


Wolters Elementary

10621666006597

Principal's Name: Xee Moua

Principal's Signature: 

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

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Budget	<i>Allocations and planned expenditures</i>

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

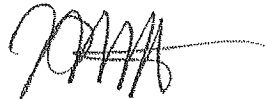
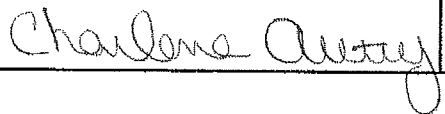
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Xee Moua	X				
2. Chairperson - Margaret Jackson				X	
3. Vice Chair- Charlene Autry		X			
4. Secretary- Johnny Aghoian		X			
5. Ingrid Hudson		X			
6. Lilliana Gonzales				X	
7. Yuridiana Morellano				X	
8. Corina Marichalar				X	
9. Eduardo Garcia				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Wolters Elementary			
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	Xee Moua		3/15/17
SSC Chairperson	Margaret Jackson		
Vice-Chair	Charlene Autry		3-15-17

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

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

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	8.16	30	California Teaching Fellows Foundation

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

Detail the Action

Wolters will implement a K-3 comprehensive reading program to develop proficient readers with the capacity to comprehend texts by 3rd grade.

1. Grades K-3 will provide a Response to Instruction and Intervention (RTI) approach to development proficient readers by 3rd

- Tier 1- implementation of Reading Foundational Standards in all K-3 classrooms
- Tier 2- opportunities for deployment, small flexible groupings, tutorial and co-teaching
- Tier 3- opportunities for targeted pull out/push in support and/or before/after school tutoring

2. Selection of students participating in Tier 2 and RTI program will be based on multiple measures that diagnose students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system (KAIG, BAS, DRP, DIBLES and BPST). Instruction will be differentiated to provide students with what they need to learn and not what they already know.

3. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for foundational reading skills and reading comprehension by providing professional learning based on data trends collected from classroom walkthroughs using the Instructional Practice Guide for Literacy, student assessment data and teacher surveys.

SMART Goals

1. By May 2018, the percentage of 3rd grade students reading at grade level will increase 21.84% (8.15% to 30%). (SQII 3169)
2. By May 2018, the percentage of students in kindergarten will meet all areas of the KAIG ELA. (SQII 3753)
3. By May 2018, 70% of students in grades K-1 will read at or above the FUSD end of year BAS reading level, as measured by BAS.
4. By May 2018, 50% of students in grades 2-3 will read at or above the Common Core Reading level on the DRP.
5. By May 2018, the percentage of students scoring at/above Common Core Reading level on the most recent DRP will increase by 5% (24.6% to 29.6%), the percentage of students scoring moderately below the Common Core Reading level on the most recent DRP will increase by 5% (14.2% to 23.19.2%), and the percentage of students scoring significantly below the Common Core Reading Level on the DRP will decrease by 10% (66.89% to 56.89%). (SQII 3785, 3786 and 3787)

6. By May 2018, 85% of K-3 classrooms will receive a 4-Yes in on Instructional Practice Guide Tenant 2.C- Challenging Content: *During foundational skills lessons, does instruction develop skills in service of comprehension?*

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

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

1. ATLAS and SQII Data Dashboard Indicators will be utilized to monitor grades K-3 progress towards meeting the SMART Goals listed above. (SQII 6590, 6034, 6035, 3785, 3786, 3787, 3753 and ATLAS)
2. Current BAS/DRP administrations will be utilized to monitor student progress towards reading at/above grade level in grades K-3.
 - utilized to identify students at-risk in reading
 - utilized to determine student growth and gaps in reading foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
 - utilized to differentiate instruction in reading foundation skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
4. BPST will be administered as needed for students who are below grade level reading to identify gaps in reading.
 - BPST will be utilized as a formative assessment to determine student progress and identify gaps in reading foundational skills for RTII
 - BPST results will be shared during RTII monthly meetings during grade level attendance bingo.
5. A minimum of three grade level common assignments or assessments will be collected per quarter. Common assignments or assessments will be:
 - recorded on grade level monitoring forms which include: KAIG, BAS, DRP, District CFAs and SBAC
 - utilized to determine student growth and learning gaps
 - analyzed for planning of next steps in instruction
6. Data Chats with AC Teams and individual teachers will occur after administration of the BAS/DRP and District CFA. Data chats will focus on growth and gaps of students and intervention/support strategies. A roving sub will be provided three times out of the year to release teachers for data chats.
7. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. Data will be collected specifically on Tenant 2.C Challenging Content: *During foundational skills lessons, does instruction develop skills in service of comprehension?*
 - The foundational skills being taught are aligned to the reading foundations standards for the grade.
 - Frequent monitoring of student progress drives the content so students get what they need, not what they already know.
 - Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. *Not all strands will be addressed in each lesson.*
 - Instruction & materials will provide opportunities for all students to practice reading and writing newly acquired foundational skills.
8. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy.
 - School wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis.
 - Feedback and reflective conversations will focus on the tenets of the IPG for Literacy.

Owner(s):

1. Principal/MP
2. Principal/MP, TSA, K-2 Classroom Teachers
3. K-2 Classroom Teachers TSA/CT and Teaching Fellows
4. Teachers, TSA/CT and Teaching Fellows
K-2 Classroom Teachers
5. Principal/MP
6. Principal/MP
7. Principal/MP

Timeline:

1. Monthly
2. Twice during the year
3. Three times a year
4. Monthly
5. Quarterly
6. Twice during the year
7. Ongoing

8. Ongoing

8. Principal/MP

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

1. Teachers will review current reading levels, state and district assessment results and set goals with all students in the fall.
2. Teachers will review current reading levels, state and district assessment results and student goals with parents during fall parent conference
3. BAS/DRP Progress Reports and District CFA results will be sent home after each administration.
4. Teachers will provide a review of EDUTEXT during Back to School Night and Fall Parent Conferences.
5. Parents will be provided information related to the parent Portal on Back to School Night.
6. School wide BAS/DRP progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
7. The school will host a reading event for parents and students during the spring semester. The purpose of the event will be to encourage reading at home.
8. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.
9. Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents.
10. Parents will be offered training through Parent University to improve parent participation and student learning.
11. Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child's class and serve on SSC and ELAC committees.

