

Wolters Elementary School

10621666006597

Principal's Name: Xee Moua

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	62/65	36.21 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	49/67	45.83 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	48/66	14.04 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	47/67	49.06 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	47/66	10 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	42/67	80.3 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	40/67	19.7 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
		EL	2- Borderline		Number and percentage of English Learner 1st-12th grade students		27.45

<input checked="" type="checkbox"/>	Elementary	Redesignation	Eligibility Pool	5990	who meet borderline eligibility criteria	62/68	%
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	44/68	50.98 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	43/67	46.67 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	64/68	29.96 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	67/68	10.53 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	67/68	26.32 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	66/68	90.85 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	64/68	10.67 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a	60/64	35 %

Growth

suspension incident in the current semester

<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	55/68	14.43 %
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	41/67	12.2 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	63/67	0.38 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates																				
Action # 1	<p><i>Detail the action:</i> Wolters will implement a K-3 comprehensive reading program to develop proficient readers with the capacity to comprehend texts by 3rd grade. Instruction will be differentiated to provide students with what they need to learn and not what they already know.</p> <ol style="list-style-type: none"> 1. Grades K-3 will provide a Response to Intervention (RTI) approach to development proficient readers by 3rd grade. <ol style="list-style-type: none"> 1. Tier 1- implementation of Reading Foundational Standards in all K-3 classrooms 2. Tier 2- opportunities for deployment, flexible groupings, tutorial and co-teaching 3. Tier 3- opportunities for targeted pull out/push in support and/or before/afterschool tutoring 2. Selection of students participating in Tier 3 RTI program will be based on multiple measures that diagnose students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system (KAIG, BAS, DRP, DIBLES and BPST). 3. 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 data trends collected from classroom walkthroughs using the Instructional Practice Guide for Literacy, student assessment data and teacher surveys. 																						
	<i>SQII Element: Reading by 3rd Grade</i>	<i>SQII Sub-element(s): 1-Reading by Third Grade Rate (6590), 4- Borderline to Grade Level within Academic Year (6034), 5- ELA Grade Level On-Track/Readiness Retention (6035), SQII 3753, SQII 3785, SQII 3787 and BAS/DRP At/Above</i>	<i>Site Growth:</i> <table border="1"> <thead> <tr> <th>14-15</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>1- 14.04%</td> <td>17%</td> </tr> <tr> <td>4- 10%</td> <td>30%</td> </tr> <tr> <td>5- 36.21%</td> <td>46%</td> </tr> <tr> <td>#3753</td> <td>60%</td> </tr> <tr> <td>#3785-18.11%</td> <td>28.11%</td> </tr> <tr> <td>#3786-18.11%</td> <td>23.11%</td> </tr> <tr> <td>#3787-63.79%</td> <td>53.79%</td> </tr> <tr> <td>K-1 BAS At/Above</td> <td>75%</td> </tr> <tr> <td>2-3 DRP At/Above</td> <td>50%</td> </tr> </tbody> </table>	14-15	Target	1- 14.04%	17%	4- 10%	30%	5- 36.21%	46%	#3753	60%	#3785-18.11%	28.11%	#3786-18.11%	23.11%	#3787-63.79%	53.79%	K-1 BAS At/Above	75%	2-3 DRP At/Above	50%
14-15	Target																						
1- 14.04%	17%																						
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<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context																					

<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By May 2017, 60% of students in kindergarten will meet all areas of the KAIG ELA. (SQII 3753) By May 2017, 75% of students in grades K-1 will read at or above the FUSD end of year BAS reading level, as measured by BAS. By May 2017, 50% of students in grades 2-3 will read at or above the Common Core Reading level on the DRP. By May 2017, the percentage of students scoring at/above Common Core Reading level on the most recent DRP will increase by 10% (18.11% to 28.11%), the percentage of students scoring moderately below the Common Core Reading level on the most recent DRP will increase by 5% (18.11% to 23.11%), and the percentage of students scoring significantly below the Common Core Reading Level on the DRP will decrease by 10% (63.79% to 53.79%). (SQII 3785, 3786 and 3787) By May 2017, 80% (February /March 2016 40%) of K-3 classrooms will receive a 4-Yes in on Instructional Practice Guide Tenant 2.C- Challenging Content: <i>During foundational skills lessons, does instruction develop skills in service of comprehension?</i> 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> ATLAS and SQII Data Dashboard Indicators will be utilized to monitor grades K-3 progress towards meeting the SMART Goals listed above. (SQII 6590, 6034, 6035, 3785, 3786, 3787, 3753 and ATLAS) Current BAS/DRP administrations will be utilized to monitor student progress towards reading at/above grade level in grades K-2. DIBELS – three times a year (Aug, Jan, May) <ol style="list-style-type: none"> utilized to determine student growth and gaps in Reading Foundational Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) utilized to differentiate instruction in Reading Foundation Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) BPST- utilized as a formative assessment to determine student progress and gaps in Reading Foundational Skills Grade level common assignments & assessments: <ol style="list-style-type: none"> utilized to determine student growth and learning gaps student products are analyzed for planning of next steps in instruction Data Chats with AC Teams and individual teachers will occur after each administration of the BAS/DRP. 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. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. Data will be collected specifically on Tenant 2.C Challenging 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Principal/VP Principal/VP, TSA, K-2 Classroom Teachers K-2 Classroom Teachers TSA/CT and Teaching Fellows Teachers, TSA/CT and Teaching Fellows K-2 Classroom Teachers Principal/VP Principal/VP 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Monthly Twice during the year Three times a year Monthly 3-4 times a Quarter Twice during the year Weekly

<p>Content: During foundational skills lessons, does instruction develop skills in service of comprehension?</p> <ol style="list-style-type: none"> 1. The foundational skills being taught are aligned to the reading foundations standards for the grade. 2. Frequent monitoring of student progress drives the content so students get what they need, not what they already know. 3. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. <i>Not all strands will be addressed in each lesson.</i> 4. Instruction & materials will provide opportunities for all students to practice reading and writing newly acquired foundational skills. <ul style="list-style-type: none"> • Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. <ol style="list-style-type: none"> 1. School wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis. 2. Feedback and reflective conversations will focus on the tenets of the IPG for Literacy. 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. • BAS/DRP Progress Reports will be sent home after each BAS/DRP administration. • Teachers will provide a review of EDUTEXT during Back to School Night and Fall Parent Conferences. • Parents will be provided information related to the parent Portal on Back to School Night. • School wide BAS/DRP progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings. • The school will host a reading event for parents and students during the spring semester. The purpose of the event will be to encourage reading at home. • Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities. • Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents. • Parents will be offered training through Parent University to improve parent participation and student learning. • 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. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions. 		

