

**Wishon Elementary School**

10621666006589

Principal's Name: Annarita Howell

Principal's Signature:

A handwritten signature in cursive script that reads "Annarita Howell". The signature is written in black ink and is positioned to the right of the printed text "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 :  ▼

[Print this page](#)

### 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	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	57/66	40.32 %

### 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	48/68	50 %

### 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	14/68	47.37 %

### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	53/68	15.58 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	51/68	17.4 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	36/68	94.58 %

### 5 Climate Culture

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	59/67	25.81 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	47/67	1.71 %

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"/> Rates	<input checked="" type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 1</b>	<i>Detail the action:</i> 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-3 <sup>rd</sup> , decreasing the number of students scoring significantly below grade level in all District, State and site ELA assessments in grades K-6.		
<i>SQII Element: 6062 Academic Performance</i> Number and percentage of K-3rd grade students not on-grade level who are one grade level below	<i>SQII Sub-element(s):</i> Achievement Gap 3788 DRP Number of students receiving an A B or C at the most recent grading period and scoring significantly below on the most recent DRP.	<i>Site Growth Target:</i> 55%	<i>Vendor (contracted services)</i> Teaching Fellows
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<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><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By the end of the 2016/2017 school year, all students in grades K-3<sup>rd</sup> will demonstrate one year or more growth as measured by all District, State and site ELA assessments to support all students reading, comprehending and responding to grade level text.</li> <li>By the end of the 2016/2017 school year, Wishon staff will decrease the number of students scoring significantly below grade level by 20% in grades K-3rd as measured by KAIG, BAS, DRP and Common Formative Assessment/Illuminate.</li> <li>By the end of the 2016/2017 school year, Wishon staff will decrease the number of students scoring one grade level below by 20% as measured by KAIG, BAS, DRP, SBAC and Common Formative Assessment/Illuminate.</li> <li>By the end of the 2016/2017 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.)</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>SQII Indicators will be monitored to ensure that the needs of the students and those who are reflected by an achievement gap are addressed.</li> </ul>		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> <li>Administrators</li> </ul>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> <li>Weekly</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li>   <li>• Teachers</li> <li>• Administrators</li>   <li>• Teachers</li>   <li>• Teachers</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li>   <li>• Weekly</li>   <li>• Ongoing based on District Assessment Calendar and site assessments</li>   <li>• Ongoing based on District Assessment Calendar and site assessments</li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• 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, SBAC)”</li> <li>• Fall and ongoing Parent Conferences</li> <li>• Quarterly Progress Reports</li> <li>• Translators will be provided for parent conferences and meetings, as needed.</li> <li>• Parents will be included in Student Success Team (SST) meetings to address student needs. Substitute Teachers will be provided to include teachers in meetings.</li> <li>• Library, Fall and Spring Book Fairs will be available to parents and students to promote student literacy.</li> <li>• Ongoing school communication through Teleparent, Edutext and notices sent home.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue development of Accountable Communities (Learning by Doing, DuFour) to support use of evidence to plan instruction, common formative assessments and support student learning.</li> </ul>		

- 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 including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, 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.
- Professional learning will be provided for District adopted language arts curriculum, supplemental materials and initiatives to improve literacy in all grades.

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

- Teachers, paraprofessionals, 8 Teaching Fellows and one Bilingual Paraprofessional will provide small group differentiated instruction in the K- 3<sup>rd</sup> grade classrooms to support 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.
- Classroom instruction will focus on high leverage instructional strategies including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, 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 four days a week to support the needs of students struggling academically and social emotionally.
- 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 interventions needs for all students and teachers.
- Rewards and incentives may be provided for academic improvement and achievement.

*Specify additional targeted actions for EL students:*

- Teachers, paraprofessionals, 8 Teaching Fellows and one Bilingual Paraprofessional will provide small group differentiated instruction in the K- 3<sup>rd</sup> 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 including but not limited to Complex Text, Talk and Task, Increasing DOK during instruction, 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.

