

**Williams Elementary**

10621660113811

Principal's Name: Guadalupe Ponce

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the School 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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

## School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Guadalupe Ponce	X				
2. Chairperson – Maria Mora-Malta		X			
3. Rigoberto Sandoval		X			
4. Alisa Kong		X			
5. Ramona Zavala		X			
6. Kiara Colton				X	
7. Sonia Brown				X	
8. Akousa Smith				X	
9. Delia Tavera				X	
10. Marina Rasso				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.



Required Signatures

School Name: Williams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Guadalupe Ponce		April 12, 2024
SSC Chairperson	Maria Mora Malta		April 12, 2024

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Williams - 0550

**ON-SITE ALLOCATION**

3010	Title I	\$77,760 *
7090	LCFF Supplemental & Concentration	\$241,344
7091	LCFF for English Learners	\$44,928

**TOTAL 2024/25 ON-SITE ALLOCATION**

---

**\$364,032**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,304
---	---------

Remaining Title I funds are at the discretion of the School Site Council	\$75,456
--	----------

Total Title I Allocation	\$77,760
--------------------------	----------

Williams Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review  
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		15 %	17.1 %	2023-2024	32.1 %
i-Ready ELA D2 proficiency - percentage of students on/above			20 %	2023-2024	35 %
i-Ready Math D2 proficiency - percentage of students on/above		20 %	10.9 %	2023-2024	25.9 %
SBAC ELA - Average distance from standard	✓	-63 pts	-90.4 pts	2023-2024	-75.4 pts
SBAC ELA - Average distance from standard (African American)	✓		-118.5 pts	2023-2024	-103.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-84.7 pts	2023-2024	-69.7 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-87 pts	2023-2024	-72 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-90.7 pts	2023-2024	-75.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-146.4 pts	2023-2024	-131.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.87 %	17.3 %	2023-2024	32.3 %
SBAC Math - Average distance from standard	✓	-80 pts	-94 pts	2023-2024	-79 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-171.1 pts	2023-2024	-156.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	27.9 %	18.4 %	2023-2024	33.4 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

CURRENT STUDENT POPULATION:

**OVERALL INTENDED AND ACTUAL IMPLEMENTATION OF ACTIONS:****1. Action #1 Literacy TK-2nd Grade Foundational Skills Program**

- This is a new action goal added this school year, our goal is to grow 10% in each domain across all grade focusing specifically on K-3 in i-Ready.
- 2023-2024 current school year I-Ready 2 data (below)
- 40 % proficient in Phonics,
- 61% in High Frequency Words
- 74% Proficient Phonological Awareness
- We currently have met our goal with i-Ready this school year. We have improved by exactly 11% from iReady#1 to iReady#2 this school year from 8% to 18%.
- Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.
- Most PLC Teams are still working toward achieving an alignment between the written curriculum, taught curriculum and assessed curriculum. K-2nd is still learning how to become proficient in teaching the reading foundations and understand the standards as described in the Common Core Companion. 3rd - 6th Grade is still learning how to utilize the FIABs and IABs to plan and design instruction. K-6th grade teams are still learning how to systemically create coherence with essential standards and learning.
- Some students with disabilities are still in the process of being formally identified for either RSP or SDC SPED services. This causes a lapse in timely academic supports. English Learner student redesignation rates are not currently meeting the 25% target goal due to lack of implementing a more structured ELD Program for both integrated and designated ELD. African American student enrollment in the Springboard Reading Intervention Program through A4, dropped significantly from last school year to this school year. Recruitment efforts need to be redesigned.

