


Wolters Elementary

10621666006597

Principal's Name: Xee Moua

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

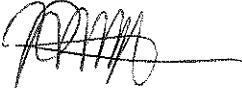
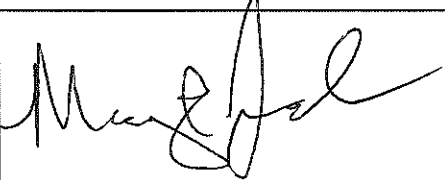
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Xee Moua	X				
2. Chairperson – Margaret Jackson				X	
3. Maria Izquierdo				X	
4. Gloria Gomez				X	
5. Becky Moua				X	
6. Guadalupe Castaneda				X	
7. Jacqueline Evans		X			
8. Johnny Aghoian		X			
9. Lilliana Gonzalez			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: <i>Wolters Elementary</i>			
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		March 20, 2019
SSC Chairperson	Margaret Jackson		March 20, 2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Wolters - 0500

ON-SITE ALLOCATION

3010	Title I	\$39,856 *
7090	LCFF Supplemental & Concentration	\$177,707
7091	LCFF for English Learners	\$24,384
TOTAL 2019/20 ON-SITE ALLOCATION		\$241,947

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,272
Remaining Title I funds are at the discretion of the School Site Council	\$38,584
Total Title I Allocation	\$39,856

Wolters Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	17.465 %	0 %	2017-2018	25 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37 %	36.869 %	2017-2018	46.869 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32 %	30.151 %	2017-2018	40.151 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

On SBAC ELA, 36.8% 3rd- 6th students Met or Exceed Standards. The key factor for students who met or exceeded the standard in ELA are due to:

- K-6 Implementation of GVC and it's technology resources; Wonders Student Work-space, Assessments and Reports.
- Focus of planning during 7 Designated Days- ELA Quarterly Planners and Assessment Calendars
- Accountable Community time provided, once a week for an hour and forty-five minutes: AC Smart Goals, CFA CCI work, planning using quarterly planners and assessment calendars, use of new AC minutes form including CFA CCI data.
- Data Chats- Individual, AC's and ILT- Analysis of SBAC 2019-20, Analysis of Interim 1 and 2, reteaching of standards, progress monitoring and targeted students.
- Professional Learning sessions provided twice a month based on site needs.
- RTII focus on reading by 3rd Grade- RTII K-3 block focused on gaps in reading foundational skills, reading fluently and reading comprehension. Monthly RTII meetings with teachers and RTII team to progress monitor and target supports.
- Teacher release time to observe colleagues.
- Regular Lead Teacher meetings.
- Computer Literacy- Wonders, Go Math, Sway, power point, typing, research, Imagine Learning, and

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

All subgroups but one have increased meets and exceeds and in points in ELA. Our White subgroup was the only one that dropped 5.9%.

RTII providing supports in academic and social emotional

Family Foundations counseling services targeting foster, African American, EL

Morning Intervention targeting EL Learners

ELA performance according to the PowerBI and California Schools DASHBOARD:

- African American 25% Meet/Exceed; 52.3 points below standard, increased 19.1 points
- Asian 77.8% Meet/Exceed; 7.5 points above standard, increased 46.8 points
- Hispanic 36.6% Meet/Exceed; 46.8 points below standard, increased 12.1 points
- White 29.4% Meet/Exceed; 67.7 points below standard, increased 8.4 points
- EL 22.2% Meet/Exceed; 40.2 points below standard, increased 4.9 points
- Special ED 14.8% Meet/Exceed; Students with Disabilities 112.1 points below standard, increased 25.4 points
- Socioeconomically Disadvantaged 45.5 points below standard, increase 14.5 points

Khan Academy.

- Hands on Literacy Program and ENP Literacy volunteers for grades K-3.
- Implementation of COST Team referral system and regular monthly SST's to address student needs.

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

On SBAC Math, 30.1% 3rd-6th students Met or Exceed Standards. The key factor for students who met or exceeded the standard in Math are due to:

- K-6 Implementation of GVC and it's technology resources; Go Math Math Trainer, Assessments and Reports.
- Focus of planning during 7 Designated Days- Math Quarterly Planners and Math Assessment Calendars
- Accountable Community time provided, once a week for an hour and forty-five minutes: AC Smart Goals, CFA CCI work, planning using quarterly planners and assessment calendars, use of new AC minutes form including CFA CCI data.
- Data Chats- Individual, AC's and ILT- Analysis of Interim 1 and 2, reteaching of standards, progress monitoring and targeted students.
- Professional Learning sessions provided twice a month based on site needs.
- Teacher release time to observe colleagues.
- Regular Lead Teacher meetings.
- Computer Literacy- Wonders, Go Math, Sway, power point, typing, research, Imagine Learning, and Khan Academy.

EL Reclassification Rate (All grade levels)

EL Reclassification is at 22.9%. The key factor for students who were reclassified are:

- K-6 Implementation of GVC and integrated ELD strategies and it's technology resources; Wonders Student Work-space, Assessments and Reports and Go Math Math Trainer, Assessments and Reports.
- Accountable Community time provided, once a week for an hour and forty-five minutes: AC Smart Goals, CFA CCI work, planning using quarterly planners and assessment calendars, use of new AC minutes form including CFA CCI data.
- Data Chats- Individual, AC's and ILT- Analysis of Interim 1 and 2, reteaching of standards, progress monitoring and targeted students.
- Professional Learning session on ELPAC
- Teacher release time to observe colleagues
- Regular Lead Teacher meetings.
- Morning ELD Intervention with Imagine Learning, a web-based program (40 minutes)
- Designated Content support with BIA in grades 4th-6th (50 minutes)
- Certificated Teacher provided ELD Instruction for identified EL students (40 minutes)
- RTII Foundational Reading Skills Intervention for EL students 1-6 that are in levels 1 or 2 and considered at-risk. in their English Language Development. Monthly meetings with teachers and RTII team to progress monitor and target support.

Factors:

RTII focus on reading by 3rd grade in grades K-3.

RTII social emotional supports provided by SE Paras, RCA, and Family Foundations Counseling has provided students with social skills to be a student; less students are out of class.

Academic and social emotional supports target foster, African American and EL.

Small groups/blended learning has provided students with targeted support and other opportunities to practice skills; supporting student success.

Intermediate grades 6, 5 and 4 have mobile labs to and are able to access technology components of Wonders.

Morning intervention using Imagine Learning targets EL students for ELD.

ADA has decreased for African American, White, Special ED, Foster and homeless subgroups.

Chronically absent has increased for African American, White, Special Ed, and homeless subgroups.

Truancy has increased for African American, foster youth and homeless.

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

All subgroups but one have increased meets and exceeds and in points in Math.

Math performance according to the Power BI and California Schools DASHBOARD:

- African American 21.9% Meet/Exceed; 52.3 points below standard, increased 19.1 points
- Asian 61.1% Meet/Exceed; 7.5 points above standard, increased 46.8 points
- Hispanic 30.4% Meet/Exceed; 46.8 points below standard, increased 12.1 points
- White 26.5% Meet/Exceed; 67.7 points below standard, increased 8.4 points
- EL 13.9% Meet/Exceed; 40.2 points below standard, increased 4.9 points
- Special ED 14.3% Meet/Exceed; Students with Disabilities 112.1 points below standard, increased 25.4 points
- Socioeconomically Disadvantaged 45.5 points below standard, increase 14.5 points

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Chronically absent has increased for African American, White, Special Ed, and homeless subgroups.

Truancy has increased for African American, foster youth and homeless.

EL Reclassification Rate (All grade levels)

EL students have increased in Meet/Exceed in ELA, Math and reclassification.

- 22.2% of EL students Meet/Exceed in ELA
- 13.9% of EL students Meet/Exceed in Math
- 23.2% of EL students were reclassified

Factors:

Morning ELD Intervention with web-based program

ELPAC Camp and Professional Development

ELD instruction provided by CT for identified EL students

Arabic BIA for content support

RTII Foundational Reading Skills Intervention for 1-6

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

2015-16 SBAC ELA increased 5.5% in 2017-18

2015-16 SBAC Math increased 5.9% in 2017-18

2015-16 EL Reclassification increased 1% in 2017-18

2017-18 Interim 1 ELA Meet/Exceed (27.9%) increased 7.1% on Interim 2 (30.9%)

2017-18 Interim 1 Math Meet/Exceed (25.9%) increased 7.5% on Interim 2 (33.3%)

2018-19 SBAC Goal in ELA is to increase 10% to 46%

2018-19 SBAC Goal in Math is to increase 10% to 40%

.75 CT

- Provided RTII for 1st, 2nd, 3rd and EL Students (total of 20 students serviced, 5/20 EL students)
- Coordinated RTII, DIBELS Assessment, ELPAC Assessment

Three Teaching Fellows

- Provided RTII for 1st, 2nd, 3rd and EL students (total of 40 students serviced)
- 1 TF provided support for 4th, 5th and 6th grade in ELA (total of 10 students serviced)

Family Foundations Counseling-4 Days

- Provided Therapy and Social Skills Groups for 52 students.