1. AC agendas and minutes will be turned in weekly. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
 2. A schedule will be provided for AC Teams to meet with administration to do side by side learning and review BAS/DRP data, student progress and strategies to support student learning.
- Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 - All TK-6 grade teachers will be provided with four 7 hour days of Professional Learning before school and/or during agreed upon non-school days during the school year; totaling 28 hours. Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
 - All TK-6 grade teachers will be provided with 12 hours of District Cycle 1 and Cycle 2 ELA adoption training with 1 hour of planning and reflection with their AC's totaling 14 hours.
 1. Cycle 1 for all TK-6 will be in August
 2. Cycle 2 for grades 2-6 will be between Option A: January 3rd-6th or Onsite (January/February).
 3. Cycle 2 for TK-1 will be with non-designated schools due to Integrated Literacy content.
 - Professional Learning sessions will be provided on site at least twice a month (22 hours) this is in addition to the 18 non-prep days.
 1. Professional Learning topics will be determined by ILT Team based on school-wide trends, student needs and teacher needs.
 2. Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 3. Lead Teachers will be given opportunities to lead Professional Learning sessions.
 - 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.
 - Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
 - Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
 - Book study opportunities: Notice and Note, The Skillful Teacher, Making Thinking Visible, and additional resources. Book and other resources will be purchased as funds allow.
 - Student Attendance BINGO rewards activities will be organized monthly to provide release time for teachers to engage in data chats, RTI planning and observe colleagues on site to increase their repertoire of strategies student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2,3 and 4.

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

- Kindergarten Aides funded by the district, we will continue to provide morning intervention (7:30-8:00 am) for the most intensive students. Kindergarten Aides will push in support through-out the school day for ELA and Math stations. Each kindergarten class will receive a minimum of 95 minutes of push in support from the kindergarten aides.
- Students in grades K-3 will participate in a Response to Intervention (RTI) approach to development proficient readers by 3rd grade. Classroom Teachers and Certificated Tutor/TSA will provide this support along with two tutors contracted through Teaching Fellows.
 1. Tier 1- implementation of Reading Foundational Standards in all K-3 classrooms
 2. Tier 2- opportunities for deployment, fluid groupings, tutorial and co-teaching
 - a. Students in grades 1-3 will participate in a grade level RTI during a 40 minute time block. Students will be deployed during their designated times to grade level teachers, Certificated Tutor/TSA and two out of three Teaching Fellows.
 - b. 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.
 - c. RTI Team (teachers, CT/TSA, Teaching Fellows and Administrative Staff) will meet monthly during Student Attendance BINGO activities to discuss, analyze, reflect and plan.
 3. Tier 3- opportunities for targeted pull out/push in support
 - a. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. A roving sub will be provided for teacher participation in SST's.
 - b. Students must be identified through RTI Team meetings or the SST process.
 - c. Identified students through this process will receive targeted non-identified pull out/push in support provided by the SPED Team as space is available.
- All students will participate in a one hour session, once a week, using computer program/software to promote digital literacy and support the individualized needs of student to improve reading foundational skills and reading comprehension.
- Computer program/software will be purchased to support reading foundational skills and reading comprehension.
- The administrative staff will collaborate with the HandsOn Literacy by 3rd Grade Volunteer Tutor program to develop a volunteer tutoring program tutor identified students in reading and reading foundational skills in support of RTI.
- Identification for targeted intervention will be based on data collected from SQII indicators identifying various subgroups such as, EL, Hispanic, African American and SPED.

Specify additional targeted actions for EL students:

- Integrated EL strategies will be used to support students in all content areas.
- Targeted (long term/at risk) EL students in grades K-3 will receive intervention services focused on EL reading, speaking and listening standards.
- Redesignation Goal Setting report will be utilized to monitor growth and gaps for EL students.
- Teachers will provide ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
- CELDT camp to provide support for EL's in the area of reading, writing, listening and speaking.
-

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.2599		Resource Teacher	25,514
1	1	Sup & Conc	Other Instructional Resources	Certificated Supervisors & Admin-Reg	Teacher, Resource	0.2400		Resource Teacher	23,560
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				ILT teacher supplemental 4 hours of summer planning	1,337
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				PURRfect Supplemental 3 hours of summer planning & 1 hour per month (x10)	3,149
1	1	Title 1 Basic	Instruction	Materials & Supplies				Classroom materials and supplies for use in academic areas	5,896
1	1	Title 1 Basic	Instruction	Books & Other Reference				DIBELS	550
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	CA Teaching Fellows (x3)	25,500
Total									\$85,506

Domain <input checked="" type="checkbox"/> Rates	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates								
Action # 2	<p><i>Detail the action:</i> 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.</p> <ol style="list-style-type: none"> 1. Engage students in Complex Text, Complex Talk and Complex Task to address reading, listening, speaking, and writing standards. 2. Utilized Blended Learning to provide targeted instructional strategies to differentiate reading instruction for all students 3. One teaching fellow will be allocated to provide targeted reading instruction to students two or more grade levels below the Common Core Reading level 4. Reading Strategies to include: Close Reading, Text Dependent Questions, Annotation, Productive Talk, Making Thinking Visible, and Thinking Skills 5. Engage students in Common Core grade level standards. 6. Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb’s Depth of Knowledge (DOK). 7. Engage students in assessments that are standards-based. <p>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.</p>										
	<i>SQII Element:</i> ELA (SBAC)	<i>SQII Sub-element(s):</i> 1- Standard Not Met/Nearly Met (6142), 2- Standard Met/Exceeded (5926) and 5- Achievement Gap (5997)	<i>Site Growth Target:</i> <table border="1"> <tr> <td>14-15</td> <td>Target</td> </tr> <tr> <td>1- 80.3%</td> <td>70.3%</td> </tr> <tr> <td>2- 19.7%</td> <td>25.7%</td> </tr> <tr> <td>5-49.06%</td> <td>44.06%</td> </tr> </table>	14-15	Target	1- 80.3%	70.3%	2- 19.7%	25.7%	5-49.06%	44.06%
14-15	Target										
1- 80.3%	70.3%										
2- 19.7%	25.7%										
5-49.06%	44.06%										
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>									
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> 1. By June of 2017, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 5% (19.7% to 25.7%). (SQII 5926) 2. By June of 2017, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC will decrease by 10% (80.3% to 70.3%). (SQII 6142) 3. By June of 2017, the number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate will decrease by 5% (49.06% to 44.06%). (SQII 5997) 											

