contracts	598.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	36,988.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Ext			Clerical extra time	1,458.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	500.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000		62,313.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	This position is open. This person moved to a different site for a different position.	13,755.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		12,364.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Instructional Aide Extra time	1,563.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	615.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	31,187.00
G1A1	LCFF: EL	Instruction	Direct-Other			\$3000 ELPAC Assessors	3,000.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375		13,025.00

\$299,489.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,025.00
Sup & Conc	7090	\$188,980.00
LCFF: EL	7091	\$62,484.00
Grand Total		\$299,489.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$286,464.00
G4 - All students will stay in school on target to graduate	\$13,025.00
Grand Total	\$299,489.00