.375 HSL

- Communicated with parents about academics, attendance and parent participation
- Organized and allocate resources to support students academic, attendance, social emotional supports.
- Organized and communicated parent participation in ELAC, SSC and Parent Conferences and Parent Resources and Education.

.375 Arabic BIA

- Provided communication with Syrian parents
- Provided content and reading foundational skills support to over 23/32 Syrian Students

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Goal 1

- Reduce the CT position from .75 FTE to .375 FTE
- Continue contract with three Teaching Fellows
- Reduce Family Foundations contract to 3 days
- Continue .375 FTE HSL
- Remove .375 Arabic BIA
- Provide funds for purchase of computer software program iReady: Students in grades 1st-6th will use program to fill in gaps in their reading. Standards based assessments will be given weekly to progress monitor growth.
- Provide funds for purchase of computer software program Headsprout: Students in grades TK-K will use program to fill in gaps in foundational skills. Standards based assessments will be given weekly (once students are able to use computers) to progress monitor growth
- Provide funds for purchase of computer software program Imagine Learning: EL Learners in grades 1st-6th will use the program to fill in gaps in their understanding of the English language. Standards based assessments will be given as provided by the software.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our 2018-19 SBAC Goal in ELA and Math is to increase by 10%. ELA 46% and Math 40%. Our Interim 2 data indicates a growth of at least 4% in ELA and 12% in Math in relation to our 2016-17 SBAC results.

Budget Priorities:

- Continue to focus on reading to provide students with reading skills, fund CT/TSA, Teaching Fellows, and RCA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Implement PLI Partnership with Education Elements to support differentiation and personalized learning in the classroom.
- Increase computer engagement and provide tablets for SBAC testing grades (priority)
- Continue with rewards for kids meeting and exceeding

2 ELAC:

Our 2018-19 EL Reclassification goal is to increase by .5%. 2016-17 reclassification rate is 10.5%.

Budget Priorities:

- Continue to focus on reading to provide students with foundational reading skills
- Provide content support for Syrian students, fund Arabic BIA
- Reward students that are reclassified R-FEP, fund incentives and materials to motivate students
- Educate parents about ELAC and EL supports, fund HSL
- Continue with web-based morning intervention for EL students with Imagine Learning Licenses, fund morning intervention and provide materials and resources.
- Fund additional tutoring for students in the morning and afterschool

3 Staff:

Our 2018-19 SBAC Goal in ELA and Math is to increase by 10%. ELA 46% and Math 40%. Our Interim 2 data indicates a growth of at least 4% in ELA and 12% in Math in relation to our 2016-17 SBAC results.

Budget Priorities:

- Continue with Response to Instruction & Intervention (RTII), fund CT/TSA, Teaching Fellows, and RCA
- Continue with counseling and social emotional supports, fund Family Foundations Counseling and RCA
- Implement PLI Partnership with Education Elements to support differentiation and personalized learning in the classroom.
- Increase computer engagement and provide tablets for SBAC testing grades (priority).
- Purchase computer software iReady Licenses
- Purchase computer software Headsprout Licenses

standards in assessments, fund incentives and materials to motivate students.

- Provide funds for iReady Licenses
- Provide funds for Headsprout Licenses
- Provide funds for Imagine Learning Licenses
- Fund and allocate resources and materials for progress reports and setting goals with students.
- Tutoring for students that need help.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and develop an action plan to ensure student success.

- Start pull out /push in support for morning and after school.
- Start differentiated deployment by subject RTII for ELA and Math.
- Purchase computer software (Lexia Learning).
- Continue to Develop Common Formative Assessments, what does mastery look like?
- Continue to analyze CFA data, compare data, discuss results, look for patterns, share strategies and plan.
- Continue to vertically align and identify common standards that students are lacking.
- Continue to provide AC planning time; teachers need time to implement.
- Continue allocating resources to support data analysis of DRP, DIBELS, KAIG, Interim and SBAC.
- Continue to coordinate resources to meet the needs of students.
- Continue with data discussion with Admin to determine next steps for student learning.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and develop an action plan to ensure student success.

Action 1

Title: Reading by 3rd Grade

Action Details:

Wolters will implement a K-3 comprehensive reading program to develop proficient readers with the capacity to read and comprehend grade level texts by 3 grade. To ensure that students will read and comprehend grade level texts, a three-tiered response to intervention system will be implemented in kindergarten through third grade.

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

- 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 during and/or before/after school

2. Selection of students participating in Tier 2 and RTII program will be based on multiple measures that diagnose students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic foundational reading skills. (KAIG, BAS, DRP, DIBLES and BPST). Instruction using the Wonders curriculum 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard data will be utilized to monitor grades K-3 progress towards the goal of reading by 3rd Grade.
2. Current BAS/DRP administrations will be utilized to monitor student progress towards reading at/above grade level in grades K-3.
3. DIBELS will be administered three times a year (Aug, Jan, May) for grades K-3 by the Resource Teacher and Teaching Fellows. The DIBLES Data System will be purchased to record DIBLES assessment data. The DIBELS data reports will be used to:
 - 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 common formative assessments will be collected per quarter. Common assignments or common assessments will be:
 - 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.
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/acceleration strategies.
 - A roving sub will be provided three times out of the year to release teachers for data chats.
7. Teachers will conduct a conference with each student after administration of the DRP, Interim and CFA assessments to celebrate, reflect, plan and set goals using the students' 7 Habits data portfolio.
 - SBAC student conference celebration, reflection, planning and goals will be held in August.
8. 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 will align 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 will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.
 - Instruction and materials provide opportunities for all students to practice reading and writing newly acquired skills.

Owner(s):

1. Principal/Mce Principal, TSA, ILT and AC
2. Principal/Mce Principal, TSA, K-2 Classroom Teachers, ILT and AC
3. K-2 Classroom Teachers, Resource Teacher and Teaching Fellows
4. K-3 Teachers, Resource Teacher and Teaching Fellows
5. ILT and AC.
6. Principal/Mce Principal, ILT, AC and Teachers
7. Teachers
8. Principal/Mce Principal

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

9. Headsprouts, iReady and additional instructional materials and/or technology will be purchased to assess and monitor student progress.

10. Classroom walkthroughs 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.

9. Vice Principal

10. Principal/Vice Principal

9. Quarterly Review

10. Weekly, 6 hours a week

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

1. Kindergarten Aides will push in support through-out the school day for ELA and Math. 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 3 grade. Classroom Teachers and Certificated Tutor will provide this support with three tutors contracted through Teaching Fellows and a Social Emotional Paraprofessional. The RTII Team will include but is not limited to: Principal/Vice Principal, Designated TSA, classroom teachers, CT, Teaching Fellows, and RCA. Monthly RTII Team Meetings will be held during the instructional day (Attendance BINGO) to identify students, progress monitor, and discuss supports for targeted students.

- Tier 1- implementation of Reading Foundational Standards using the GVC in all K-3 classrooms and differentiation based on student needs. K-3 classrooms will utilize the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs: more time to learn new concepts, more time to practice concepts or acceleration.
- 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, three Teaching Fellows and RCA. 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 Paraprofessional will provide social emotional learning intervention for identified students in need of social emotional support. RTII Team (Teachers, CT, Teaching Fellows, RCA and Administrative Staff) will meet monthly during Student Attendance BINGO activities to discuss, analyze, reflect and plan for RTII.
- Tier 3- opportunities for targeted pull out/push in support. Students in need of intensive support will be referred for potential services through COST Team referrals. COST Team meetings will be held biweekly to review student referrals and coordinate services. SST meetings will be scheduled by the COST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's. Students will be identified through RTII Team meetings or the COST Team process. Identified students through SST's 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 for a 30-60 minute block 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 student's personalized learning; improving reading foundational skills and reading comprehension.
- iReady and Headsprouts adaptive computer program 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, as funds are available. The goal is to provide each classroom with a mobile lab.