<p>4. By May 2017, the percentage of students scoring at/above Common Core Reading level on the most recent DRP will increase by 10% (18.11% to 28.11%), the percentage of students scoring moderately below the Common Core Reading level on the most recent DRP will increase by 5% (18.11% to 23.11%), and the percentage of students scoring significantly below the Common Core Reading Level on the DRP will decrease by 10% (63.79% to 53.79%). (SQII 3785, 3786 and 3787)</p> <p>5. By May 2017, 80% 4-6 classrooms will receive a 3-Mostly or 4-Yes on all Instructional Practice Guide Tenants for Literacy.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS and SQII Data Dashboard Indicators will be utilized to monitor grades 4-6 progress towards meeting the SMART Goals listed above. (SQII 5926, 6142, 5997, 3785, 3786, and 3787) • Current DRP administrations will be utilized to monitor student progress towards reading at/above grade level. • DIBELS – three times a year (Aug, Jan, May) <ol style="list-style-type: none"> 1. utilized to determine student growth and gaps in Reading Foundational Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) 2. utilized to differentiate instruction in Reading Foundation Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) • BPST- utilized as a formative assessment to determine student progress and gaps in Reading Foundational Skills • Grade level common assignments & assessments: <ol style="list-style-type: none"> 1. Utilized to determine student growth and learning gaps 2. Student products are analyzed for gaps in learning and instruction • Data Chats with AC Teams and individual teachers will occur after each administration of the DRP and Interim Assessment. Data chats will focus on growth and gaps of students and intervention/support strategies. A roving sub will be provided three times out of the year to release teachers for data chats. • Grade Level Planning: <ol style="list-style-type: none"> 1. Planning focused on the Four Instructional Commitments and Foundational Guiding Questions. 2. Create common assessments with Illuminate every two weeks targeting the focus standards. 3. Utilize Criteria for Success/Rubrics to include grade level assessments and common assignments (culminating task). 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Principal/VP, TSA, and Classroom Teachers • Teachers, TSA and Teaching Fellows • Teachers, TSA and Teaching Fellows • Grade Levels • Principal/VP • AC 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly • Twice during the year • Three times during year • Monthly • 3-4 times during the quarter; weekly • Three times during the year- Quarter 1,2 and 3 • August 2016 through June 2017

<ul style="list-style-type: none"> • Data Chats with teachers after each administration of DRP and Interim Assessments will focus on growth and gaps of students. • Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. <ol style="list-style-type: none"> 1. School wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis. 2. Feedback and reflective conversations will focus on the tenets of the IPG for Literacy. 	<ul style="list-style-type: none"> • Principal/VP • Principal/VP 	<ul style="list-style-type: none"> • Twice during the year or Quarter 1,2 and 3 • Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. • DRP Progress Reports will be sent home after each DRP administration. • Each teacher will provide a review of EDUTEXT during Back to School Night and fall Parent Conferences. • Parents will be provided information related to the parent portal on Back to School Night. • School wide DRP and Interim progress will be shared with parents during parent coffee hour, SSC, and ELAC meetings. • The school will host a reading event for parents and students during the spring semester. The purpose of the event will be to encourage reading at home. • Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities. • Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents. • Parents will be offered training through Parent University to improve student learning. • 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. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions. <ol style="list-style-type: none"> 1. AC agendas and minutes will be turned in weekly. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010) 2. A schedule will be provided for AC Teams to meet with administration to do side by side learning and review BAS/DRP data, student progress and strategies to support student learning. • Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year. 		

- All TK-6 grade teachers will be provided with four 7 hour days of Professional Learning before school and/or during agreed upon non-school days during the school year; totaling 28 hours. Professional Learning topics will be determined based on IPG school-wide trends, student needs and teacher needs.
- All TK-6 grade teachers will be provided with 12 hours of District Cycle 1 and Cycle 2 ELA adoption training with 1 hour of planning and reflection with their AC's totaling 14 hours.
 1. Cycle 1 for all TK-6 will be in August
 2. Cycle 2 for grades 2-6 will be between Option A: January 3rd-6th or Onsite (January/February).
 3. Cycle 2 for TK-1 will be with non-designated schools due to Integrated Literacy content.
- Professional Learning sessions will be provided on site twice a month (22 hours). There will be 18 sessions of 1hour and 45 minutes and two sessions two hour PL sessions (18 non-prep days).
 1. Professional Learning topics will be determined by ILT Team based on IPG school-wide trends, student assessment data and teacher surveys.
 2. Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 3. Lead Teachers will be given opportunities to lead Professional Learning sessions.
- 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.
- Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
- Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
- Book study opportunities: Notice and Note, The Skillful Teacher, Making Thinking Visible, and additional resources. Book and other resources will be purchased as funds allow.
- Student Attendance BINGO rewards activities will be organized monthly to provide release time for teachers to engage in data chats, RTI planning and observe colleagues on site to increase their repertoire of strategies student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2,3 and 4.

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

- All 4-6 students will engage in a comprehensive reading program in grades 4-6 focused on reading strategies and reading comprehension.
 1. Tier 1- implementation of Reading Foundational Standards and reading comprehension skills in all 4-6 classrooms
 2. Tier 2- opportunities for deployment, fluid groupings, tutorial and co-teaching
 - a. All 4-6 students will participate in a 30-40 minutes of Blended Learning focused on ELA- reading foundational skills and reading comprehension.
 3. Tier 3- opportunities for targeted pull out/push in support

- a. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. A roving sub will be provided for teacher participation in SST's.
 - b. Students must be identified through RTI Team meetings or the SST process.
 - c. Identified students through this process will receive targeted non-identified pull out/push in support provided by the designated school TSA, one out of three Teaching Fellows and SPED Team as space is available.
- All 4-6 students will participate in a one hour session, once a week, using computer program/software to promote digital literacy and support the individualized needs of student to improve reading foundational skills and reading comprehension.
 - Computer program/software will be purchased to support reading foundational skills and reading comprehension.
 - Identification for targeted intervention will be based on data collected from SQII indicators identifying various subgroups such as EL, Hispanic, African American and SPED.
- Specify additional targeted actions for EL students:*
- Targeted EL students in grades 4-6 will receive intervention services focused on EL speaking and listening standards
 - Utilize Redesignation Goal Setting report to monitor growth and gaps for EL students.
 - Ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
 - CELDT camp for students to provide support for EL's in the area of reading, writing, listening and speaking.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher subs for visitation	1,543
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Roving sub for SST's and IEP's one Friday a month (10 days) Roving sub for Data Chats	1,437
2	1	Sup & Conc	Instruction	Books & Other Reference				To support reading instruction for K-6th grade students	5,000
2	1	EL	Instructional Library, Media & Technology	Books & Other Reference				To support reading instruction for K-6th grade students	5,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/computers for student use	9,000
								Total	\$21,980