Describe Related Professional Learning:

1. Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions.
2. AC agendas and minutes will be archived weekly in AC binders. Agendas and minutes will include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
3. AC Teams will meet with the administration quarterly to review grade level BAS/DRP data, District CFA data, AC SMART Goals and effective strategies to support student learning.
4. Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 - Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
5. All TK-6 grade teachers will be provided with one day of Choice PL with sub provided by our District Departments.
6. Professional Learning sessions will be provided on site at least twice a month (22 hours) this is in addition to the 18 non-prep days.
 - Professional Learning topics will be determined by ILT Team based on school-wide trends, student needs and teacher needs.
 - Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 - Lead Teachers will be given opportunities to lead Professional Learning sessions.
7. Lead Teachers will meet regularly with the administrative staff to engage in side by side learning through the use of Richard DuFour's Learning by Doing.
8. Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
9. Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
10. Book study opportunities: Rigorous Reading, Content-Area Conversations, Visible Learning for Literacy, and additional resources. Book and other resources will be purchased as funds allow.
11. Student Attendance BINGO rewards activities will be organized monthly to provide release time for teachers to engage in data chats, RTII planning and observe colleagues on site to increase their repertoire of strategies student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in

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

1. Kindergarten Aides funded by the district, we will continue to provide morning intervention (7:30-8:00 am) for the most intensive students. Kindergarten Aides will push in support through-out the school day for ELA and Math stations. Each kindergarten class will receive a minimum of 95 minutes of push in support from the kindergarten aides.

2. Students in grades K-3 will participate in a Response to Instruction and Intervention (RTII) approach to development proficient readers by 3rd grade. Classroom Teachers and Certificated Tutor/TSA will provide this support with four tutors contracted through Teaching Fellows, an Arabic Bilingual Instructional Assistant, and Social Emotional Paraprofessionals.

Tier 1- implementation of Reading Foundational Standards in all K-3 classrooms

Tier 2- opportunities for deployment, fluid groupings, tutorial and co-teaching.

- Students in grades 1-3 will participate in grade level RTII during a 40 minute designated time block.
- Students will be deployed during their designated times to grade level teachers, Certificated Tutor/TSA and four Teaching Fellows.
- Students will be grouped in similar reading levels based on multiple measures (BAS, DRP, DIBELS, BPST). Groups will remain fluid to allow for appropriate targeted reading instruction.
- SE Paraprofessionals will provide social emotional instruction and intervention for identified students in need of social emotional support
- RTII Team (teachers, CT/TSA, Teaching Fellows, SE Paraprofessionals and Administrative Staff) will meet monthly during Student Attendance BINGO activities to discuss, analyze, reflect and plan.

Tier 3- opportunities for targeted pull out/push in support

- Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. Aroving sub will be provided for teacher participation in SSTs.
- Students will be identified through RTII Team meetings or the SST process.
- Identified students through this process will receive targeted non-identified pull out/push in support provided by the SPED Team as space is available.

3. All students will engage in computer literacy at least once a week in the computer lab or in the classroom, Designated Schools TSA will provide instruction in using computer program/software to promote digital literacy and support the individualized needs of student to improve reading foundational skills and reading comprehension.

- Computer program/software will be purchased to support reading foundational skills and reading comprehension.
- Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy.

4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning intervention using computer based programs.

DOK levels 2,3 and 4.

12. Opportunities will be provided for teachers to observe colleagues on site to increase their repertoire of strategies, student engagement of State Standards, foundational skills, complex talk and task and higher levels of thinking in DOK levels 2,3 and 4.

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

1. Integrated EL strategies will be used to support students in all content areas.
2. An Arabic Bilingual Instructional Assistant (BIA) and Teaching Fellow will provide access to the core content areas for identified EL students.
3. Targeted (long term/at risk) EL students in grades K-3 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
4. Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
5. Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
6. CELDT camp to provide support for EL's in the area of reading, writing, listening and speaking.

5. The administrative staff will collaborate with the HandsOn Literacy by 3rd Grade Volunteer Tutor program to develop a volunteers to tutor identified students in reading and reading foundational skills in support of RTII.
6. Identification for targeted intervention will be based on data collected from SQII indicators identifying various subgroups such as, EL, Hispanic, African American and SPED.
7. ACES after school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6.
 - Students will be enrolled on a first come first serve basis.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.

Wolters Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Arabic	0.4375		Rawan Salaymeh ID #1070171	\$ 10,868.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.3000		Mrs. Carlos is working with students using the RTI method	\$ 38,365.00
1	1	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.3000		Mrs. Carlos is working with students using the RTI method	\$ 38,365.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute for data chats	\$ 1,743.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Purchase materials and INCENTIVES	\$ 3,657.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support student learning	\$ 6,799.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	3 TF's, 160 days, with 21 hrs. of Professional Development	\$ 25,032.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	3 TF's, 160 days, with 21 Professional Development days	\$ 3,611.00
Total									\$ 128,440.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.63	28.63	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	24.5	29.5	California Teaching Fellows Foundation



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Wolters will implement a comprehensive reading program in grades 4-6 focused on reading strategies and reading comprehension, with the goal of all students moving at least one grade level per year. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for all students struggling with foundational reading skills and reading comprehension.

1. Engage students in Complex Text, Complex Talk and Complex Task to address reading, listening, speaking, and writing standards.
2. Utilized Blended Learning to provide small group instruction with targeted instructional strategies and differentiate reading instruction for all students
3. Reading Strategies to include: Close Reading, Text Dependent Questions, Annotation, Collaborative Conversations, Productive Talk, and Making Thinking Visible, and Thinking Skills
4. Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb's Depth of Knowledge (DOK).
5. Engage students in assessments that are standards-based.