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

- Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth 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 based on a lottery system.
- Teaching Fellows and FCOE employees will be used to staff the SNAP program.
- Materials and supplies will be purchased to support the SNAP program.

Specify enhanced services for EL students:

1. Integrated EL strategies will be used to support students in all content areas.
2. 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.
3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after school intervention using computer based programs for targeted EL students.
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. Assessors will be hired to administer the ELPAC assessment.

Explain the 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 using 7 Habits portfolio. Students will take a lead in sharing their 7 Habits portfolio's with parents during parent conference.
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 Interim 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 SBAC, DRP, Interim and ELPAC progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
7. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.
8. Parents will be invited to coffee hours, school meetings and conferences. Parent invitations will be communicated through Parent messenger, newsletters and flyers. Parent newsletters and flyers will be translated in major languages.
9. Parents will be offered training through Parent University to improve student learning.
10. Parents will be provided reasonable opportunities to access to staff, volunteer and participate in their child's class and serve on SSC and ELAC committees.

Specify enhanced services for low-performing student groups:

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using computer based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.

Describe Professional Learning related to this action:

1. Accountable community time will be provided, once a week for one hour and forty-five minutes totaling 63 hours, within the 45 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 uploaded weekly in the AC Teams folder. 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 administration quarterly to review grade level DRP data, District CFA data, AC SMART Goals and discuss effective strategies to support student learning.
4. Professional Learning sessions will be provided once or twice a month (13 hours) and seven (7 hour) days (49 hours) before school and/or during agreed upon non-school days during the school year (13 hours from the 45 hours and 49 hours from the 80 hours); totaling 62 hours during the year.
 - Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
5. Professional Learning sessions will be provided on site once or twice a month (13 hours). The 13 hours will be combined with 13 non-prep days for thirteen 1 hour and 45 minutes PL sessions.
 - 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.
6. 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.
7. Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
8. Substitute release time will be provided for teachers to attend professional learning or observe colleagues at

other sites to increase their repertoire of strategies in blended learning, personalized learning, student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.

9. The site will partner with Fresno Unified Personalized Learning Initiative (PLI) and Education Elements to equip staff with the knowledge, skills and resources to ensure that students receive personalized learning. The three year commitment will help staff develop expertise in targeting instruction, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support students.

- Funds will be allocated during three different fiscal years to support the partnership with Fresno Unified PLI and Education Elements (2017-18, 2018-19, and 2019-20).

11. Book study opportunities: All Learning is Social Emotional, Content-Area Conversations, Visible Learning for Literacy, and additional resources. Book and other resources will be purchased as funds allow.

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.

Action 2

Title: ELA4-6

Action Details:

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 the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs: more time to learn new concepts, more time to practice concepts or acceleration.
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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard data will be utilized to monitor grades 4-6 progress towards meeting their SMART Goals: DRP, SBAC and Interim.
2. Current DRP administrations will be utilized to monitor student progress towards reading at/above grade level.
3. DIBELS will be administered three times a year (Aug, Jan, May) for grades K-6 by the Resource Teacher and Teaching Fellows. The DIBELS Data System will be purchased to record DIBELS assessment data. The DIBELS

Owner(s):

1. Principal/Mce Principal, TSA, ILT and CCT
2. Principal/Mce Principal, ILT, AC and Teachers
3. Resource Teacher, Teaching Fellows and Teacher

Timeline:

1. Monthly
2. Twice during the year
3. Three times during year

data reports will be used to:

- utilized to identify student 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 foundational skills.

- BPST will be utilized as a formative assessment to determine student progress and identify gaps in reading foundational skills.

5. A minimum of three grade level common assignments or common formative assessments will be collected per quarter. Common assignments or common formative assessments will be:

- recorded on grade level monitoring forms which include: KAIG, BAS,DRP, District CFA's and SBAC.
- utilized to determine student growth and learning gaps and analyzed for the planning of next steps in instruction.

6. Data Chats with ILT, AC Teams and individual teachers will occur after 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.

7. Teachers will conduct a conference with each student after administration of the DRP, Interim and CFA assessments to celebrate, reflect, plan and set goals using the students' 7 Habits portfolio.

- SBAC student conference celebration, reflection, planning and goals will be held in August.

8. 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?

- 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.

9. 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.

10. iReady and additional instructional, materials and/or technology will be purchased to assess and monitor student progress.

4. Teachers, Resource Teacher and Teaching Fellows

4. Monthly

5. ILT and AC

5. 3-4 times during the quarter; weekly

6. Principal/Vice Principal, ILT, AC and Teachers

6. Three times during the year- Quarter 1,2 and 3

7. Teachers

7. August 2016 through June 2017

8. Principal/Vice Principal

8. Twice during the year or Quarter 1,2 and 3

9. Principal/Vice Principal

9. Weekly

10. Vice Principal

10. Quarterly Review

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

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 the GVC, 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 structure (personalized 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 COST Team referrals. COST Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the COST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's. Identified students through SST's will receive targeted non-identified pull out/push in support provided by the SPED Team as space is available.

Students receiving Tier 3 support must be identified through the 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 designated school TSA, Teaching Fellows, SE Paraprofessionals/RCA and/or SPED Team as space is available.

2. All students will engage in computer literacy at least once a week for a 30-60 minute block 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 student's personalized learning; improving reading foundational skills and reading comprehension.
 - iReady adaptive computer program 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, as funds are available. The goal is to provide each classroom with a mobile lab.
3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using computer based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Web-based media such as Khan Academy will be used to provide individualized tutoring.
 - Identification for targeted students will be based on data collected from ATLAS and Power BI data targeting subgroups such as EL, African American, foster youth 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 based on a lottery system.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program as funds are available.

Specify enhanced services for EL students:

1. Integrated EL strategies will be used to support students in all content areas.
2. 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.
3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or

Specify enhanced services for low-performing student groups:

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using computer based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.

- after school intervention using computer based programs for targeted EL students.
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. Assessors will be hired to administer the ELPAC assessments.

Explain the 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 using 7 Habits portfolio. 7 Habits portfolio's will be shared with parents during parent conference.
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 Interim 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 and ELPAC progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
7. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.
8. Parents will be invited to coffee hours, school meetings and conferences. Parent invitations will be communicated through Parent messenger, newsletters and flyers. Parent newsletters and flyers will be translated in major languages.
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 and ELAC committees.

2. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Web-based media such as Khan Academy will be used to provide individualized tutoring.
 - Identification for targeted students will be based on data collected from ATLAS and Power BI data targeting subgroups such as EL, African American, foster youth and SPED.

Describe Professional Learning related to this action:

1. Accountable community time will be provided, once a week for one hour and forty-five minutes totaling 63 hours, within the 45 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 uploaded weekly in the AC Teams folder. 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 administration quarterly to review grade level DRP data, District CFA data, AC SMART Goals and discuss effective strategies to support student learning.
4. Professional Learning sessions will be provided once or twice a month (13 hours) and seven 7 hour days (49 hours) before school and/or during agreed upon non-school days during the school year (13 hours from the 45 hours and 49 hours from the 80 hours); totaling 62 hours during the year.
 - Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
5. Professional Learning sessions will be provided on site once or twice a month (13 hours). The 13 hours will be combined with 13 non-prep days for thirteen 1 hour and 45 minutes PL sessions.
 - 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.
6. 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.
7. Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
8. Substitute release time will be provided for teachers to attend professional learning or observe colleagues at other sites to increase their repertoire of strategies in blended learning, personalized learning, student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
9. The site will partner with Fresno Unified Personalized Learning Initiative (PLI) and Education Elements to equip staff with the knowledge, skills and resources to ensure that students receive personalized learning. The three year commitment will help staff develop expertise in targeting instruction, creating opportunities for students to

reflect and own their learning, making data-informed decisions, and navigating content and tools to support students.

- Funds will be allocated during three different fiscal years to support the partnership with Fresno Unified PLI and Education Elements (2017-18, 2018-19, and 2019-20).

11. Book study opportunities: All Learning is Social Emotional, Content-Area Conversations, Visible Learning for Literacy, and additional resources. Book and other resources will be purchased as funds allow.

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.