**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	0.4375		vacancy	12,004
1	1	Sup & Conc	Psychological Services	Certificated Pupil Support- Regular	Psychologist, School	0.2000		buying 1 day in addition to site allowance	23,314
1	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				Provide substitutes to hold SST and IEPs	2,856
1	1	EL	Instruction	Instr Aide- Extra Time Salaries				Inform parents of student progress	3,133
1	1	EL	Parent Participation	Other Classified- Supplemental				Babysitting for parent meetings	235
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Replace out of date and broken tablets and laptops, projectors and document cameras	11,865
1	1	Sup & Conc	Instruction	Books & Other Reference				Site licenses, literature sets and materials to decrease number of students reading below grade level.	20,000



1	1	Title 1 Basic	Instruction	Books & Other Reference				Achieve 3000 technology licenses @375	10,700
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Reading support and tutors to promote small group instruction and common formative assessments	33,863
1	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional Materials and supplies	315
1	1	Sup & Conc	Instruction	Materials & Supplies					60,000
<b>Total</b>									<b>\$178,285</b>

<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 # 2</b>	<i>Detail the action:</i> 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 and District assessment.		
<i>SQII Element:</i> 6017- Academic Growth- Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessment.	<i>SQII Sub-element(s):</i> 5990 Borderline to Eligibility Pool , 5968 Borderline to Redesignation within 365 days, 6338 Continuously enrolled Redesignation Rate	<i>Site Growth Target:</i> 60%	<i>Vendor (contracted services)</i> Teaching Fellows
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i>			
<ul style="list-style-type: none"> <li>By the end of the 2016-2017 school year, Wishon staff will increase the number of English Learners being re-designated by 20% as measured by CELDT, District Assessment, DRP, and Interim Assessment</li> <li>By the end of the 2016-2017 school year, all English Learners will demonstrate one level increase on the CELDT</li> </ul>			

- By the end of the 2016-2017 school year, Wishon staff will decrease the number of long term EL Learners as measured by CELDT, DRP, and Interim Assessment by 20%

*Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)*

- CELDT Assessment results
- 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.
- Teachers will continue to utilize Scope and Sequence for planning along with CELDT data, ELD standards and the ELA/ELD Framework to align instruction and design appropriate differentiated lessons and formative assessments.
- 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, SBAC, DRP, Illuminate, District and site assessments and SEL Survey.).
- SQII Monitoring for progress, growth and disproportionality of all subgroups

*Owner(s)*

- Administrators
- Teachers
- Teachers
- Administrators
  
- Teachers
  
- Teachers
- Administrators
  
- Administrators

*Timeline*

- Fall and Spring
- Ongoing weekly
  
- Ongoing weekly
  
- Quarterly
  
- 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

*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 discourse, including but not limited to complex text, talk, and task, language frames, 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, paraprofessionals and Teaching Fellows will provide small group instruction to all English language learners and to support literacy and language acquisition.
- Funds available for CELDT Assessors
- Translators and Babysitting provided for parent meetings, as needed.
- Teachers, 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 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 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.

*Specify additional targeted actions for EL students:*

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Support English Learners through small group instruction and integrated ELD	33,863
2	1	EL	Instruction	Materials & Supplies				Instructional materials and supplies to increase number of students redesignated and moving one level per year.	3,049
2	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	3,000
2	1	EL	Instruction	Books & Other Reference				Use of technology site license to promote redesignation of all students through the use of Achieve 3000	7,200
Total									\$47,112

Domain	<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>	<i>Detail the action:</i> 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.		
<i>SQII Element:</i> Chronic Absenteeism	<i>SQII Sub-element(s):</i> 5959 Attendance Growth 5942 Chronic Absenteeism Rate		<i>Site Growth Target:</i> 10%
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<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>	
<i>Write a SMART Goal to address each data point:</i>			
<ul style="list-style-type: none"> <li>By the end of the 2016/2017 school year 95% of all students in grades K-6 will attend school regularly, consistently as measured by SQII and ATLAS.</li> </ul>			