The school will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with foundational reading skills and reading comprehension by providing professional learning based on trends collected from the Instructional Practice Guide for Literacy, student needs and teacher needs.

SMART Goals

1. By June of 2018, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 5% (23.63 to 28.63%). (SQII 5926)
2. By June of 2018, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease by 5% (76.37% to 71.37%). (SQII 6142)
3. By June of 2018, the number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate will decrease by 5% (44.06% to 39.06%). (SQII 5997)
4. By March of 2018, the number and percentage of students scoring Standard Met or Standard Exceed on the ELA Common Formative Assessment will increase 5% (24.5% to 29.5%). (SQII 6256)
5. By May 2018, the percentage of students scoring at/above Common Core Reading level on the most recent DRP will increase by 5% (24.6% to 30%), the percentage of students scoring moderately below the Common Core Reading level on the most recent DRP will increase by 5% (14.2% to 19.2%), and the percentage of students scoring significantly below the Common Core Reading Level on the DRP will decrease by 5% (60.89% to 55.89%). (SQII 3785, 3786 and 3787)
6. By May 2018, 80% 4-6 classrooms will receive a 3-Mostly or 4-Yes on all Instructional Practice Guide Tenants for Literacy.

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

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

1. ATLAS and SQII Data Dashboard Indicators will be utilized to monitor grades 4-6 progress towards meeting the

Owner(s):

1. Principal/MP

Timeline:

1. Monthly

SMART Goals listed above. (SQII 5926, 6142, 5997, 3785, 3786, and 3787)

<p>2. Current DRP administrations will be utilized to monitor student progress towards reading at/above grade level.</p> <p>3. DIBELS – three times a year (Aug, Jan, May)</p> <ul style="list-style-type: none"> • utilized to determine student growth and gaps in Reading Foundational Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) • utilized to differentiate instruction in Reading Foundation Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) 	<p>2. Principal/MP, TSA, and Classroom Teachers Teachers, TSA and Teaching Fellows</p>	<p>2. Twice during the year</p>
<ul style="list-style-type: none"> • BPST will be administered as needed for students who are below grade level reading to identify gaps in reading foundational skills. 	<p>3. Teachers, TSA and Teaching Fellows</p>	<p>3. Three times during year</p>
<ul style="list-style-type: none"> • BPST will be utilized as a formative assessment to determine student progress and identify gaps in reading foundational skills. 	<p>4. Teachers, TSA and Teaching Fellows Principal/MP</p>	<p>4/ Monthly</p>
<p>5. A minimum of three grade level common assignments or assessments will be collected per quarter. Common assignments or assessments will be:</p> <ul style="list-style-type: none"> • recorded on grade level monitoring forms which include: KAIG, BAS, DRP, District CFA's and SBAC • utilized to determine student growth and learning gaps • analyzed for planning of next steps in instruction 	<p>5. AC</p>	<p>5. 3-4 times during the quarter; weekly</p>
<p>6. Data Chats with AC Teams and individual teachers will occur after each administration of the DRP and Interim Assessment. Data chats will focus on growth and gaps of students and intervention/support strategies. A roving sub will be provided three times out of the year to release teachers for data chats.</p>	<p>6. Principal/MP</p>	<p>6. Three times during the year- Quarter 1,2 and 3</p>
<p>7. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. Data will be collected specifically on Tenant 2b. Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?</p> <ul style="list-style-type: none"> • Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration. • Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and/or details. • Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. • Questions and tasks attend to the words, phrases and sentences within the text. • Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text. 	<p>7. Principal/MP</p>	<p>7. August 2016 through June 2017</p>
<p>8. Data Chats with teachers after each administration of DRP and Interim Assessments will focus on growth and gaps of students.</p>	<p>8. Principal/MP</p>	<p>8. Twice during the year or Quarter 1,2 and 3</p>
<p>9. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy.</p> <ul style="list-style-type: none"> • School wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis. • Feedback and reflective conversations will focus on the tenets of the IPG for Literacy. 	<p>9. Principal/MP</p>	<p>9. Weekly</p>

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

1. Teachers will review current reading levels, state and district assessment results and set goals with all students in the fall.
2. Teachers will review current reading levels, state and district assessment results and student goals with parents during fall parent conference
3. BAS/DRP Progress Reports and District CFA results will be sent home after each administration.
4. Each teacher will provide a review of EDUTEXT during Back to School Night and fall Parent Conferences.
5. Parents will be provided information related to the parent portal on Back to School Night.
6. School wide DRP and Interim progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
7. The school will host a reading event for parents and students during the spring semester. The purpose of the event will be to encourage reading at home.
8. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.
9. Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents.
10. Parents will be offered training through Parent University to improve student learning.
11. Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child's class and serve on SSC and ELAC committees.

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

Describe Related Professional Learning:

1. Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions.
2. AC agendas and minutes will be archived weekly in AC binders. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
3. AC Teams will meet with administration quarterly to review grade level DRP data, District CFA data, AC SMART Goals and effective strategies to support student learning.
4. Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 - Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
5. All TK-6 grade teachers will be provided with one day of Choice PL with sub provided by our District Departments.
6. Professional Learning sessions will be provided on site twice a month (22 hours). There will be 18 sessions of 1 hour and 45 minutes and two sessions two hour PL sessions (18 non-prep days).
 - Professional Learning topics will be determined by ILT Team based on IPG school-wide trends, student assessment data and teacher surveys.
 - Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 - Lead Teachers will be given opportunities to lead Professional Learning sessions.
7. Lead Teachers will meet regularly with the administrative staff to engage in side by side learning through the use of Richard DuFour's Learning by Doing.
8. Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
9. Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
10. Book study opportunities: Rigorous Reading, Content-Area Conversations, Visible Learning for Literacy, and additional resources. Book and other resources will be purchased as funds allow.
11. Opportunities will be provided for teachers to observe colleagues on site to increase their repertoire of strategies student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2,3 and 4.

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

1. All 4-6 students will engage in a comprehensive reading program in grades 4-6 focused on reading strategies and reading comprehension.