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates								
Action # 3	<p><i>Detail the action:</i> Wolters will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>										
	<p><i>SQII Element:</i> Math (SBAC)</p>	<p><i>SQII Sub-, element(s):</i>5- Achievement Gap (5998), SQII 6169 and SQII 6160</p>	<p><i>Site Growth Target:</i></p> <table border="1"> <tr> <td>14-15</td> <td>Target</td> </tr> <tr> <td>5-45.83%</td> <td>40.83%</td> </tr> <tr> <td>#6169-16%</td> <td>26%</td> </tr> <tr> <td>#6160-84%</td> <td>74%</td> </tr> </table>	14-15	Target	5-45.83%	40.83%	#6169-16%	26%	#6160-84%	74%
14-15	Target										
5-45.83%	40.83%										
#6169-16%	26%										
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<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>									
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> 1. By June of 2017, the number and percentage of students scoring Standard Met or Standard Exceed on the Math SBAC will increase by 10% (16% to 26%). (SQII 6169) 2. By June of 2017, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the Math SBAC will decrease by 10 (84% to 74%). (SQII 6160) 3. By May of 2017, the number and percentage of students who have a math SBAC score and are more than 10% negatively disproportionate will decrease by 5% (45.83% to 40.83%). (SQII 5998) 4. By May 2017, 80% classrooms will receive a 3-Mostly or 4-Yes on all Instructional Practice Guide Tenants for Math. 											
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS and SQII Data Dashboard Indicators will be utilized to monitor progress towards meeting the SMART Goals listed above. (SQII 6169, 6160 and 5998) • Grade level common assignments & assessments: <ol style="list-style-type: none"> 1. Utilized to determine student growth and learning gaps 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Teachers 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly • Quarterly and after each Interim Assessment 								

<p>2. Student products are analyzed for gaps in learning and instruction</p> <ul style="list-style-type: none"> • Data Chats with AC Teams and individual teachers will occur after each administration of the Interim Assessment. Data chats will focus on growth and gaps of students and intervention/support strategies. • Grade Level Planning: <ol style="list-style-type: none"> 1. Planning focused on the Four Instructional Commitments and Foundational Guiding Questions. 2. Create common assessments with Illuminate every two weeks targeting the focus math standards. 3. Utilize Criteria for Success/Rubrics to include grade level assessments and common assignments (culminating task). • Data Chats with teachers after each administration of Interim Assessments will focus on growth and gaps of students. • Classroom Walkthrough will focus on the Instructional Practice Guide for Math. <ol style="list-style-type: none"> 1. School wide data will be collected on all 5 Tenets of the IPG for Math and shared with staff on a regular basis. 2. Feedback and reflective conversations will focus on the tenets of the IPG for Math. 	<ul style="list-style-type: none"> • Principal/VP • AC Teams/ Individual Teachers • Principal/VP • Principal/VP 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student’s math progress and SBAC scores (4th-6th) at the fall parent conference. • Progress Reports will be sent home after each prior to the end of each quarter. • Each teacher will provide a review of EDUTEXT during Back to School Night and fall Parent Conferences. • Parents will be provided information related to the parent portal on Back to School Night. • School wide SBAC SQII and Interim results will be shared with parents during parent coffee hour, SSC, and ELAC meetings. • The school will host a math event for parents and students during the spring semester. The purpose of the event will be to encourage math at home. • Monthly Newsletter will be sent home monthly to keep parents informed with upcoming school events and activities. • Provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents. • Parents will be offered training through Parent University to improve student learning. • Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child’s class and serve on SSC. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Accountable community time will be provided, once a week for two hours totaling 70 hours, within the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions. 		

1. AC agendas and minutes will be turned in weekly. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010)
 2. A schedule will be provided for AC Teams to meet with administration to do side by side learning and review data, student progress and strategies to support student learning.
- Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 1. All TK-6 grade teachers will be provided with four 7 hour days of Professional Learning before school and/or during agreed upon non-school days during the school year; totaling 28 hours. Professional Learning topics will be determined based on IPG school-wide trends, student assessment data and teacher surveys.
 2. All TK-6 grade teachers will be provided with 12 hours of District Cycle 1 and Cycle 2 ELA adoption training with 1 hour of planning and reflection with their AC's totaling 14 hours.
 - a. Cycle 1 for all TK-6 will be in August
 - b. Cycle 2 for grades 2-6 will be between Option A: January 3rd-6th or Onsite (January/February).
 - c. Cycle 2 for TK-1 will be with non-designated schools due to Integrated Literacy content.
 3. Professional Learning sessions will be provided twice a month (22 hours). There will be 18 sessions of 1hour and 45 minutes and two sessions two hour PL sessions (18 non-prep days).
 - a. Professional Learning topics will be determined by ILT Team based on school-wide trends, student needs and teacher needs.
 - b. Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 - c. Lead Teachers will be given opportunities to lead Professional Learning sessions.
 - 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.
 - Lead Teachers will also provide support to new teachers on their teams: developing lessons, effective instructional strategies, curriculum design, embedding foundational skills, and CHAMPS.
 - Substitute release time will be provided for teachers to observe colleagues at other sites to increase their repertoire of strategies in student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2, 3 and 4.
 - Student Attendance BINGO rewards activities will be organized monthly to provide release time for teachers to engage in data chats, RTI planning and observe colleagues on site to increase their repertoire of strategies student engagement of State Standards, foundational skills, complex talk and task, and higher levels of thinking in DOK levels 2,3 and 4.