<ul style="list-style-type: none"> <li>• By the end of the 2016/2017 school year students in grades K-6 will decrease chronic absenteeism to 10% as measured by SQII and ATLAS</li> <li>• By the end of the 2016/2017 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.</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>• Child Welfare Aide (CWA), Teachers and administrators will monitor attendance of chronically absent students through use ATLAS reports and SEL Survey..</li> <li>• Teachers and administrators will monitor participation in Goal 2 activities.</li> </ul>	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> <li>• CWA</li> <li>• Teachers</li> <li>• Teachers</li> </ul>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> <li>• Weekly</li> <li>• Monthly</li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Telephone call from office staff and Child Welfare Aide to verify absences and promote daily attendance</li> <li>• Attendance progress report</li> <li>• Teacher/Parent Conferences and communication</li> <li>• Quarterly Progress Report</li> <li>• Child Welfare Aide home visits and scheduled parent meeting</li> <li>• Health Aide will be provided an additional one day a week to support resources of chronically absent.</li> <li>• Site and District meetings and communication promoting the positive impact of regular school attendance, up to and including A2A and SARB.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Professional learning for district personnel (CWA, Office Staff and teachers) regarding policies and procedures for absences, tardies and supports of services to improve attendance.</li> <li>• 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.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• Child Welfare Aide will continue to use incentives and positive recognition to encourage and improve attendance.</li> </ul>		

- 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 in developing 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.

*Specify additional targeted actions for EL students:*

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750			10,213
3	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Extr				Office staff making contact with parents.	2,088
								Total	\$12,301

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<i>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.</i>		
<i>SQII Element: 2080 Student Engagement</i>	<i>SQII Sub-element(s): Overall Student Participation</i>	<i>Site Growth Target: 45%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<i>Write a SMART Goal to address each data point:</i>			
<ul style="list-style-type: none"> <li>By the end of 2016-2017 School year all students K-6 will have participated in one or more Goal 2 activities.</li> <li>By the end of 2016-2017 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, gardening, Oral Presentation, Science, Social Studies, Dance, sports 4-6, Boys to Men, Girl Power, cross-age tutoring, etc.)</li> <li>By the end of 2016-2017, 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.</li> </ul>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>Teachers and administration will track names and student population for each activity as presented through ATLAS, use of Goal 2 Activity photographs</li> <li>Teachers will monitor student attendance for all Goal 2 Activities to promote student school attendance towards 95% success rate.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers</li> <li>Vice Principal</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing weekly</li> <li>Quarterly</li> </ul>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> <li>Monthly newsletter provided by activity leader</li> <li>Updates provided at SSC, ELAC and Parent University meetings</li> <li>Teacher/Parent conferences</li> <li>Parent contact made by office staff, including extra hours, for parents unavailable during regular school hours.</li> <li>Site and District meetings and communication promoting the positive impact of regular school attendance and student engagement.</li> </ul>			

<ul style="list-style-type: none"> <li>• Site Marquis</li> <li>• Lease continued for use of office machines to print communication with parents</li> </ul>
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• District provided coaches meetings</li> <li>• Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set</li> <li>• Teacher expertise for clubs and interested areas.</li> </ul>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Staff will monitor progress to show an increase of attendance at school/activities.</li> </ul> <p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> <li>• Use of site PL to promote Reading, Writing, Speaking, Listening and Social Emotional skill set.</li> </ul>

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent Involvement	1,230
4	3	Sup & Conc	Instruction	Office Equipment Lease				Parent communication and student instruction	5,000
4	3	Title 1 Basic	Parent Participation	Materials & Supplies				Promote parent involvement to promote student engagement and attendance in academics and school events. No food/incentives/awards from Title I.	1,000



4	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics for awards, dictionaries, student agendas, communication	2,000
4	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				use of maintenance to repair or paint as needed for school culture and climate	500
								Total	\$9,730