Tier 1- implementation of Reading Foundational Standards and reading comprehension skills in all 4-6 classrooms

Tier 2- opportunities for deployment, fluid groupings, tutorial and co-teaching

- All 4-6 students will participate in a 30-40 minutes of Blended Learning focused on ELA- reading foundational skills and reading comprehension.

Tier 3- opportunities for targeted pull out/push in support

- Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. A roving sub will be provided for teacher participation in SST's.
- Students must be identified through Team meetings or the SST process.
- Identified students through this process will receive targeted non-identified pull out/push in support provided by the designated school TSA, Teaching Fellows, SE Paraprofessionals and SPED Team as space is available.

2. All students will engage in computer literacy at least once a week in the computer lab or in the classroom, Designated Schools TSA will provide instruction in using computer program/software to promote digital literacy and support the individualized needs of student to improve reading foundational skills and reading comprehension.

- Computer program/software will be purchased to support reading foundational skills and reading comprehension.
- Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy.

3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning intervention using computer based programs.

4. The administrative staff will collaborate with the HandsOn Literacy by 3rd Grade Volunteer Tutor program to develop a volunteer tutoring program tutor identified students in reading and reading foundational skills in support of RTII. Identification for targeted intervention will be based on data collected from SQII indicators identifying various subgroups such as EL, Hispanic, African American and SPED.

5. ACES after school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6.

- Students will be enrolled on a first come first serve basis.
- Teaching Fellows and FCOE employees will be used to staff the SNAP program.
- Materials and supplies will be purchased to support the SNAP program.

1. Integrated EL strategies will be used to support students in all content areas.

2. An Arabic Bilingual Instructional Assistant (BIA) and Teaching Fellow will provide access to the core content areas for identified EL students.

3. Targeted (long term/at risk) EL students in grades K-3 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.

4. Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.

5. Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.

6. CELDT camp to provide support for EL's in the area of reading, writing, listening and speaking.

Wolters Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Books & Other Reference				Purchase Books	\$ 550.00
2	1	LCFF: EL	Instruction	Books & Other Reference				Purchase Books	\$ 834.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Purchase books	\$ 5,000.00
Total									\$ 6,384.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15.93	25.93	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29.6	34.6	

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

Detail the Action

: Wolters will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics:

- **Focus:** The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
- **Coherence:** The lesson intentionally connect content to appropriate mathematical concepts within and across grades.
- **Rigor:** The lesson intentionally targets the aspects) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

The school will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with mathematics by providing professional learning based on trends collected from the Instructional Practice Guide for Math, student needs and teacher needs.

SMART Goals

1. By June of 2018, the number and percentage of students scoring Standard Met or Standard Exceed on the Math CAASP/SBAC will increase by 10% (15.93% to 25.93%). (SQII 6169)
2. By June of 2018, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the Math CAASP/SBAC will decrease by 10 (84.07% to 74.07%). (SQII 6160)
3. By May of 2018, the number and percentage of students who have a math SBAC score and are more than 10% negatively disproportionate will decrease by 5% (45.83% to 40.83%). (SQII 5998)
4. By March of 2018, the number and percentage of students scoring Standard Met or Standard Exceeded on the second math Common Formative Assessment will increase by 5% (29.6% to 34.6%). (SQII 6258)
5. By May 2018, 80% classrooms will receive a 3-Mostly or 4-Yes on all Instructional Practice Guide Tenants for Math.

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

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

1. ATLAS and SQII Data Dashboard Indicators will be utilized to monitor progress towards meeting the SMART Goals listed above. (SQII 6169, 6160 and 5998)
2. A minimum of three grade level common assignments or assessments will be collected per quarter. Common assignments or assessments will be: recorded on grade level monitoring forms which include: District CFAs and SBAC. Common Assignments or assessments will be:
 - utilized to determine student growth and learning gaps
 - analyzed for planning of next steps in instruction
3. Data Chats with AC Teams and individual teachers will occur after administration of the District CFA. Data chats will focus on growth and gaps of students and intervention/support strategies. A roving sub will be provided three times out of the year to release teachers for data chats
4. Classroom Walkthrough will focus on the Instructional Practice Guide for Math. School wide data will be collected on all 5 Tenets of the IPG for Math and shared with staff on a regular basis.
 - Culture of Learning: Is there a culture of learning and high expectations in this classroom?
 - Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
 - Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
 - Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?
 - Every Student: *When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?*
 - Improving Every Day: Are students demonstrating their understanding?
5. Feedback and reflective conversations will focus on the tenets of the IPG for Math.

Owner(s):

1. Principal/MP
2. Teachers
3. Principal/MP
4. Principal/MP
5. Principal/MP

Timeline:

1. Monthly
2. Quarterly
3. Quarterly/After each DCFA
4. Ongoing
5. Ongoing

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

Describe Related Professional Learning:

1. Teachers will review current math state and district assessment results and set goals with all students in the fall.
2. Teachers will review current math state and district assessment results and student goals with parents during fall parent conference
3. Each teacher will provide a review of EDUTEXT during Back to School Night and fall Parent Conferences.
4. Parents will be provided information related to the parent portal on Back to School Night.
5. School wide SBAC SQII and District CFA results will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
6. The school will host a math event for parents and students during the spring semester. The purpose of the event will be to encourage math at home.
7. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.

1. Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions.
2. AC agendas and minutes will be archived weekly in AC binders. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
3. AC Teams will meet with administration quarterly to review District CFA data, AC SMART Goals and effective strategies to support student learning.

8. Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents.
9. Parents will be offered training through Parent University to improve student learning.
10. Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child's class and serve on SSC.

4. Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.

- Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.

5. All TK-6 grade teachers will be provided with one day of Choice PL with sub provided by our District Departments.

6. Professional Learning sessions will be provided on site twice a month (22 hours). There will be 18 sessions of 1 hour and 45 minutes and two sessions two hour PL sessions (18 non-prep days).

- Professional Learning topics will be determined by ILT Team based on IPG school-wide trends, student assessment data and teacher surveys.
- Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
- Lead Teachers will be given opportunities to lead Professional Learning sessions.