Action 3

Title: Math

Action Details:

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.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard will be utilized to monitor progress towards meeting the SMART Goals.
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: Interim 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 Interim. 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/Mce Principal, TSA, ILT and CCT
2. ILT and AC
3. Principal/Mce Principal, AC and Teachers
4. Principal/Mce Principal
5. Principal/Mce Principal

Timeline:

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

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

1. All students will engage in a comprehensive math program focused on:
 - 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.
2. All students will receive Tier 1 and Tier 2 math instruction within their classroom and have opportunities to engage in Tier 3 math intervention.
 - Tier 1- implementation of the GVC.
 - Tier 2- opportunities for blended learning/personalized learning environment, fluid groupings, grade level deployment, tutorial and co-teaching.
 - Tier 3- opportunities for targeted pull out/push in support. Students in need of intensive support will be referred for potential services through COST Team referrals. COST Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the COST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's.
3. All students will engage in computer literacy at least once a week for a 30-60 minute block in the computer lab or in the classroom using mobile labs.
 - Go Math personal math trainer will be used to provide students with reteach, practice, acceleration, assessments and personalized learning.

- Khan Academy and Prodigy will be used as part of the personalized learning to provide students with a menu of options during blended learning blocks.
 - Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy, as funds are available. The goal is to provide each classroom with a mobile lab.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive computer based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
 5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Adaptive resources such as Khan Academy and Prodigy will be used to provide personalized learning and reteach.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
 6. 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 based on a lottery system.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.

Specify enhanced services for EL students:

1. Integrated EL strategies will be used to support students in all content areas.
2. 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.
3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after school intervention using computer based programs for targeted EL students.
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 discuss ELPAC results and identify gaps in meeting Redesignation criteria.
6. Assessors will be hired to administer the ELPAC assessment.

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

1. Teachers will review current math state and district assessment results and set goals with all students in the fall using 7 Habits portfolio. Students will take a lead in sharing their 7 Habits portfolio's with parents during parent conference.
2. Teachers will review current math levels, state and district assessment results and student goals with parents during fall parent conference.
3. Progress Reports and Interim 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 SBAC and Interim Math progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings.
7. Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities.

Specify enhanced services for low-performing student groups:

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive computer based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
2. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Adaptive resources such as Khan Academy and Prodigy will be used to provide personalized learning and reteach.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.

Describe Professional Learning related to this action:

1. Accountable community time will be provided, once a week for two hours totaling 63 hours, within the 45 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 uploaded weekly in the AC Teams folder. 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 administration quarterly to review grade level DRP data, Interim data, AC SMART Goals and discuss effective strategies to support student learning.
4. Professional Learning sessions will be provided once or twice a month (13 hours) and seven 7 hour days (49 hours) before school and/or during agreed upon non-school days during the school year (13 hours from the 45 hours and 49 hours from the 80 hours); totaling 62 hours during the year.

8. Parents will be invited to coffee hours, school meetings and conferences. Parent invitations will be communicated through Parent messenger, newsletters and flyers. Parent newsletters and flyers will be translated in major languages.

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 and ELAC committees.

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

5. Professional Learning sessions will be provided on site once or twice a month (13 hours). The 13 hours will be combined with 13 non-prep days for thirteen 1 hour and 45 minutes PL sessions.

- 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.

6. 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.

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

8. Substitute release time will be provided for teachers to attend professional learning or observe colleagues at other sites to increase their repertoire of strategies in blended learning, personalized learning, student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.

9. The site will partner with Fresno Unified Personalized Learning Initiative (PLI) and Education Elements to equip staff with the knowledge, skills and resources to ensure that students receive personalized learning. The three year commitment will help staff develop expertise in targeting instruction, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support students.

- Funds will be allocated during three different fiscal years to support the partnership with Fresno Unified PLI and Education Elements (2017-18, 2018-19, and 2019-20).

Action 4

Title: EL Redesignation

Action Details:

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 and 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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI, and California School Dashboard data will be utilized to monitor progress towards meeting the EL Redesignation goals.
2. Teachers will utilize the ELPAC Progress Monitoring Status Report from ATLAS to monitor growth and gaps for EL students.
3. Teachers will conduct ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
4. Annual ELPAC 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.
5. Teachers will monitor identified EL student progress with use of the Imagine Learning software diagnostic assessment.
6. Teachers will monitor students who have been redesignated from English Learner to Redesignated-Fluent English Proficient (R-FEP). Monitoring student progress is intended to ensure that redesignated students continue to excel academically at the beginning of each quarter.

Owner(s):

1. Principal/Vice Principal, TSA, ILT and CCT
2. Vice Principal, Teachers
3. Teachers
4. Vice Principal, TSA and Resource Teacher
5. TSA, Teachers
6. Vice Principal, Teachers

Timeline:

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

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

1. Teachers will use integrated ELD strategies, the ELA/ELD State Standards, and district adopted curriculum to provide Tier 1 instruction in English Language Development for all EL students.
2. Identified EL students will be given access to Tier 2 Imagine Learning adaptive software to develop language and literacy concepts, basic vocabulary, academic language, grammar, phonological awareness, phonics and fluency during blended learning blocks in support of personalized learning.
 - Identified EL students will have opportunities to participate in before or after school Imagine Learning sessions provided by certificated/classified staff.
3. Targeted EL students in grades 4th-6th who are identified as long-term or at-risk will receive Tier 3 pull out ELD instruction focused on reading, speaking and listening standards provided by the .375 FTE Resource Teacher.
4. All EL students will engage in computer literacy at least once a week in the classroom or computer lab.
 - Designated Schools TSA will provide instructional support in using computer program/software to promote digital literacy and support student's personalized learning.
 - Imagine Learning and other software will be purchased to develop language and literacy concepts and reading comprehension.
 - Technology equipment such as computers, tablets, computer carts and any technology related equipment will be purchased to support computer literacy and English Language Development.
5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning or after school EL program using computer based programs and tutoring.
 - The Imagine Learning software will be purchased to support English Language Development of identified EL students.
 - ACES morning program funds will be used to purchase extra Imagine Learning software, technology equipment and or computer program/software in support of Tier 2 and 3 EL intervention.
 - As funds become available during the year, budget transfers will be made to purchase additional materials, technology equipment such as computers, tablets, computer carts, headphones and any technology related equipment to support the English Language Development of EL Learners.

Specify enhanced services for EL students:

1. Integrated EL strategies will be used to support students in all content areas.
2. Targeted (long term/at risk) EL students in grades K-6 will receive Tier 2 and 3 intervention supports focused on EL reading, speaking and listening standards provided by the Resource Teacher and or morning/after school EL intervention .
3. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after school EL intervention using computer based programs.
4. ELPAC Progress Monitoring Status Report from ATLAS will be utilized to monitor growth and gaps for EL

Specify enhanced services for low-performing student groups:

students. FUSD R-FEP Monitoring forms will be utilized to monitor students who have been redesignated from English Learner to Redesignated-Fluent English Proficient (R-FEP).

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

6. ELPAC assessors will be hired to administer the ELPAC assessment.

Explain the 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 contact 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 R-FEP status during ELAC Meetings.

Describe Professional Learning related to this action:

1. Accountable community time will be provided, once a week for two hours totaling 63 hours, within the 45 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 uploaded weekly in the AC Teams folder. 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 administration quarterly to review grade level DRP data, District CFA data, AC SMART Goals and discuss effective strategies to support student learning.

4. Professional Learning sessions will be provided once or twice a month (13 hours) and seven 7 hour days (49 hours) before school and/or during agreed upon non-school days during the school year (13 hours from the 45 hours and 49 hours from the 80 hours); totaling 62 hours during the year.

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

5. Professional Learning sessions will be provided on site once or twice a month (13 hours). The 13 hours will be combined with 13 non-prep days for thirteen 1 hour and 45 minutes PL sessions.

- 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.

6. 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.

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

8. Substitute release time will be provided for teachers to attend professional learning or observe colleagues at other sites to increase their repertoire of strategies in blended learning, personalized learning, student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4 in support of ELA/ELD standards.

9. The site will partner with Fresno Unified Personalized Learning Initiative (PLI) and Education Elements to equip staff with the knowledge, skills and resources to ensure that students receive personalized learning. The three year commitment will help staff develop expertise in targeting instruction, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support

students.

- Funds will be allocated during three different fiscal years to support the partnership with Fresno Unified PLI and Education Elements (2017-18, 2018-19 and 2019-20).