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

Wishon - 0495

**ON-SITE ALLOCATION**

3010	Title I	\$45,878 *
7090	LCFF Supplemental & Concentration	\$139,066
7091	LCFF for English Learners	\$62,484
		\$247,428
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$247,428</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$998
Remaining Title I funds are at the discretion of the School Site Council	\$44,880
Total Title I Allocation	\$45,878

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 0495 Wishon Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: Achieve 3000 technology licenses @375	10,700.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Instructional Materials and supplies	315.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Reading support and tutors to promote small group instruction and common formative assessments	33,863.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Provide substitutes to hold SST and IEPs	2,856.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Site licenses, literature sets and materials to decrease number of students reading below grade level.	20,000.00
1	1	Sup & Conc	Instruction	Mat & Supp				60,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Replace out of date and broken tablets and laptops, projectors and document cameras	11,865.00
1	1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.200	buying 1 day in addition to site allowance	23,314.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	vacancy	12,004.00
1	1	EL	Instruction	Ins Aide-Ext			Inform parents of student progress	3,133.00
1	1	EL	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	235.00
2	1	EL	Instruction	Bks & Ref			: Use of technology site license to promote redesignation of all students through the use of Achieve 3000	7,200.00
2	1	EL	Instruction	Mat & Supp			Instructional materials and supplies to increase number of students redesignated and moving one level per year.	3,049.00
2	1	EL	Instruction	Subagreements			Teaching Fellows : Support English Learners through small group instruction and integrated ELD	33,863.00
2	1	EL	Instruction	Direct-Other			CELDT Assessors	3,000.00
3	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Ext			Office staff making contact with parents.	2,088.00
3	2	Sup & Conc	Health Services	ClS Sup-Reg	Assistant, Health	0.375		10,213.00
4	3	Title 1 Basic	Parent Participation	Mat & Supp			Promote parent involvement to promote student engagement and attendance in academics and school events. No food/incentives/awards from Title I.	1,000.00
4	3	Sup & Conc	Instruction	Off Eq Lease			Parent communication and student instruction	5,000.00
4	3	Sup & Conc	Instruction	Direct-Maint			: use of maintenance to repair or paint as needed for school culture and climate	500.00
4	3	Sup & Conc	Instruction	Direct-Graph			: Graphics for awards, dictionaries, student agendas, communication	2,000.00
4	3	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	1,230.00

\$247,428.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,878.00
Sup & Conc	7090	\$139,066.00
EL	7091	\$62,484.00
<b>Grand Total</b>		<b>\$247,428.00</b>

Domain Totals	Budget Totals
Academic	\$225,397.00
Culture & Climate	\$9,730.00
Social/Emotional	\$12,301.00
<b>Grand Total</b>	<b>\$247,428.00</b>

E.1. Assurances

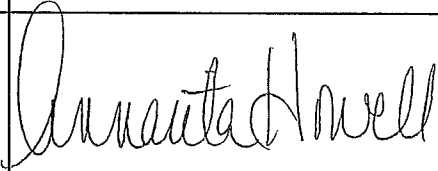
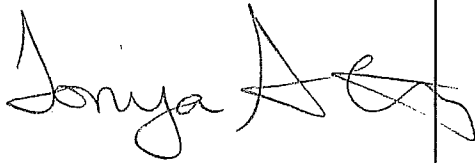
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Annarita Howell</b>	X				
2. <b>Chairperson - Tonya Staley</b>				x	
3. <b>Dora Borunda</b>				x	
4. <b>Judy Tischmacher</b>				x	
5. <b>Danny Olivarez</b>				x	
6. <b>Guadalupe Munoz</b>				x	
7. <b>Mayra Cerna</b>		x			
8. <b>Andrew Barbo</b>		x			
9. <b>Cassandra Schueler</b>		x			
10. <b>Sandra Espinosa</b>		x			
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

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 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	Annarita Howell		4-1-2016
SSC Chairperson	Tonya Staley		4-1-16

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

*Wishon Elementary*