7. Lead Teachers will meet regularly with the administrative staff to engage in side by side learning through the use of Richard DuFour's Learning by Doing.

8. Lead Teachers will provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational math skills, and CHAMPS.

9. Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards in Math: Focus, Coherence and Rigor.

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

1. All students will engage in a comprehensive math program in all grades.
2. All students will participate in a one hour session, once a week, using computer program/software to promote digital literacy and support the individualized math needs.
3. Materials, software, technology and other supplies will be purchased to support instruction in mathematics.

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

1. Integrated EL strategies will be used to support students in all content areas.
2. An Arabic Bilingual Instructional Assistant (BIA) and Teaching Fellow will provide access to the core content areas for identified EL students.
3. Targeted (long term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
4. Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
5. Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
6. CELDT camp to provide support for EL's in the area of reading, writing, listening and speaking.

Wolters Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase technology	\$	4,389.00
								Total	\$	4,389.00

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.94	14	California Teaching Fellows Foundation
863 - EL's attaining English proficiency in less than five years	30.3	40.3	California Teaching Fellows Foundation
2358 - EL's not advancing at least one proficiency level in Re-designation	50.88	40.88	California Teaching Fellows Foundation

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Wolters will implement a school wide plan to decrease Long-Term English Learners (LTEL's) and increase the number of students moving up a level by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD:

- Monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction
 - LTEL's will be targeted for reading intervention opportunities
 - District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with admin/teacher teams to accelerate student progress and reclassification
1. Coaching Cycle for teachers
 2. Provide staff development of state standards and effective instruction

SMART Goals

1. By June of 2018, the number and percentage of English Learner students redesignated will increase by 3.06% (10.94% to 14%). (SQII 917)
2. By June of 2018, the number and percentage of English Learner students with less than 5 years cohort-English Learners attaining the English Language proficiency level on the CELDT will increase by 10% (30.3% (14-15) to 40.3%). (SQII 863)
3. By June of 2018, the number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT will decrease by 10% (50.88% 40.88%). (SQII 2358)

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

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

1. ATLAS and SQII Data Dashboard Indicators will be utilized to monitor progress towards meeting the SMART Goals listed above. (SQII 917, 863 and 2358)
2. Teachers will utilize Redesignation Goal Setting report to monitor growth and gaps for EL students.
3. Teachers will ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
4. Annual CELDT assessments will be utilized to monitor student progress and used to provide extra support for EL's in the area of reading, writing, listening and speaking

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

1. Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
2. Home School Liaison will translate Monthly Newsletter and School Messenger that will be sent home to keep parents informed with school activities: music programs, achievement awards assemblies and any other special events.
3. Home School Liaison and administrative staff will contacted parents by telephone for student celebrations assemblies throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.)
4. A minimum of four ELAC will be scheduled throughout the year. A calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas.
5. Parents of recently redesignated EL students will be invited to celebrate their RFEP status during ELAC Meetings.

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

Owner(s):

1. Principal/MP
2. Teachers
3. Teachers
4. Principal/MP, CT/TSA

Timeline:

1. Monthly
2. Quarterly
3. Ongoing
4. September and January

Describe Related Professional Learning:

1. Accountable community time will be provided, once a week for two hours totaling 70 hours from the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions.
2. AC agendas and minutes will be archived weekly in AC binders. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
3. Teachers will utilize the new CCSS-ELD standards in planning for language needs of their students during vertical AC planning. AC's will also be given time to plan scaffolds for academic language and its uses within CCSS during integrated ELD.
4. AC Teams will meet with administration to do side by side learning, review student data, discuss student academic and ELD progress and strategies to support student learning.
5. Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 - Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
6. All TK-6 grade teachers will be provided with one day of Choice PL with sub provided by our District Departments.
7. Professional Learning sessions will be provided on site twice a month (22 hours). There will be 18 sessions of 1 hour and 45 minutes and two sessions two hour PL sessions (18 non-prep days).
 - Professional Learning topics will be determined by ILT Team based on IPG school-wide trends, student assessment data and teacher surveys.
 - Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 - Lead Teachers will be given opportunities to lead Professional Learning sessions.
8. EL District Coaches will be invited to provide Professional Learning sessions in monitoring student progress in ELD proficiency levels, EL Redesignation, EL strategies, Newcomer strategies and integrated ELD.

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

1. An Arabic Bilingual Instructional Assistant (BIA) and Teaching Fellow will provide access to the core content areas for identified EL students.
2. Targeted (long term/at risk) EL students in grades K-3 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
3. All students will engage in computer literacy at least once a week in the computer lab or in the classroom, Designated Schools TSA will provide instruction in using computer program/software to promote digital literacy and support the individualized needs of student to improve reading foundational skills and reading comprehension.
 - Computer program/software will be purchased to support reading foundational skills and reading comprehension.
 - Technology equipment such as computers, tablets, computer carts and any technology related equipment will be purchased to support computer literacy.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning EL intervention using computer based programs.
 - Computer program/software will be purchased to support English Language Development.
 - Technology equipment such as computers, tablets, computer carts, headphones and any technology related equipment will be purchased to support English Language Development for target EL students.
 - ACES morning program funds will be used to provide technology equipment and or computer program/software in support of morning intervention.

1. Integrated EL strategies will be used to support students in all content areas.
2. An Arabic Bilingual Instructional Assistant (BIA) and Teaching Fellow will provide access to the core content areas for identified EL students.
3. Targeted (long term/at risk) EL students in grades K-3 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
4. Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
5. Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
6. CELDTcamp to provide support for EL's in the area of reading, writing, listening and speaking

Wolters Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	LCFF: EL	Instruction	Materials & Supplies				Purchase materials and supplies for EL learners	\$	2,095.00
Total									\$	2,095.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	93.21	95.21	
5942 - Chronic absenteeism rate	27.02	22.02	
4849 - Truancy rate	54.32	44.32	

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

Detail the Action

Wolters will implement a school wide incentive program to promote school wide attendance and support regional goal of 95.3% attendance. Attendance will be monitored through daily attendance phone calls, the SARB process, bi-monthly attendance parent meetings and home visits. Quarterly incentives for students and parents, either making progress toward or achieving 95% attendance rate will be provided.