10. 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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for Education Elements PLI Days and data chats.	3,817.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Data Chats and Safe and Civil planning	1,326.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Money will be used to provide materials and supplies for all students. No Food/Incentives	1,291.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program will be used to assist students in learning Reading Foundational Skills. Inter-Act Fellows Program: 3 Inter-Act Fellows, 160 program days at 3 hours per day, 21 hours of professional development.	31,510.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials to support reading, writing, and math. No Food/Incentives	100.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Posters will be used to engage students in core academic areas as needed.	250.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Open Position.	48,377.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for data chats, PLI and sports events.	1,177.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : I-Ready Reading Diagnostic and Instruction Site License 351-500 Students 1 year. I-Ready Diagnostic and Instruction Professional Development On-Site New User Package (All sessions up to 6 hrs.)	15,108.00
G1A1	Sup & Conc	Instruction	Bks & Ref			A-Z Reading : Learning A-Z Headsprout. Licenses grant registered classrooms only permission to use materials on the designated website during the terms of the license. License will be used to assist students in their learning of foundational skills.	800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Purchase materials and supplies as well as incentives for students.	9,787.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology as needed.	50.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements: PLI : Educational Elements: Funds will be used for PLI Digital Differentiation. Educational Elements	8,000.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting	62.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Purchase materials and supplies for EL Learners	6,341.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers on Safe and Civil Team	2,768.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Bks & Ref			Books to increase student engagement	1,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Money will be used to purchase computers for student use.	1,500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books will be purchased for EL learners as needed	834.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors (4 days)	800.00

\$134,898.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	92 %	61.905 %	2017-2018	95.905 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

61.9% of students participated in a Goal 2 Engagement due to:

- Participated in all elementary sports: football, volleyball, cheer, cross country, basketball, soccer, wrestling, basketball and softball
- Grades 4,5 and 6 engaged in music: band, strings and choir
- Music instruction provided in in all grades and programs
- Clubs such as drone club and board game club were provided
- Peer Mediation and Cross age tutors
- Traffic patrol and leadership students
- Hoover Cross Age Tutors
- Lunch recess sports, activities, arts and crafts were provided by additional NTA focused on sports, activities, arts and crafts.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

All students were provided with opportunities to participate in arts, activity and athletics. Special Ed is the lowest in engagement.

2017-18 Engagement with Subgroups:

- African American 72.1% students engaged
- EL 64.6% students engaged
- SPED 45.5% students engaged
- Foster Youth 80% students engaged
- Asian 66.7% students engaged
- Hispanic 63.5% students engaged
- White 52.9% students engaged

Factors:

Our Special ED population has the lowest students engaged because most have bus transportation and cannot participate in any after school activities due to transportation. Only a small number of our SPED/ED parents will be willing to pick up their students to allow them to engage in activities or athletics after school.

Our SPED/ED students struggle with social emotional regulation which result in verbal and physical aggression. Students and/or parents will usually opt them out of participation in arts, activities or athletics.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

2018-19 data shows that only 61.9% of students participated in Goal 2 Engagements. More students participated in the Goal 2 Engagements.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Based on the analysis, we will need to capture the student engagement more accurately in 2018-19.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our 2018-19 Goal 2 Engagement show 61.9% of our students engaged in arts, activities and athletics.

Budget Priorities:

- Continue with sports and provide an A and B team option
- Increase allocations to fund more classified staff to provide engagement activities during lunch recess
- Recruit volunteers to provide enrichment activities
- Have SNAP do more enrichment clubs
- Provide two sports awards assemblies: Fall and Spring
- Continue to provide music for grades K-3
- Invite parent volunteers to help and coach
- Start Peach Blossom, Garden Club and Community Engagement Clubs
- Start weekly enrichment wheel within the grade levels

2 ELAC:

Our 2018-19 Goal 2 Engagement show 61.9% of our students engaged in arts, activities and athletics.

Budget Priorities:

- Continue with sports and provide an A and B team option
- Have SNAP do more enrichment clubs
- Provide two sports awards assemblies: Fall and Spring

3 Staff:

Our 2018-19 Goal 2 Engagement show 61.9% of our students engaged in arts, activities and athletics. To capture Goal 2 Engagements, we will calendar multiple data entry dates and will:

Budget Priorities:

- Continue funding all the sports
- Continue to provide music for all grade levels K-6
- Increase allocations to fund more classified staff to provide engagement activities during both recesses
- Allocate staff to develop and supervise student jobs, develop a Wildcat Credit system, and allocate funds to provide a Wildcat Store for students to use their Wildcat Credit.

Action 1

Title: Engagement

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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 2019 and May 2020

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 before or after school. Materials will be provided as funds are available.
 - Arts: talent show, Peach Blossom...
 - Activities: drone club, board game club, book club, garden club...
 - Athletic: football, volleyball, cheer, cross country, basketball, wrestling, track and baseball.
2. Rewards, incentives and materials will be purchased to encourage leadership, 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 drawings.
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. Supplemental contracts will be provided for certificated/classified staff to provide lunch recess sports, activities, arts and crafts and cross-age tutoring.
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 based on a lottery system.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.
8. 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 as funds become available.

Specify enhanced services for EL students:

1. Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.
2. Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.

Specify enhanced services for low-performing student groups:

1. Administration and teachers will reach out to SPED and SPED/ED students to encourage student participation in arts, activities and athletics during school activities: back to school night, SSC Meetings, coffee hours and parent messengers.

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

Describe Professional Learning related to this action:

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 2019.
4. Parents will have opportunities to coach after school sports and be invited to provide after school club activities.

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
 - Positive Behavior Supports
 - Leader in Me & The 7 Habits of Happy Kids
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
 - Grit
 - Positive Behavior Supports
 - Olweus Bullying Prevention
 - Leader in Me & The 7 Habits of Happy Kids
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 training. Extra pay contracts will be provided to the PURRfect Pride team for one hour of planning once a month.
5. Teachers will be provided with planning time to develop and organize engagements, structure job fairs, interview and supervise student job positions.
6. Family Foundations Counseling will provide professional learning on strategies for working with students with trauma to build character and competencies for workplace success.
7. Book study opportunities: Leader in Me, The 7 Habits of Happy Kids, The 7 Habits of Happy Teens, 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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Money will be used for additional field transportation.	2,000.00

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	98.246 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.077 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

All 3rd grade students participated in Bricks 4 Kidz. The contributing factor for having 100% exposure to careers was having the activity happen at school. Students were provided an engaging, hands-on engineering experience.

Exposure to Careers - 4th Grade

All 4th grade students participated in Chef's Academy.

Exposure to Careers - 6th Grade

All 6th grade students were given the opportunity to visit Fresno Community College.

Other Exposure to Careers opportunities provided:

6th Grade had Sunnyside High School Doctor's Academy on campus to present.

5th and 6th grade had an Olympic Medalist from Track speak to them at the Spring Sports Awards Assembly.

Saturday Academy students K-6 spent a day with a CHP Officer. CHP Officer will be bringing CHP helicopter to visit students in May.

4th and 6th grades will spend time with "Real Men Read" program; former NFL players reading to students.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

All significant subgroups were represented as a result of having the activity happen on campus.

100% students participated

Exposure to Careers - 4th Grade

All significant subgroups were represented as a result of the district setting up the field trip and providing a bus to take the students out of town.

98.2% students participated an increase of 1.3% from 2017-19

Exposure to Careers - 6th Grade

All significant subgroups were represented as a result of the district setting up the field trip and providing a bus to take the students out of town.

98.1% students participated an increase of 1.7% from 2017-18.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Staff will continue to provide exposure to careers by inviting professionals to speak, read or engage in activities with students.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our 2017-18 SPSA Goal in Goal 3 is to increase student character and competencies for workplace success to 100% from 97.8%. This year we increased 1% to 98.8%.

Budget Priorities:

- Continue to fund Goal 3 field trips and expand into other grade levels
- Allocate additional funds as available to provide visits to other colleges and universities
- Arrange visits to the feeder middle school and high school
- Continue to allocate funds to purchase professional reading literature in support of teaching character and competencies for the workplace success: Leader in Me, The 7 Habits of Happy Kids...
- Continue to allocate funds to purchase materials and supplies to support The 7 Habits of Happy Kids (binders, page protectors, dividers, incentives, posters...)