**2. Action #2 - Increase ELA SBAC and i-READY Scores by 10% in each grade level.**

- We currently have met our goal with i-Ready this school year. We have improved by exactly 10% from iReady#1 to iReady# 2 this school year currently steady at 21%. In SBAC we did not meet our goal for the 2022-2023 school year, only 17.29% of 3rd-6th grade students scores proficient in English Language Arts.
- SBAC 3rd grade 12% At Grade Level 87% Below
- SBAC 4th grade 12% At Grade Level 81% Below
- SBAC 5th grade 21% At Grade Level 78% Below
- SBAC 6th grade 15% At Grade Level 84% Below
- Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.
- Most PLC Teams are still working toward achieving an alignment between the written curriculum, taught curriculum and assessed curriculum. K-2nd is still learning how to become proficient in teaching the reading foundations and understand the standards as described in the Common Core Companion. 3rd - 6th Grade is still learning how to utilize the FIABs and IABs to plan and design instruction. K-6th grade teams are still learning how to systemically create coherence with essential standards and learning.
- Some students with disabilities are still in the process of being formally identified for either RSP or

**MULTI LANGUAGE LEARNERS STUDENT GROUP:**

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.

The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

**STUDENTS WITH DISABILITIES:**

- 78 students at 13% of our student population
- SBAC ELA: 3rd-6th grade Students With Disabilities scored -146.4 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade Students With Disabilities scored -171.1 Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA
- 53.1% Met IREADY2 Stretch goal in MATH

**i-Ready ELA D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

**i-Ready Math D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of

SDC SPED services. This causes a lapse in timely academic supports. English Learner student redesignation rates are not currently meeting the 25% target goal due to lack of implementing a more structured ELD Program for both integrated and designated ELD. African American student enrollment in the Springboard Reading Intervention Program through A4, dropped significantly from last school year to this school year. Recruitment efforts need to be redesigned.

3. Action #3 - Increase the number and percentage of English Learners that will redesignate by 25%.

- We did meet our goal of re-designating 15% of ELs during the 2023-24 school year by a total of 19 students. California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC. The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

4. Action #4 - Implement a comprehensive K-6th Grade reading intervention program (RTI)

- The RSP Team has been working alongside the classroom teachers to provide targeted reading intervention using guided reading and reading mastery (SRA).
- Kinder - 2nd grade has consistently used the BAS Assessment to monitor student progress throughout the school year for both quotative and qualitative data.
- Teachers still need continued professional development in the area of guided reading and instructional strategies for reading intervention.

Action #5 - Increase Math SBAC and iReady by 10%.

- We currently have not met our goal with i-Ready this school year. We have improved by only 9.42 % from iReady #1 to i-Ready #2 this school year currently steady at 10.46%. In SBAC we did not meet our goal for the 2022-2023 school year, only 18.39% of 3rd-6th grade students scores proficient in Mathematics, with -97.25 percent from standard.
- SBAC 3rd grade 18% At Grade Level 81% Below
- SBAC 4th grade 16% At Grade Level 83% Below
- SBAC 5th grade 30% At Grade Level 70% Below
- SBAC 6th grade 4% At Grade Level 95% Below
- SBAC- For the 2023-2024 we did not meet our goal with i-Ready this school year. We have improved by only 7% from iReady #1 to iReady #2 to 10.9%.
- We have met our goal of providing professional development to our teachers in K-6th grade in collaboration with TNTP regarding the 3-Reads Model, Math Task Prep Protocol, Select and Sequence, and Debrief. We have successfully trained specific teachers to lead the work of TNTP with their PLC Teams. We will continue this model of instructional professional development into next school year. We have been successful in working with the District's Math Pilot Program, with a focus on African American students, to establish common instructional initiatives in 3rd - 5th grade to include the following: use of IABs/FIABs, Reflex Math, Anchor Charts, and Small Group Instruction.

the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

**AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC ELA: 3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 10.2% On or Above Grade
- 50% Met IREADY 2 Stretch goal in ELA
- 45.9% Met IREADY 2 Stretch goal in MATH

**I-Ready ELA D2 On-Level (African American)**

Our African American student group has a 20.8% on/above grade level rate in ELA similar to the site, which has a rate of 20%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

**I-Ready Math D2 On-Level (African American)**

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss

**SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population



- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and

Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13.04% On Grade Level I-Ready 2 Math

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**INEQUITIES AND OTHER KEY FACTORS THAT CONTRIBUTED TO THE DISPROPORTIONALITY OF LO**

**W-PERFORMING STUDENT GROUPS**

1. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.
2. Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:
3. The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.
4. Some students with disabilities are still in the process of being formally identified for either RSP or SDC SPED services. This causes a lapse in timely academic supports.
5. English Learner student redesignation rates are currently meeting the 25% target goal but we have 32 MLLs who are now classified as Long Term due to lack of implementing a more structured ELD



Program for both integrated and designated ELD.