SMART Goals

1. By June 2018, the ADA Attendance Rate will increase by 2% (93.21% to 95.21%). (SQII 48)
2. By June 2018, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease 5% (27.02% to 22.02%). (SQII 5942)
3. By June 2018, the number and percentage of students who are truant as defined by education code (3 or more truancy violations) will decrease by 10% (54.32% to 44.32%). (SQII 4849)
4. By June of 2018, the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention will increase attendance by 20% (44.32% to 64.32%). (SQII 6331)
5. By June of 2018, the number and percentage of TK-6th grade student who were chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will increase by 5% (12.90% to 17.09%). (SQII 5959)
6. By June of 2018, the 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 will increase by 2% (93.27% to 95.27%). (SQII 5963)

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

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

1. A Home School Liaison for 3.5 hours each day will facilitate parent outreach to encourage daily attendance.
 - Data will be collected on students with chronic attendance.
2. District CWA will reach out to parents and students by making phone calls and home visits to students with chronic attendance. CWA will provide support and incentives to increase student attendance. Students and parents not responding to the support can be recommended for SARB.
3. Home School Liaison and CWA will monitor students with chronic attendance. Site and district communication and outreach will provide support for families with chronic attendance. Data will be collected from chronic Attendance parent meetings.

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

1. The importance of attendance will be discussed during Title 1 Meeting, Back to School Night, parent coffee hours, SSC, ELAC, and Parent University courses.
2. Teachers will communicate daily with parents of students who are absent.
3. Parent-Teacher conferences will be held at the end of the first quarter and the importance of attendance on correlation with academic performance will be discussed.
4. HSL and office assistant will monitor and communicate with parents of students with manageable and chronic attendance.
5. Office assistant will schedule conferences with chronic attendance families and arrange for attendance conferences with parents, home school liaison and administrator. Administration will share the importance of good daily attendance.
6. HSL and CWA will reach out to parents through home visits.

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

1. Monthly Attendance BINGO games will be provided as an incentive for attendance.
2. Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet and bike lock provided by Fresno Exchange Club.
3. District CWA and HSL will make home visits for those students who have chronic absenteeism. An incentive program will be provided to reward students with improved attendance.
 - Students showing significant improvement in attendance will receive a positive letter home "PAWS recognition" from the office.
4. All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times spelling the word "Perfect" will receive incentives provided by their teacher.
 - Students with 100% attendance rate will receive a quarterly incentive/award for example Quarter 1 Popsicle, Quarter 2 Doughnuts & hot chocolate, Quarter 3 Shaved Ice and Quarter 4 Ice Cream Sundae.
5. All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times will receive incentives provided by their teacher.
 - Class perfect attendance incentives will be determined by the AC and funded by site categorical or ASB funds.
6. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or after school such as Peach

Owner(s):

1. Home School Liaison and CWA
2. CWA
3. CWA and Home School Liaison

Timeline:

1. Daily
2. Weekly
3. Weekly and Bi-weekly

Describe Related Professional Learning:

1. During August 2017 Buyback or Institute Day, attendance procedures, protocols and strategies to increase attendance rates will be reviewed.
2. Professional Learning opportunities to include:
 - SEL
 - Student Engagement Strategies
3. Opportunities for supplemental pay and professional learning will be offered to certificated/classified staff in support of Goal 2 Activities such as after school sports, clubs and activities.

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

1. The importance of attendance will be discussed at ELAC Meetings.
2. Home School Liaison will target outreach to EL families to support reinforcement of daily attendance for student learning.
3. District CWA will provide outreach to all families to support and reinforce the importance of attendance for student learning.

Blossom, Student Leadership, Peer Mediators, and various clubs and sports.

7. Family Foundations will provide counseling support for targeted students based on social emotional needs to increase attendance.

Wolters Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		HSL		\$ 3,410.00
5	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		HSL		\$ 6,817.00
5	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				HSL Local Mileage		\$ 500.00
									Total	\$ 10,727.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	15.17	9	Family Foundation Services
7132 - Elementary students self-management survey results for questions 1-9	71.3	75	Family Foundation Services
7133 - Elementary students growth mindset survey results for questions 10-13	65.63	80	Family Foundation Services
7134 - Elementary students self-efficacy survey results for questions 14-17	64.84	70	Family Foundation Services
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	68.29	75	Family Foundation Services

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

Detail the Action

Wolters will implement Safe and Civil component and a tiered level system of social emotional supports. PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, and Olweus Bullying Prevention to promote personal responsibility and social skills to reduce office referrals, suspension rates and enhance time in class on task.

SMART Goals

1. By June of 2018, out of school suspension rate will decrease by 6.17% (15.17% to 9%). (SQII 843)
2. By June of 2018, the number and percentage of positive responses on the Self-Management construct of the elementary student survey will increase by 3.7% (71.3% to 75%). (SQII 7132)
3. By June of 2018, the number and percentage of positive responses on the Growth Mindset construct of the elementary student survey will increase by 14.37% (65.63% to 80%). (SQII 7133)
4. By June of 2018, the number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey will increase by 5.16% (64.84% to 70%). (SQII 7134)
5. By June of 2018, the number and percentage of positive response on the Social-Awareness construct of the elementary student survey will increase by 6.71% (68.29% to 75%). (SQII 7135)

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

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

1. Data for office referrals will be collected and reviewed by the Safe and Civil Schools Team (PURRfect Pride) quarterly.
 - Office Referrals (Levels of Behavior)
 - Office referral rate by teacher analysis.
 - Monthly data collection on suspension.
 2. PURRfect Pride Team will conduct classroom walkthroughs will focus on implementation of:
 - Second Step Lessons
 - Class Meetings
 - CHAMPS
 3. PURRfect Pride Team review, analyze and use staff, student and parent surveys to plan professional learning and next steps.
 4. Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis.
- Culture of Learning: Is there a culture of learning and high expectations in this classroom?
- Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
 - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
 - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
 - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

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

1. Parents will be contacted for student celebrations and invited for recognition assemblies throughout the year. (such as WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition...)
2. Teacher will have face to face conference with parents/guardians to develop a plan for at risk students who have received 3 office referrals (connect with families for support).
3. Administration and Teachers will have face to face conference with parents/guardians to develop a plan for high risk students who have received 6 office referrals.
4. SST's: Teacher will refer students for SST-Teacher will provide work samples, grades, attendance, behavior records/logs, KAIG/BAS/DRP assessments, DIBELS, and SBAC tests to highlight the student's potential area of need.
5. Home School Liaison to provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents.