2 ELAC:

Our 2017-18 SPSA Goal in Goal 3 is to increase student character and competencies for workplace success to 100% from 97.8%. In the 20

Budget Priorities:

- Continue to fund Goal 3 field trips and expand into other grade levels
- Allocate additional funds as available to provide visits to other colleges and universities
- Arrange visits to the feeder middle school and high school

3 Staff:

Our 2017-18 SPSA Goal in Goal 3 is to increase student character and competencies for workplace success to 100% from 97.8%.

Budget Priorities:

- Continue to fund Goal 3 field trips and expand into other grade levels
- Continue with 6th grade camp 100% participation
- Allocate funds for certificated/classified to organize a career day and invite speakers to come speak to the class: police officer, firemen, doctors, athletes...
- Allocate funds to purchase professional reading literature in support of teaching character and competencies for the workplace success: Leader in Me, The 7 Habits of Happy Kids...
- Allocate funds to purchase materials and supplies to support The 7 Habits of Happy Kids (binders, page protectors, dividers, incentives, posters...)
- Provide supplemental contracts for certificated/classified staff to develop, organize, interview and supervise student job positions, student Wildcat Credit system and student store.

Action 1

Title: Character and Competencies

Action Details:

Wolters will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, and Olweus Bullying Prevention to promote social skills, personal responsibility and goal setting to build character and competencies for workplace success. All PK-6 teachers will use the Leader In Me and The 7 Habits of Happy Kids books to promote responsibility, planning ahead, respect for others, teamwork and balance. The goal of these books are to create a common language for students to use with staff and parents as they apply the habits to their development as leaders of their own lives.

Wolters will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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 focusing on implementation of:

- Second Step Lessons
- Class Meetings
- CHAMPS
- Leader in Me and The 7 Habits of Happy Kids

3. PURRfect Pride Team will 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.

Owner(s):

1. PURRfect Pride Team (CCT) and Teachers

2. Vice Principal and PURRfect Pride Team (CCT)

3. PURRfect Pride Team (CCT) and Teachers

4. Principal/Vice Principal

Timeline:

1. Monthly

2. Monthly

3. Twice during the year

4. On-going

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

1. Positive behavior supports such as WOW Students (student of the week), Wise Wildcats (student of the month) and Weekly Habit drawings will be provided for students who are making positive decisions in becoming a leader.

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
- WOW Students will be rewarded weekly to students who have made short term goals with the guidelines for success. R.O.A.R. (Respectful, On task, Are becoming college and career ready, Responsible) or practice of the 7 Habits.
- Wise Wildcats will be rewarded weekly to students who practice the guidelines for success and the 7 Habits of Happy Kids. Wise Wildcats will receive a student of the month picture provided by Larson Brothers. Wise Wildcats will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.

3. 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

- Leader in Me and The 7 Habits for Happy Kids
 - Habit 1 Be Proactive * You're in charge
 - Habit 2 Begin with the End in Mind * Have a plan
 - Habit 3 Put First Things First * Work first, then play
 - Habit 4 Think Win-Win * Everyone can win
 - Habit 5 Seek First to Understand, Then to Be Understood * Listen before you talk
 - Habit 6 Synergize * Together is better
 - Habit 7 Sharpen the Saw * Balance feels best

4. All PK-6 grade classrooms will develop and implement 7 Habits data portfolios to memorialize student accomplishments and student goals.

- Materials to implement student portfolio's such as binders and sheet protectors will be purchased.

5. 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. Quarterly assemblies will 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. PR points will be included in student portfolios.

6. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.

7. Students will have opportunities to be employed for school job positions. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, healthy snack patrol, pollution patrol and store clerks.

- Students will be paid weekly with Wildcat Credits.
- Wildcat Credits will be issued bi-weekly.
- Wildcat Credits can be used to purchase items at the Wildcat Store.

Specify enhanced services for EL 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.

Explain the 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. Parents will be contacted for opportunities to participate in the learning and engagement of the 7 Habits for Happy Kids lead by students.
3. Parents will be contacted for volunteer opportunities to assist in the job fairs, job training and supervision of student positions.

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

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
 - Positive Behavior Supports

5. Home School Liaison will provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.

6. Babysitting/translation

- Leader in Me & The 7 Habits of Happy Kids

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
- Grit
- Positive Behavior Supports
- Olweus Bullying Prevention
- Leader in Me & The 7 Habits of Happy Kids

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 training. Extra pay contracts will be provided to the PURRfect Pride team for one hour of planning once a month.

5. Teachers will be provided with planning time to develop and organize engagements, structure job fairs, interview and supervise student job positions.

6. Family Foundations Counseling will provide professional learning on strategies for working with students with trauma to build character and competencies for workplace success.

7. Book study opportunities: Leader in Me, The 7 Habits of Happy Kids, The 7 Habits of Happy Teens, 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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Pay classified staff to create peer mediation group.	1,110.00

\$1,110.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	94.217 %	93.579 %	2017-2018	95 %
Chronic Absenteeism	17.872 %	22.037 %	2017-2018	15.037 %
Suspensions Per 100	18.404 %	21.144 %	2017-2018	20.144 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Chronic Absenteeism has dropped due to the following:

- The importance of attendance will be discussed during Title 1 Meeting, Back to School Night, parent coffee hours, SSC, ELAC, and Parent University courses.
- Teachers will communicate daily with parents of students who are absent.
- 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.
- HSL and office assistant will monitor and communicate with parents of students with manageable and chronic attendance.
- 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.
- HSL and CWA will reach out to parents through home visits and provide incentives to encourage attendance and improved attendance.
- Monthly perfect attendance bike drawings and end of the year perfect attendance drawings for bike and summer family entertainment packages.

Suspensions Per 100

Suspensions have decreased due to the following factors:

- 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.
- PURRfect Pride Team will conduct classroom walk throughs will focus on implementation of: Second Step Lessons Class Meetings CHAMPS

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Foster Students, Students with Disabilities/SPED and African American Students continue to be the most chronically absent.

According to Power BI, Chronic Absenteeism for 2018-19 shows the following:

Current school-wide chronically absent percentage is 13%, decrease of 4.3%

Of those 13% the following racial/ethnic subgroups had the highest number of absences:

- African American: 24.4% Chronically Absent, increase of 5.6%
- Asian: 2.7% Chronically Absent, decrease of 3%
- Hispanic/Latino: 13.6% Chronically Absent, decrease of 4.2%
- White: 4.8% Chronically Absent, decrease of .6%
- Students with Disabilities/SPED: 27.4% Chronically Absent, increase of 1.6%
- Foster Students: 31.8% Chronically Absent, no change
- EL Students: 5.7% Chronically Absent, decrease of 5.7%

Factors:

Of the 21.67% of suspensions in 2017-18, 55.81% are Special Ed students and of the 20.85% of suspensions in 2-18-19, 85.71% are Special Ed students.

SPED/ED students are often suspended for ED Code- caused or attempt to cause injury and out for medical appointments, or social emotional days.

Foster students are often out due to court appearances or other reasons related to their foster youth status.

Suspensions Per 100

- PURRfect Pride Team review, analyze and use staff, student and parent surveys to plan professional learning and next steps.
- Classroom instruction using Second Step and Class Meetings are more consistent.
- Classroom walk throughs 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.
- Instruction of Leader in Me and 7 Habits of Happy Kids embedded in the daily instructional day.

ADA Attendance

ADA Attendance has increased due to the following factors:

- School wide Perfect Attendance class incentives
- Monthly Perfect Attendance bike drawings provided by the Fresno Exchange Club
- HSL and CWA work together to address truant and chronic attendance and incentive programs for students to improve attendance.
- Continued discussion of the importance of attendance during parent coffee hours, SSC, ELAC, parent conference and daily attendance phone calls.

Four subgroups: Asian, Hispanic/Latino, White, EL Students decreased in suspensions per 100, African American, Students with Disabilities/SPED and Foster Students increased suspensions per 100. Students with Disabilities/SPED and African American Students continue to have the highest Suspensions Per 100.

According to Power BI, Suspensions Per 100 is currently 17.45%, decrease of 1.08%.