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

- All students will engage in a comprehensive math program in all grades.
 - All students will participate in a one hour session, once a week, using computer program/software to promote digital literacy and support the individualized math needs.
 - Materials, software, technology and other supplies will be purchased to support instruction in mathematics.
- Specify additional targeted actions for EL students:*
- Targeted EL students will receive intervention services focused on EL speaking and listening standards focus around mathematics.
 - Utilize Redesignation Goal Setting report to monitor growth and gaps for EL students.
 - Ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
 - CELDT camps students to provide support for EL's in the area of reading, writing, listening and speaking.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> 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:</p> <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> Coaching Cycle for teachers Provide staff development of state standards and effective instruction 		
<i>SQII Element: EL</i>	<i>SQII Sub-element(s):</i> 1- English Proficiency Growth (6017), 2-Borderline (5990), 3- Borderline to Redesignation within 365 days (5968) and SQII 917	<i>Site Growth Target:</i> 2014-15 Target 1-50.98% 62.98% 2-27.45% 30.45% 3-46.67% 51.67% #917-16.67% 19.67%	<i>Vendor (contracted services):</i> none
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By June of 2017, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase 12% (50.98% to 62.98%). (<i>SQII 6017</i>) 			

<p>2. By June of 2017, the number and percentage of English Learner 1st-12th grade students who met borderline eligibility criteria will increase by 3% (27.45% to 30.45%). (SQII 5990)</p> <p>3. By June of 2017, the number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days will increase 5% (46.67% to 51.67%).(SQII 5968)</p> <p>4. By June of 2017, the number and percentage of English Learner students redesignated will increase by 3% (16.67% to 19.67%). (SQII 917)</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS and SQII Data Dashboard Indicators will be utilized to monitor progress towards meeting the SMART Goals listed above. (SQII 6017, 5990, 5968, 917) • Teachers will utilize Redesignation Goal Setting report to monitor growth and gaps for EL students. • Teachers will ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria. • Annual CELDT assessments will be utilized to monitor student progress and used to provide extra support for EL’s in the area of reading, writing, listening and speaking. 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Teachers • Teachers • Principal/VP, CT/TSA 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Monthly • Quarterly • Ongoing • September and January
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services. • 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. • Home School Liaison and administrative staff will contacted parents by telephone for student celebrations assemblies throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.) • 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. • Parents of recently redesignated EL students will be invited to celebrate their RFEP status during ELAC Meetings. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Accountable community time will be provided, once a week for two hours totaling 70 hours from the 54 hours and 80 designated school hours for collaboration and planning focused on the Four Instructional Commitments and Foundational Guiding Questions. <ol style="list-style-type: none"> 1. AC agendas and minutes will be turned in weekly. Agendas and minutes are to include at least one of the four Foundational Guiding Questions: What knowledge or skills should every student acquire as a result of this unit of instruction? How will we know when each student has acquired the essential knowledge and skills? How will we respond when some students do not learn? How will we extend and enrich the learning for students who are already proficient? (DuFour, 2010) 		

2. Designated ELD teachers will utilize the new CCSS-ELD standards in planning for language needs of their students during vertical AC planning. AC's will also be given time to plan scaffolds for academic language and its uses within CCSS during integrated ELD.
 3. A schedule will be provided for AC Teams to meet with administration to do side by side learning, review student data, discuss student academic and ELD progress and strategies to support student learning.
- Professional Learning sessions will be provided twice a month (22 hours) and six 7 hour days (42 hours) before school and/or during agreed upon non-school days during the school year (18 hours from the 54 hours and 44 hours from the 80 hours); totaling 64 hours during the year.
 1. All TK-6 grade teachers will be provided with four 7 hour days of Professional Learning before school and/or during agreed upon non-school days during the school year; totaling 28 hours. Professional Learning topics will be determined based on IPG school-wide trends, student assessment data and teacher surveys.
 2. All TK-6 grade teachers will be provided with 12 hours of District Cycle 1 and Cycle 2 ELA adoption training with 1 hour of planning and reflection with their AC's totaling 14 hours.
 - a. Cycle 1 for all TK-6 will be in August
 - b. Cycle 2 for grades 2-6 will be between Option A: January 3rd-6th or Onsite (January/February).
 - c. Cycle 2 for TK-1 will be with non-designated schools due to Integrated Literacy content.
 3. Professional Learning sessions will be provided on site at least twice a month (22 hours) this is in addition to the 18 non-prep days.
 - a. Professional Learning topics will be determined by ILT Team based on school-wide trends, student needs and teacher needs.
 - b. Differentiated Site Professional Learning sessions will be provided as needed to address specific primary and intermediate needs based on data and teacher PL surveys.
 - c. EL District Coaches will be invited to provide Professional Learning sessions in monitoring student progress in ELD proficiency levels, EL Redesignation, EL strategies and integrated ELD.
 - d. Lead Teachers will be given opportunities to lead Professional Learning sessions.
 - Book study opportunities: Notice and Note, The Skillful Teacher, Making Think Visible, and additional resources. Book and other resources will be purchased as funds allow.

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

- Targeted EL students will receive intervention services focused on EL speaking and listening standards.
- Teachers will utilize Redesignation Goal Setting report to monitor growth and gaps for EL students.
- Ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
- CELDT camps students to provide support for EL's in the area of reading, writing, listening and speaking.

Specify additional targeted actions for EL students:

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<i>Detail the action:</i> Wolters will implement a school wide incentive program to promote school wide attendance and support regional goal of 95.3% attendance. Attendance will be monitored through daily attendance phone calls, the SARB process, bi-monthly attendance parent meetings and home visits. Quarterly incentives for students and parents, either making progress toward or achieving 95% attendance rate will be provided.		
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s):</i> 1-Chronic Absenteeism Rate (5942), 2- Appropriate Attendance Intervention (6331), 3-Attendance Growth (5959) and 4- Attendance Retention (5963)	<i>Site Growth Target:</i> 14-15 Target 1-26.32% 21.32% 2-12.73% 22.73% 3-10.67% 15.67% 4-90.85% 95.85%	<i>Vendor (contracted services)</i> Family Foundations
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i>			
<ol style="list-style-type: none"> By June 2017, the number an percentage of students who are chronically absent (attendance rate of 90% or less) will decrease 5% (26.32% to 21.3%). (SQII 5942) By June of 2017, the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention will increase by 10% (12.73% to 22.73%). (SQII 6331) By June of 2017, the number and percentage of TK-6th grade student who were chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will increase by 5% (10.67% to 15.67%). (SQII 5959) By June of 2017, the number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester will increase by 5% (90.85% to 95.85%). (SQII 5963) By June of 2017, to address attendance, students who are currently meeting the EIS at-risk attendance criteria will decrease by 10% (22.11% to 11.11%). (ATLAS attendance reporting and A2A identification data) 			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> A Home School Liaison for 3.5 hours each day will facilitate parent outreach to encourage daily attendance. Data will be collected on students with chronic attendance. Students with chronic attendance will be monitored. Site and district communication and outreach will provide support for families with chronic attendance. Data will be collected from chronic Attendance parent meetings. 		<ul style="list-style-type: none"> Principal/VP Office Assistant Office Assistant and HSL 	<ul style="list-style-type: none"> Daily Weekly Weekly and Bi-weekly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			

- The importance of attendance will be discussed during Title 1 Meeting, 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 Fresno PD Champlain's Volunteer will reach out to parents through home visits.
- District CWA attendance clerk to make home visits for those students who are have chronic absenteeism.
- Students would receive one (1) ticket a week for positive behavior to be placed in a drawing for the end of the semester drawing. Incentives would be provided by Wolters PTA. Students would receive one (1) ticket a week for weekly attendance to be placed in a drawing for the end of semester drawing. Incentives will be provided by Wolters PTA. Parent who attend any parent meeting ie. SSC, ELAC, Parent/Teacher Conferences, PTA meeting, etc., would receive five (5) tickets to be placed in the drawing for the end of semester drawing for their child.