Owner(s):

1. PURRfect Pride Team (Safe and Civil Schools Team), Teachers
2. Principal/MP and PURRfect Pride Team
3. PURRfect Pride Team Teachers, PURRfect Pride Team
4. Principal/MP

Timeline:

1. Monthly
2. Monthly
3. Twice during the year
4. On-going

Describe Related Professional Learning:

1. Safe & Civil Schools Professional Learning will be provided at the beginning of the school year and revisited as needed through-out the school year.
 - CHAMPS classroom expectations
 - Behavior Management Plan
 - School wide expectations
 - Office Referral System
2. PURRfect Pride will share school wide data and provide professional learning in areas of need for certificated and classified staff:
 - School Wide Discipline Policy
 - School Wide Rules and Expectations
 - Levels of Behavior
 - Self Awareness and Social Awareness
 - Social Emotional Learning
 - Growth Mindset
 - Crit
 - Positive Behavior Supports
 - Olweus Bullying Prevention

3. PURRfect Pride Team will develop a three week school wide rules and expectations pacing guide that includes the common areas and playground, Guidelines for Success, CHAMPS, Second Step, and Class Meetings. Lessons will be taught the first three weeks of school in grades PK-6.

4. PURRfect Pride Team will attend all required district School Climate trainings.

5. Family Foundations Counseling will provide professional learning on strategies for working with students with trauma.

6. Book study opportunities: The Formative Five, Poor Students, Rich Teaching, Teaching With Poverty in Mind, Engaging Students with Poverty in Mind, Fostering Resilient Learners and additional resources. Book and other resources will be purchased as funds allow.

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

1. Incentives for students reducing referral percentage, such as WOW Students (student of the week), Wise Wildcats (student of the month) and Weekly Character drawing.
 - Students receiving awards will receive an awards certificate and incentives.
 - Wise Wildcats will also receive a student of the month picture provided by Larson Brothers.
 - School-wide Semester Assemblies will be held for students in grades 1-6 to review school wide rules, routines, and procedures.
2. Teachers in PK-6 will teach school-wide rules and expectations using the pacing guide for lessons of the common areas and playground, Guidelines for Success, CHAMPS, Second Step, and Class Meetings in the first three weeks of school. Teachers will review school-wide rules and expectations of the common areas and playground at the beginning of each quarter in PK-6.
3. All K-6 grade classrooms will implement weekly Second Step lessons and class meetings during designated times.
4. All PK-6 grade classrooms will implement:
 - CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 - Behavior Management Plan (turned into administration before the first day of school)
 - OLWEUS Bullying Prevention
 - Bucket Filling
5. Students in need of intensive social emotional support will be identified through SST meetings. SST meetings will be conducted after all classroom and school-wide interventions have been utilized. Individualized Educational Plans, 504 Plans, Interagency Child Empowerment Team (ICET), and behavior plans will be established for students as needed.
6. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. A roving sub will be provided to provide release time for teacher participation.
7. Behavior Support Plans will be written and implemented, as needed, to support students, parents, and teachers. The team will engage in discussions around developing strategies and utilizing resources in order to create an environment that will support effective and positive behavioral changes.
8. A variety of services such as: Student Leadership, Peer Mediation, Men's Alliance/Boys to Men, Hoover High School Men's and Woman's Alliance, Chaplain Program, Fresno State pen pals, Fresno State Police Department

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.)
2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.
3. Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.
4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

and community outreach mentors will provide support to specific subgroups as identified by SQII data.

- African American subgroup
- Hispanic subgroup

9. PR – Personal Responsibility points will be implemented Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria.

- Funworks will be contracted to provide positive behavior rewards at the end of each quarter for any student not referred to the office.
- Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points.

10. Family Foundations will provide counseling support for targeted students based on social emotional needs 12 hours per week for 38 weeks totaling 456 hours (2 days per week).

- Family Foundations Counselor will provide “rethink” social skills class for students who have had more than one office referrals for chronic behaviors in levels 2 and 3 of the office referral form.

11. The Wild Cat Den will provide a safe place for identified student members to have recess. Ten in the Den cards will be issued to identify students, who need social emotional breaks during the day.

12. Social emotional support and social skills groups will be provided for identified students by SE Paras.

13. Alternatives such as suspension warnings, social skills class and community service will be used in lieu of suspensions.

Wolters Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts/Teachers who are on the Safe and Civil team -	\$	1,185.00	
6	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplement contracts for Data chats and Safe and Civil Meetings	\$	1,776.00	
6	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies - NO Incentives & NO Food	\$	679.00	
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	3 days of Professional counseling - Family Foundation	\$	30,780.00	
Total									\$	34,420.00	

Action # 7

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	66.47	72	

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

Detail the Action

Wolters will implement a comprehensive student communication and outreach program to promote positive identification with school, sense of belonging, communications, and norms to develop higher participation and engagement in arts, activities and athletics. Wolters will increase the number and percentage of unique students who are engaged in any Goal 2 activities.