Of the 17.45%:

- African American: 41.3%, increase of 14.3%
- Asian: no data, decrease of 2.7%
- Hispanic/Latino: 10.94%, decrease of 5.16%
- White: 13.3%, decrease of 6.02%
- Students with Disabilities/SPED: 71.25%, increase of 22.53%
- Foster Students: 12.5%, increase of 12.5%
- EL Students: 3.16%, decrease of 2.52%

According to California Schools DASHBOARD:

- African American: 8.5% suspended at least once, decline of .3%
- Hispanic/Latino: 8.1% suspended at least once, decline of 1.7%
- White: 8.2% suspended at least once, decline .9%
- Students with Disabilities/SPED: 13.4% suspended at least once, decline 4.6%
- Foster Students: 0%, decline 19.4%
- Soci-Economically Disadvantaged: 8.2% suspended at least once, decline .6%
- Two or more races: 10.5% suspended at least once, decline 1.8%

Factors:

Of the 21.67% of suspensions in 2017-18, 55.81% are Special Ed students and of the 20.85% of suspensions in 2-18-19, 85.71% are Special Ed students.

SPED/ED students are often suspended for ED Code 48900 (a) (1) caused or attempt to cause injury and/or 48900(f) damage to school or private property.

ADA Attendance

Asian, White and EL students have the highest ADA Attendance rate. Students with Disabilities/SPED and African American Students continue to have the lowest ADA Attendance rate.

According to Power BI, ADA Attendance Rate is currently 94.85%, increase of .05%.

Of the 94.85%:

- African American: 92.4%, increase of 0.78%
- Asian: 97.6%, decrease of 1%
- Hispanic/Latino: 94.9% , increase of .23%
- White: 95.37%, increase of .49%
- Students with Disabilities: 92.01% , increase of .78%
- Foster Students: 94.3%, decrease of 3.07%
- EL student: 96.3%, decrease of .67%

Factors:

Of the 21.67% of suspensions in 2017-18, 55.81% are Special Ed students and of the 20.85% of

suspensions in 2-18-19, 85.71% are Special Ed students.

SPED/ED students are often suspended for ED Code- caused or attempt to cause injury and out for medical appointments, or social emotional days.

Foster students are often out due to court appearances or other reasons related to their foster youth status.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Family Foundations Counseling to provide therapy and social skills groups for 52 students. Due to the requirement of parent consents, we did not meet the service of 52 students. Family Foundations contracted will be reduced i day. Contract will be for 3 days.

.375 RCA was budgeted to provide Social Skills and Social Emotional Learning (SEL) as a Tier 2 Intervention. ARCA was hired in October 2018. RCA hired did not have the skill set to support our students. With analysis, the .375 position will be eliminated and replaced with .75 SE Paraprofessional.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Family Foundations Contracted for 3 days a week.

- Provide therapy and social skills groups for students with parent consent.

.75 FTE RCA

- Provide Social skills and Social Emotional Learning (SEL) as a tier 2 intervention. SE Para will provide interventions to keep students in class.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our 2018-19 SPSA Goal in Chronic Absenteeism is to decrease by 5%. Chronic Absenteeism is currently 13%.

Our 2018-19 SPSA Goal in Suspensions per 100 Students is to decrease by 6%. Suspensions per 100 Students is currently 17.45%.

Our 2018-19 SPSA Goal in ADA Attendance is to increase by 2%.

2 ELAC:

Our 2018-19 SPSA Goal in Chronic Absenteeism is to decrease by 5%. Chronic Absenteeism is currently 13%.

Our 2018-19 SPSA Goal in Suspensions per 100 Students is to decrease by 6%. Suspensions per 100 Students is currently 17.45%.

Our 2018-19 SPSA Goal in ADA Attendance is to increase by 2%.

3 Staff:

Our 2018-19 SPSA Goal in Chronic Absenteeism is to decrease by 5%. Chronic Absenteeism is currently 13%.

Our 2018-19 SPSA Goal in Suspensions per 100 Students is to decrease by 6%. Suspensions per 100 Students is currently 17.45%.

Our 2018-19 SPSA Goal in ADA Attendance is to increase by 2%.

ADA Attendance is currently 94.85%.

Budget Priority:

- Continue to fund HSL to support attendance with CWA, parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies for discuss coffee hours, SSC, ELAC and parent conferences
- Allocate funds to provide CWA with rewards for student positive behavior and improved attendance
- Continue to partner with Fresno Exchange Club to provide bike donations for monthly perfect attendance drawings
- Continue with Saturday Academy to recover ADA
- Allocate funds to purchase materials and supplies to start Leader in Me & 7 Habits of Happy Kids
- Continue to provide SE supports for students during RTII and throughout the day in the Wildcat Den, fund RCA

ADA Attendance is currently 94.85%.

Budget Priority:

- Continue with Saturday Academy to recover ADA
- Continue to fund HSL to support attendance with CWA and DA, parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies for discuss coffee hours, SSC, ELAC and parent conferences
- Continue to partner with Fresno Exchange Club to provide bike donations for monthly perfect attendance drawings
- Continue to allocate funds for incentives for improved attendance

ADA Attendance is currently 94.85%.

Budget Priority:

- Continue to focus on culture and climate, provide extra time for PURRfect Pride to collect data, analyze, reflect and plan
- Continue with Second Step and Class meetings
- Continue with perfect attendance class rewards, allocate funds for materials and supplies
- Continue to fund HSL to support attendance with CWA and DA, parent and communication, and parent education to discuss the importance of attendance
- Allocate funds to purchase materials and supplies to start Leader in Me & 7 Habits of Happy Kids
- Continue to provide SE supports for students during RTII and throughout the day in the Wildcat Den, fund RCA
- Allocate funds for certificated/classified staff start alternatives to suspension- time out, recess detention, loss of privileges
- Continue with counseling contract with Family Foundations- fund 3 days of counseling

Action 1

Title: Attendance

[Action Details:](#)

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Home School Liaison will assist the office assistant in monitoring daily student attendance and contact parents for daily absences.
 - HSL will contact parents to clear daily attendance.
 - Office Assistant will monitor absences and communicate with parents to clear unexcused absences.
2. District CWA and HSL will reach out to parents and students by making phone calls and home visits to students at-risk of or have chronic attendance.
 - CWA will connect with students and provide support and incentives to improve student attendance.
 - CWA will collect data on student attendance and identify students at risk of chronic attendance and chronic attendance.
 - CWA will engage students in attendance conferences and discuss importance of attendance.
 - Students and parents not responding to the support will 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.
4. CWA will engage in COST Team meetings monthly to share attendance data, identify, discuss and plan support for identified students.

Owner(s):

1. Office Assistant and Home School Liaison
2. CWA
3. CWA and Home School Liaison
4. COST Team: Principal, Vice Principal, School Psych, SE Paraprofessional, Therapist, CWA, Nurse, RSP Teacher and Speech Teacher

Timeline:

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

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

1. Office Assistant and HSL will facilitate student and parent outreach to encourage daily attendance:
2. Monthly Attendance BINGO games will be provided as an incentive for attendance.
3. Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet and bike lock provided by Fresno Exchange Club.
4. District CWA and HSL will make home visits for those students who are 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.
5. 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.
 - Class perfect attendance incentives will be determined by the AC and funded by site categorical or ASB funds.
 - 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.
6. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or after school such as Peach 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.

Specify enhanced services for EL students:

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year (attendance awards, WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition) and absences.

Specify enhanced services for low-performing student groups:

Asian, White and EL students have the highest ADA Attendance rate. Students with Disabilities/SPED and African American Students continue to have the lowest ADA Attendance rate and receive priority in the following services:

2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events. The importance of attendance and consequences will be discussed with parents.
3. Each teacher will specifically review positive behavior rewards, attendance 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, awards and perfect attendance rewards.

Explain the 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. HSL will facilitate parent outreach to encourage daily attendance:
 - reach out to parents to provide supports for school attendance.
 - reach out to the community to help provide parents and students with resources in social services, mental health, housing and nutrition.
 - conduct home visits as needed to support student attendance.
 - organize parent meetings to keep parents informed about school and community meetings and functions in support of student attendance.

Action 2

Title: Suspensions

Action Details:

Wolters will implement a Climate and Culture component and a tiered level system of social emotional supports to decrease suspensions; keeping students in school on target to graduate. The PURRfect Pride (Culture & Climate) Team will lead the work in building systems and processes to continuously improve the culture and climate of the school for all students, staff and parents.

- Tier 1- All PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention, Leader In Me and 7 Habits of Happy Kids to promote personal responsibility and social skills to reduce office referrals, reduce suspension rates and enhance time in class.
- Tier 2- Identified students will have opportunities to participate in social-emotional and targeted positive behavior support systems through pull-out/push-in support provided by the SE Paraprofessional.
- Tier 3- Identified students will have opportunities to participate in social skills groups and/or individual therapy provided by Family Foundations Counseling.