Describe related professional learning:

- During August 2015 Buyback or Institute Day, attendance procedures, protocols and strategies to increase attendance rates will be reviewed.
- Professional Learning opportunities to include:
 1. SEL
 2. Student Engagement Strategies
 3. Goal 2 Activities such as afterschool sports and activities.

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

- Monthly Attendance BINGO games will be provided as an incentive for attendance.
- Students with 100% attendance rate will receive a quarterly incentive/award.
- Students showing significant improvement in attendance will receive a positive letter home "PAWS recognition" from the office.
- Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or afterschool such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
- Family Foundations will provide counseling support for targeted students based on social emotional needs.

Specify additional targeted actions for EL students:

- The importance of attendance will be discussed at ELAC Meetings.
- Home School Liaison will target outreach to EL families to support reinforcement of daily attendance for student learning.

Domain <input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation <input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates <input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates <input type="checkbox"/>
Action # 6	<i>Detail the action:</i> Wolters will implement Safe and Civil component and a tiered level system of social emotional supports. PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, and Olweus Bullying Prevention to promote personal responsibly and social skills to reduce office referrals, suspension rates and enhance time in class on task.		
<i>SQII Element: Suspension</i>	<i>SQII Sub-element(s):</i> 1-Suspension Rate (6109), 3-Appropriate Behavior Intervention (6302), 4- Behavior Growth (3684)	<i>Site Growth Target:</i> 14-15 Target 1-10.53 5.53% 3-12.2% 22.2% 4-35% 40%	<i>Vendor (contracted services)</i> Family Foundations Counseling
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By June of 2017, the number and percentage of students who have been suspended and/or expelled will decrease by 5% (10.53% to 5.53%). <i>SQII 6109</i>) By June of 2017, the number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry will increase by 10% (12.2% to 22.2%). <i>(SQII 6302)</i> By June of 2017, the number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester will increase by 10% (35% to 40%). <i>(SQII 3684)</i> By June of 2017, the total number of out of school suspension incidents will decrease by 10% (8 incidents) (15.65% to 5.65%) and one or more out of school suspension incidents will decrease by 4% (7.32% to 3.32%). 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Office Referrals (Levels of Behavior) <ol style="list-style-type: none"> Office referral rate by teacher analysis. Monthly data collection on suspension. Safe and Civil Schools Team (PURRfect Pride) will meet monthly to review office referrals and suspension rates Classroom walkthroughs will focus on implementation: <ol style="list-style-type: none"> Second Step Lessons Class Meetings 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> PURRfect Pride Team (Safe and Civil Schools Team), Teachers Principal/VP PURRfect Pride Team PURRfect Pride Team 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Monthly Monthly Twice during the year On-going March 2017

<ul style="list-style-type: none"> • Staff survey results will reflect higher levels of classroom management training resulting in fewer reported conflicts with students. • SEL Survey results analysis 	<ul style="list-style-type: none"> • Teachers, PURRfect Pride Team • Principal/VP, PURRfect Pride Team, Staff 	<ul style="list-style-type: none"> • March 2017
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • 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...) • 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). • 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. <ol style="list-style-type: none"> 1. SST's: Teacher will refer students for SST-Teacher will provide work samples, grades, attendance, behavior records/logs, KAIG/BAS/DRP assessments, DIBELS, and SBAC tests to highlight the student's potential area of need. • Home School Liaison to provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents. • Students would receive one (1) ticket a week for positive behavior to be placed in a drawing for the end of the semester drawing. Incentives would be provided by Wolters PTA. Students would receive one (1) ticket a week for weekly attendance to be placed in a drawing for the end of semester drawing. Incentives will be provided by Wolters PTA. Parent who attend any parent meeting ie. SSC, ELAC, Parent/Teacher Conferences, PTA meeting, etc., would receive five (5) tickets to be placed in the drawing for the end of semester drawing for their child. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Safe & Civil Schools Professional Learning will be provided at the beginning of the school year and revisited as needed through-out the school year. <ol style="list-style-type: none"> 1. CHAMPS classroom expectations 3. Behavior Management Plan 4. School wide expectations 5. Office Referral System • PURRfect Pride will share school wide data and provide professional learning in areas of need for certificated and classified staff: <ol style="list-style-type: none"> 1. School Wide Discipline Policy 2. School Wide Rules and Expectations 3. Levels of Behavior 4. Social Emotional Learning 5. Positive Behavior Supports 6. Olweus Bullying Prevention 		

- 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.
- PURRfect Pride Team will attend all required district School Climate trainings.
- Family Foundations Counseling will provide professional learning on strategies for working with students with trauma.
- Book study opportunities: Teaching With Poverty in Mind, Engaging Students with Poverty in Mind, Fostering Resilient Learners and additional resources. Book and other resources will be purchased as funds allow.