SMART Goals

1. By June 2018, the number and percentage of unique students who are engaged in any Goal 2 activity is increase 5.53% from (66.47% to 72%). (SQII 2080)
2. By May 2018, students that responded 'Most of the time' or 'All of the time' to "I feel like I am a part of this school" and "There is a teacher or some other adult that really cares about me" will increase by 10% (83.96% to 93.96% and 85.19% to 95.19%). (SQII 395 and 397)

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

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

1. ATLAS and SQII Data Dashboard Indicators will be utilized to monitor progress towards promoting a positive identification with the school, sense of belonging, communications and norms to develop higher participation and engagement in arts, activities and athletics. (SQII 2080, 395 and 397)
2. Certificated/classified staff providing the engagement in enrichment, arts, activities and athletics will provide participation rosters and enter students attendance/participation into the ATLAS.
3. Teachers in grades 4-6 will administer the Student Safe School Survey to all students with consents to participate in the student survey,
 - Results of Student Safe School Survey will be reviewed and analyzed to provide data for planning and professional development by the PURRfect Pride Team.

Owner(s):

1. Principal and Vice Principal
2. Certificated/Classified Staff and Vice Principal
3. Teachers and PURRfect Pride Team

Timeline:

1. On-going
2. Quarterly
3. August 2017 and May 2018

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

Describe Related Professional Learning:

1. Parents will be contacted for student celebrations and invited for recognition assemblies throughout the year: WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition...
2. Home School Liaison to provide parent translations for school activities, athletic activities, parents meetings, conferences and newsletters through parent messengers and flyers.
3. Home School Liaison will organize parent volunteers to participate in school activities. A volunteer luncheon will be provided for parent volunteers in May 2018.
4. Parents will have opportunities to coach afterschool sports and be invited to provide afterschool club activities.

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

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities afterschool. Materials will be provided as funds are available.
2. Rewards and incentives will be purchased to encourage participation, good character, attendance and foster school spirit.
3. Student Leadership Team will encourage student participation in the development of school spirit and activities: Red Ribbon Week, Spring Activities, Read and Feed etc. The Student Leadership Team will have opportunities to:
 - collaborate with Administrative Staff to contribute to the development of SPSA
 - lead in volunteer work to contribute to the community.
 - visit regional leadership teams at feeder middle and high schools.
4. Incentives will be purchased for students such as Student of the Week, Student of the Month and Weekly Character drawing.
5. A supplemental contract will be provided for certificated/classified staff to train and launch Peer Mediation Leaders Program for Grades 4-6. Peer Mediators will assist with problem solving during recess. Materials and supplies for the Peer Mediation Leaders will be purchased.
6. A Career Day/College Day for Grades 4-6 to provide exposure to a variety of career opportunities.
7. All classrooms to participate in the "I PLEDGE" campaign to promote college and career ready graduates. Teachers will have ongoing conversations with students about goal setting for college and career, academics, social emotional and school culture and climate.
8. ACES after school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6.
 - Students will be enrolled on a first come first serve basis.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.
9. Each grade level K-6 will attend one field trip tied to their unit of study. Transportation and admission cost will be provided with categorical and ASB funds,

1. Professional Learning opportunities to include:

- SEL
- Student Engagement Strategies
- Goal 2 Activities such as afterschool sports and activities.

2. Teachers will receive updates and information regarding student outreach and engagement activities.

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

1. Parents will be contacted by telephone for student celebrations assemblies throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.)
2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.
3. Each teacher will specifically review Goal 2 activities and participation during back to school night and fall parent conferences.
4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming Goal 2 activities.

Wolters Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Parent Involvement/Babysitting	\$ 422.00
7	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Parent Involvement/babysitting	\$ 422.00
7	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				HSL extra time	\$ 293.00
7	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Participation/Involvement	\$ 150.00
7	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for 6th graders and Preschoolers	\$ 600.00
7	2	LCFF: EL	Parent Participation	Direct-Graphics (Dr)				Graphics - increase parent involvement	\$ 500.00
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)			Family Foundation Services	2% Evaluation Fee	\$ 616.00
								Total	\$ 3,003.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0500 Wolters 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 to support student learning	6,799.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 3 TF's, 160 days, with 21 hrs. of Professional Development	25,032.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.300	Mrs. Carlos is working with students using the RTI method	38,365.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitute for data chats	1,743.00
1	1	Sup & Conc	Instruction	Mat & Supp			Purchase materials and INCENTIVES	3,657.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 3 TF's, 160 days, with 21 Professional Development days	3,611.00
1	1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.300	Mrs. Carlos is working with students using the RTI method	38,365.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.438	Rawan Salaymeh ID #1070171	10,868.00
2	1	Title 1 Basic	Instruction	Bks & Ref			Purchase Books	550.00
2	1	Sup & Conc	Instruction	Bks & Ref			Purchase books	5,000.00
2	1	LCFF: EL	Instruction	Bks & Ref			Purchase Books	834.00
3	1	Sup & Conc	Instruction	Nc-Equipment			Purchase technology	4,389.00
4	1	LCFF: EL	Instruction	Mat & Supp			Purchase materials and supplies for EL learners	2,095.00
5	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	HSL	3,410.00
5	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	HSL	6,817.00
5	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Local Mileage	500.00
6	2	Title 1 Basic	Instruction	Teacher-Supp			Supplement contracts for Data chats and Safe and Civil Meetings	1,776.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies - NO Incentives & NO Food	679.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts/Teachers who are on the Safe and Civil team -	1,185.00
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : 3 days of Professional counseling - Family Foundation	30,780.00
7	2	Sup & Conc	Instruction	Direct Trans			Transportation for 6th graders and Preschoolers	600.00
7	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting	422.00
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Family Foundation Services : 2% Evaluation Fee	616.00
7	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Involvement/babysitting	422.00
7	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation/Involvement	150.00
7	2	LCFF: EL	Parent Participation	Direct-Graph			Graphics - increase parent involvement	500.00
7	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	293.00

\$189,458.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,836.00
Sup & Conc	7090	\$132,143.00
LCFF: EL	7091	\$22,479.00
Grand Total		\$189,458.00

Domain Totals	Budget Totals
Academic	\$151,535.00
SEL / Culture & Climate	\$37,923.00
Grand Total	\$189,458.00