A Coordination of Services Team (COST) will identify and review Tier 1, Tier 2, and Tier 3 students to ensure necessary interventions, supports and monitoring occurs. COST Team will consist of Admin, School Psychologist, Therapist, SE Paraprofessional, CWA, Nurse, RSP teacher and speech therapist.

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
2. Family Foundations will provide counseling support for targeted students based on social emotional needs to increase attendance.

Describe Professional Learning related to this action:

1. During August 2019 Buyback or Institute Day, attendance procedures, protocols, strategies to increase attendance rates and incentives will be reviewed.
 - Monthly Perfect Attendance Bike drawing
 - "Perfect" classroom incentive
 - Monthly attendance BINGO games
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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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
- Leader In Me & 7 Habits of Happy Kids
- Student Engagement/Time on Task

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.

Tenet 1 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.

Owner(s):

1. PURRfect Pride Team (Safe and Civil Schools Team), Teachers

2. Principal/VP and PURRfect Pride Team

3. PURRfect Pride Team
Teachers, PURRfect Pride Team

4. Principal/VP

Timeline:

1. Monthly

2. Monthly

3. Twice during the year

4. On-going

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.

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
- WOW Students will be rewarded weekly to students who have made short term goals with the guidelines for success.R.O.A.R. (Respectful, On task, Are becoming college and career ready, Responsible) or practice of the 7 Habits.
- Wise Wildcats will be rewarded monthly to students who practice the guidelines for success and the 7 Habits of Happy Kids. Wise Wildcats will receive a student of the month picture provided by Larson Brothers. Wise Wildcats will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
- 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
- Leader In Me and The 7 Habits of Happy Kids

5. Students in need of Tier 2 and Tier 3 social emotional support will be identified through COST referral. 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.

- COST Team meetings will be conducted bi-weekly. COST Team will include the Principal/Vice Principal, school psychologist, therapist, CWA, nurse, RSP teacher, speech therapist and RCA. The COST team will meet to discuss COST referrals for services: SST, counseling, attendance, health or social-emotional supports.
- 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, Chaplain Program, Fresno State pen pals, BIGS in Blue and community outreach mentors will provide support to specific subgroups as identified by ATLAS and Power BI data (Foster Youth, African American and SPED).

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.
- Quarterly assemblies will be scheduled 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 18 hours per week for 38 weeks totaling 684 hours (3 days per week).

- RCA and/or Family Foundations Counselor will provide 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.
- Family Foundations Counselor will provide Tier 2 and 3 social-emotional supports for students identified through the COST or SST referral process.

11. Site funded .75 FTE RCA will provide Tier 2 behavioral and social-emotional support for students through out the day. Materials to support the social emotional support program will be purchased as funds are available.

- Students participating in Tier 2 social emotional supports will be identified through the COST or SST referral process.
- Tier 2 social emotional support and social skills groups will be provided for identified students.

12. The Wildcat Den will provide a safe place for identified student members to have recess.

- Ten in the Den cards will be issued to identified Tier 2 students, who need social emotional breaks during the day.

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

Specify enhanced services for EL 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 ELAC meetings, 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.

Specify enhanced services for low-performing student groups:

Asian, Hispanic/Latino, White, EL Students decreased in suspensions per 100, African American, Students with Disabilities/SPED and Foster Students increased suspensions per 100. Students with Disabilities/SPED and African American Students continue to have the highest Suspensions Per 100. African American students and students with disabilities/SPED will have priorities in the following supports and services:

1. Family Foundations will provide counseling support for targeted students based on social emotional needs 18 hours per week for 38 weeks totaling 684 hours (3 days per week).
 - RCA and/or Family Foundations Counselor will provide 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.
 - Family Foundations Counselor will provide Tier 2 and 3 social-emotional supports for students identified through the COST or SST referral process.

Explain the 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. Parents will be invited to participate in SST meetings to develop actions for students referred for a SST. Work samples, grades, attendance, behavior records/logs, KAIG/BAS/DRP assessments, DIBELS, current grades 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.

2. Site funded .75 FTE SE Para will provide Tier 2 behavioral and social-emotional support for students throughout the day. Materials to support the social emotional support program will be purchased as funds are available.

- Students participating in Tier 2 social emotional supports will be identified through the COST or SST referral process.
- Tier 2 social emotional support and social skills groups will be provided for identified students.

3. The Wildcat Den will provide a safe place for identified student members to have recess.

- Ten in the Den cards will be issued to identified Tier 2 students, who need social emotional breaks during the day.

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

Describe Professional Learning related to this action:

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
- Leader In Me and The 7 Habits of Happy Kids

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 training. Extra pay contracts will be provided to the PURRfect Pride team for one hour of planning once a month.

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

6. Book study opportunities: Leader In Me, The 7 Habits of Happy Kids, 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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Home School Liaison to assist with parent learning opportunities after assigned duties.	1,562.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling Services to assist all children and youth to have the opportunity to lead healthy, productive and successful lives. 1. Ensure students affected by trauma have access to informed mental health and wellness services. 2. Provide teachers and school staff access to trauma informed services and supports 3. Develop a trauma informed culture campus-wide.	39,102.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting	625.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Purchase materials and supplies for parent participation/involvement.	150.00
G4A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for parents	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		13,929.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL-Extra Time when needed	705.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage	500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource Counseling Assistant will be used to assist students struggling with social and emotional issues.	46,866.00

\$103,939.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0500 Wolters Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for Education Elements PLI Days and data chats.	3,817.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Data Chats and Safe and Civil planning	1,326.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Money will be used to provide materials and supplies for all students. No Food/Incentives	1,291.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program will be used to assist students in learning Reading Foundational Skills. Inter-Act Fellows Program: 3 Inter-Act Fellows, 160 program days at 3 hours per day, 21 hours of professional development.	31,510.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials to support reading, writing, and math. No Food/Incentives	100.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Posters will be used to engage students in core academic areas as needed.	250.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Open Position.	48,377.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for data chats, PLI and sports events.	1,177.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : I-Ready Reading Diagnostic and Instruction Site License 351-500 Students 1 year. I-Ready Diagnostic and Instruction Professional Development On-Site New User Package (All sessions up to 6 hrs.)	15,108.00
G1A1	Sup & Conc	Instruction	Bks & Ref			A-Z Reading : Learning A-Z Headsprout. Licenses grant registered classrooms only permission to use materials on the designated website during the terms of the license. License will be used to assist students in their learning of foundational skills.	800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Purchase materials and supplies as well as incentives for students.	9,787.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology as needed.	50.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements: PLI : Educational Elements: Funds will be used for PLI Digital Differentiation. Educational Elements	8,000.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting	62.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Purchase materials and supplies for EL Learners	6,341.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for teachers on Safe and Civil Team	2,768.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books to increase student engagement	1,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Money will be used to purchase computers for student use.	1,500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books will be purchased for EL learners as needed	834.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors (4 days)	800.00
G2A1	Sup & Conc	Instruction	Direct Trans			Money will be used for additional field transportation.	2,000.00

G3A1	Sup & Conc	Parent Participation	Cls Sup-Sup		Pay classified staff to create peer mediation group.	1,110.00	
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Home School Liaison to assist with parent learning opportunities after assigned duties.	1,562.00	
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundations Counseling Services to assist all children and youth to have the opportunity to lead healthy, productive and successful lives. 1. Ensure students affected by trauma have access to informed mental health and wellness services. 2. Provide teachers and school staff access to trauma informed services and supports 3. Develop a trauma informed culture campus-wide.	39,102.00	
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp		Parent Involvement/Babysitting	625.00	
G4A1	LCFF: EL	Parent Participation	Mat & Supp		Purchase materials and supplies for parent participation/involvement.	150.00	
G4A1	LCFF: EL	Parent Participation	Direct-Graph		Graphics for parents	500.00	
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	13,929.00	
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext		HSL-Extra Time when needed	705.00	
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag		Mileage	500.00	
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource Counseling Assistant will be used to assist students struggling with social and emotional issues.	46,866.00

\$241,947.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,856.00
Sup & Conc	7090	\$177,707.00
LCFF: EL	7091	\$24,384.00
Grand Total		\$241,947.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$134,898.00
G2 - All students will engage in arts, activities, and athletics	\$2,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,110.00
G4 - All students will stay in school on target to graduate	\$103,939.00
Grand Total	\$241,947.00