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

- Incentives for students reducing referral percentage, such as WOW Students (student of the week), Wise Wildcats (student of the month) and Weekly Character drawing.
- Students receiving awards will receive an awards certificate and incentives.
- Wise Wildcats will also receive a student of the month picture provided by Larson Brothers.
- School-wide Semester Assemblies will be held for students in grades 1-6 to review school wide rules, routines, and procedures.
- 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.
- All K-6 grade classrooms will implement weekly Second Step lessons and class meetings during designated times.
- All PK-6 grade classrooms will implement:
 1. CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 2. Behavior Management Plan (turned into administration before the first day of school)
 3. OLWEUS Bullying Prevention
- Students in need of intensive social emotional support will be identified through SST meetings. SST meetings will be conducted after all classroom and school-wide interventions have been utilized.
- Individualized Educational Plans, 504 Plans, Interagency Child Empowerment Team (ICET), and behavior plans will be established for students as needed.
 1. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted once a month on Fridays. A roving sub will be provided to provide release time for teacher participation.
 2. 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.
- A variety of services such as: Student Leadership, Peer Mediation, Men's Alliance/Boys to Men, Hoover High School Men's and Woman's Alliance, Chaplain Program, Fresno State pen pals, Fresno State Police Department and community outreach mentors will provide support to specific subgroups as identified by SQII data.
 1. African American subgroup

2. Hispanic subgroup

- 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.
- Family Foundations will provide counseling support for targeted students based on social emotional needs 12 hours per week for 38 weeks totaling 456 hours (2 days per week).
- Family Foundations Counselor will provide “rethink” social skills class for students who have had more than one office referrals for chronic behaviors in levels 2 and 3 of the office referral form.
- The Wild Cat Den will provide a safe place for identified student members to have recess.
- Ten in the Den cards will be issued to identify students, who need social emotional breaks during the day.
- Social emotional support and social skills groups will be provided for identified students by SE Paras.
- Alternatives such as suspension warnings, social skills class and community service will be used in lieu of suspensions.
- Students would receive one (1) ticket a week for positive behavior to be placed in a drawing for the end of the semester drawing. Incentives would be provided by Wolters PTA. Students would receive one (1) ticket a week for weekly attendance to be placed in a drawing for the end of semester drawing. Incentives will be provided by Wolters PTA. Parent who attend any parent meeting ie. SSC, ELAC, Parent/Teacher Conferences, PTA meeting, etc., would receive five (5) tickets to be placed in the drawing for the end of semester drawing for their child.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	EL	Attendance & Social Work Services	Classified Support-Extra Time				Extra time for translation/home visit	292
6	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for student incentives and materials for classroom use.	7,571
6	2	EL	Parent Participation	Materials & Supplies				Materials and supplies for student incentives and materials for classroom use.	3,234
6	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for students-PR rewards	1,000

6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)			2% Evaluation Fee-Counseling	400
6	2	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating		Counseling: Family Foundation Services	Family Foundations-2 days of counseling	20,520
							Total	\$33,017

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 7	<p><i>Detail the action:</i> 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.</p>					
<i>SQII Element: Student Engagement</i>	<i>SQII Sub-element(s):2- Overall Student Participation (2080), SQII 395 and SQII 397</i>		<i>Site Growth Target:</i> 2014-15 Target 2- 57.89% 75% #395- 83.96% 93.96% #397- 85.19% 95.19%		<i>Vendor (contracted services) Funworks</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>		<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By June 2017, the number and percentage of unique students who are engaged in any Goal 2 activity is increase 17.11% from (57.89% to 75%). (SQII 2080) By May 2017, students that responded ‘Most of the time’ or ‘All of the time’ to “I feel like I am a part of this school” and “There is a teacher or some other adult that really cares about me” will increase by 10% (83.96% to 93.96% and 85.19% to 95.19%). (SQII 395 and 397) 						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Student attendance throughout the school year 			<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Teachers, Office Assistant, and HSL 		<p><i>Timeline</i></p> <ul style="list-style-type: none"> On-going 	

<ul style="list-style-type: none"> • Responses on the student survey in the spring of 2017 • ATLAS Engagements (Goal 2) 	<ul style="list-style-type: none"> • Principal/VP, Staff • Staff members to provide participation rosters to the VP 	<ul style="list-style-type: none"> • March 2017 • On-going
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • 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... • Home School Liaison to provide parent translations for school activities, athletic activities, parents meetings, conferences and newsletters through parent messengers and flyers. • Home School Liaison will organize parent volunteers to participate in school activities. A volunteer luncheon will be provided for parent volunteers in May 2017. • Parents will have opportunities to coach afterschool sports and be invited to provide afterschool club activities. • Students would receive one (1) ticket a week for positive behavior to be placed in a drawing for the end of the semester drawing. Incentives would be provided by Wolters PTA. Students would receive one (1) ticket a week for weekly attendance to be placed in a drawing for the end of semester drawing. Incentives will be provided by Wolters PTA. Parent who attend any parent meeting ie. SSC, ELAC, Parent/Teacher Conferences, PTA meeting, etc., would receive five (5) tickets to be placed in the drawing for the end of semester drawing for their child. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional Learning opportunities to include: <ol style="list-style-type: none"> 1. SEL 2. Student Engagement Strategies 3. Goal 2 Activities such as afterschool sports and activities. • Teachers will receive updates and information regarding student outreach and engagement activities. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Staff will be provided with extra pay contracts to facilitate Goal 2 activities afterschool. Materials will be provided as funds are available. • Awards and incentives to encourage participation, good character, attendance and foster school spirit. 		

- 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.
- Incentives for students such as Student of the Week, Student of the Month and Weekly Character drawing.
- 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 provided.
- Continue Music Block Schedule for Grades 5-6 to promote band, strings, and choir. Teachers will provide arts/activities to broaden the participation in arts.
- Career Day/College Day for Grades 4-6 to provide exposure to a variety of career opportunities.
- All classrooms to participate in the “I PLEDGE” campaign to promote college and career ready graduates. Teachers will have ongoing conversations with students about goal setting for college and career, academics, social emotional and school culture and climate.
- Each grade level K-6 will attend one fieldtrip tied to their unit of study. Transportation and admission cost will be provided.

Specify additional targeted actions for EL students:

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

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 8	<i>Detail the action:</i> Wolters will implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement.						
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s):</i> 2- Appropriate Attendance Intervention (6331), 3-Attendance Growth (5959), and SQII 356		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>		
			2014-15 Target		none		
			2-12.73%		23.73%		
			3-10.67%		15.67%		
			#356- 88.3%		93.3%		
<input type="checkbox"/> New Action		<input checked="" type="checkbox"/> On-going		<i>Reasoning:</i>		<input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	

<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> 1. By June of 2017, the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention will increase by 10% (12.73% to 22.73%). (SQII 6331) 2. By June of 2017, the number and percentage of TK-6th grade student who were chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will increase by 5% (10.67% to 15.67%). (SQII 5959) 3. By March of 2017, the percent of parents that respond ‘Agree’ or ‘Strongly Agree’ to “I feel respected and welcomed at my child’s school” will increase by 5% (88.3% to 93.3%), as measured by the school climate parent survey. (SQII 356) 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • A Home School Liaison for 3.5 hours each day will facilitate parent outreach and Spanish interpretation for parents. • Parent attendance at school sponsored events will be collected throughout the school year. • Responses on the parent and family survey in the spring of 2017. 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal/VP • Home School Liaison • Principal/VP and Staff 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Daily • Daily • March 2017
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • An annual calendar listing all parent meetings will be distributed at the beginning of the school year and in the monthly school newsletter. • A minimum of four ELAC and four SSC meetings 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. • A Title I Parent Meeting and Back-to-School Night will be scheduled in August, with notification sent home the first day of school. • Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend. • Parent activities will be scheduled during the school year. One will focus on school spirit and the other on reading. These activities will encourage parents and students to come together to enjoy fun learning activities at school. • Parent will also be invited to student celebrations and programs throughout the year, including music programs, semester achievement awards assemblies and any other special events. • Parent University classes will be offered through the on-going parent education efforts provided by the district office. • Parent volunteers will be invited to an annual luncheon (May 2017) • Students would receive one (1) ticket a week for positive behavior to be placed in a drawing for the end of the semester drawing. Incentives would be provided by Wolters PTA. Students would receive one (1) ticket a week for weekly attendance to be placed in a drawing for the end of semester drawing. Incentives will be provided by Wolters PTA. Parent who attend any parent meeting ie. SSC, ELAC, Parent/Teacher Conferences, PTA meeting, etc., would receive five (5) tickets to be placed in the drawing for the end of semester drawing for their child. 		

Describe related professional learning:

- Teachers will receive updates and information regarding parent outreach efforts and calendars.
- Teachers will create a volunteer schedule to encourage parent participation in their child’s classroom. The schedule will be presented at back to school night.

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

- Awards and incentives to encourage academic, participation, attendance and foster school spirit.
- Invite families to events such as Family Fun Night, music concerts, Read and Feed, and various PTA sponsored events (Santa’s Workshop, movie nights, donuts with dads, muffins with mom)

Specify additional targeted actions for EL students:

- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
- Parents of recently redesignated EL students will be invited to celebrate their RFEP status.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Adjusted Hire Date 2/23/16	11,590
8	3	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting	351
8	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting	351
8	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement	679
8	3	Sup & Conc	Instruction	Materials & Supplies				Cell phone for parent outreach-admin.	300

8	3	EL	Attendance & Social Work Services	Local Mileage				Mileage for HSL	150
8	3	EL	Parent Participation	Materials & Supplies				Parent participation -Food	600
8	3	EL	Parent Participation	Direct-Graphics (Dr)				Graphics for Parent Involvement	500
								Total	\$14,521

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Wolters - 0500

ON-SITE ALLOCATION

3010	Title I	\$31,194 *
7090	LCFF Supplemental & Concentration	\$102,113
7091	LCFF for English Learners	\$21,717
TOTAL 2016/17 ON-SITE ALLOCATION		\$155,024

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$679
Remaining Title I funds are at the discretion of the School Site Council	\$30,515
Total Title I Allocation	\$31,194

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0500 Wolters Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			PURRfect Supplemental 3 hours of summer planning & 1 hour per month (x10)	3,149.00
1	1	Title 1 Basic	Instruction	Bks & Ref			DIBELS	550.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Classroom materials and supplies for use in academic areas	5,896.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.260	Resource Teacher	25,514.00
1	1	Sup & Conc	Instruction	Teacher-Subs			ILT teacher supplemental 4 hours of summer planning	1,337.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : CA Teaching Fellows (x3)	25,500.00
1	1	Sup & Conc	Other Instructional Resources	Crt Supr-Reg	Teacher, Resource	0.240	Resource Teacher	23,560.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for visitation	1,543.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Roving sub for SST's and IEP's one Friday a month (10 days) Roving sub for Data Chats	1,437.00
2	1	Sup & Conc	Instruction	Bks & Ref			: To support reading instruction for K-6th grade students	5,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology/computers for student use	9,000.00
2	1	EL	Instructional Library, Media & Te	Bks & Ref			: To support reading instruction for K-6th grade students	5,000.00
6	2	Title 1 Basic	Instruction	Cons Svc/Oth			Counseling: Family Foundation Services : Family Foundations-2 days of counseling	20,520.00
6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% Evaluation Fee-Counseling	400.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for student incentives and materials for classroom use.	7,571.00
6	2	Sup & Conc	Instruction	Direct Trans			Transportation for students-PR rewards	1,000.00
6	2	EL	Parent Participation	Mat & Supp			: Materials and supplies for student incentives and materials for classroom use.	3,234.00
6	2	EL	Attendance & Social Work Service	Cls Sup-Ext			Extra time for translation/home visit	292.00
8	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement	679.00
8	3	Sup & Conc	Instruction	Mat & Supp			: Cell phone for parent outreach-admin.	300.00
8	3	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting	351.00
8	3	EL	Parent Participation	Oth Cls-Supp			Babysitting	351.00
8	3	EL	Parent Participation	Mat & Supp			Parent participation -Food	600.00
8	3	EL	Parent Participation	Direct-Graph			Graphics for Parent Involvement	500.00
8	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Adjusted Hire Date 2/23/16	11,590.00
8	3	EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL	150.00

\$155,024.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$31,194.00
Sup & Conc	7090	\$102,113.00
EL	7091	\$21,717.00
Grand Total		\$155,024.00

Domain Totals	Budget Totals
Academic	\$107,486.00
Culture & Climate	\$14,521.00
Social/Emotional	\$33,017.00
Grand Total	\$155,024.00

E.1. Assurances

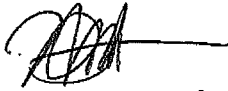
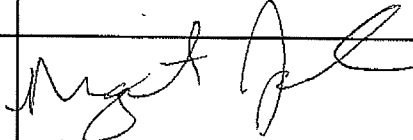
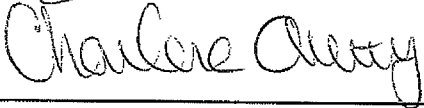
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Xee Moua	X				
2. Chairperson - Margaret Jackson				X	
3. Vice Chair - Charlene Autry		X			
4. Secretary- Robert Duprey		X			
5. Voting Member- Lilliana Gonzalez				X	
6. Voting Member- Yuridiana Morellano				X	
7. Voting Member- Karen Coria				X	
8. Voting Member- Keri Magana		X			
9. Voting Member- Hector Lopez/Roxanna Valdovinos			X		
10. Voting Member - Dametrice Newton				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Wolters Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Xee Moua		3/30/16
SSC Chairperson	Margaret Jackson , SSC Chairperson Charlene Autry, SSC Vice Chair	 	3/30/16

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