6. African American student enrollment in the Springboard Reading Intervention Program through A4, dropped significantly from last school year to this school year. Recruitment efforts need to be redesigned.
7. White Student groups have not previously been identified and are now a student group that we will need to set up academic goals.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Money was set aside from Budget 7090 (Local Control Funding Formula) for Teachers to have intentional planning days with sub release time as a PLC Team with the option of planning alongside the Instructional Coach. The event numbers were not approved until late October, teachers were able to use sub days at the end of Quarter 2. This caused a delay in the intended PLC planning days.
- Money was also set aside to hire a 8-hour RCA to be able to provide social emotional support to students while in class and during unstructured times and provide academic and social emotional supports for students identified for Tier 2 and Tier 3 services. Hand in Hand Mentors support students both in and out of the classroom, primarily focused on helping students follow routines and classroom expectations.
- Money was set aside for Teachers to provide tutoring after school for small groups of students. Only one teacher provided after school tutorials.
- Money was set aside for interested classified staff to provide tutoring after school for small groups of students. Only one classified staff member has been providing after school tutorials.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Williams School along with the Fresno Region Schools will focus on Foundational Skills Professional Development to implement Foundational Skills Program for Tier 1 and Tier instruction
2. Intervention Teacher will be hired to support students in ELA and focusing on ATSI student groups
3. Admin team will develop a Backwards map and calendar dates and action steps needed for teacher planning days. The Admin Team will work more closely with the Certificated Substitute Desk to obtain Sub Event planning days #s earlier in the school year. This will help to secure the sub release days for Teachers to plan with their PLC Teams and the Instructional Coach early in the school year and in between i-Ready Assessments.
4. The Admin Team will work more closely with the Office of English Learners to provide intentional professional learning around designated and integrated ELD with an outline of observable next steps for implementation in classrooms.
5. The Admin Team (Principal, Vice Principal, TSAs) will continue to work with and support specific PLC Teams.
6. The Admin Team will continue to work with the ILT Team to secure strong leadership and support for all PLC Teams, especially teams experiencing changes in staffing.
7. The TSAs and the Instructional Coach will work more closely to support the root cause analysis work with FIABs.
8. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
9. An additional Hand-In-Hand mentors will be hired for a total of 4 this upcoming year. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.
8. Continue to fund I-Ready Tool Professional Learning and staff and student access to the i-Ready Toolkit subscription.
10. Continue with the following actions TNTP- Work on 3 Reads and Task debrief Protocols have Williams Elementary 2024-2025- SPSA
11. Continue with ELPAC Camp by TSAs, Intervention Teacher, and Instructional Coach
12. RSP: Create a more consistency Pull out/Push In Model
13. RSP support during intervention time

14. Continue with ELF and Interact Teaching Fellows support in primary grades

15. Continue to fund i-ReadyTool Box and RazKids

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

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>On March 18, 2024 the SSC met and shared the following:</div><div>Parent expressed need for more in class supports and after school tutoring for students.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC members expressed need for more parent participation and celebration for students re-designating.</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>On March 19, 2024 the Williams Staff met and shared the following:</div><div><div><div>• More time for planning and need for intervention teacher</div><div>• Need i-Ready Tool Kit and professional development on how to best use the program</div><div>• Align the TNTP work Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team</div><div>• Hire more tutors for reading interventions</div></div></div></div>
--	--	--

Action 1

Title: Literacy TK- 2nd Grade Foundation Skills Program

Action Details:

SMART GOALS

1. By the end of the 2024-2025 school year Williams' teachers will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted instruction in foundational skills and differentiated instruction with a focus on students in grades TK through 3rd grade reading on grade level and above in support of the schoolwide Focus: Claim 1, Targets 1, 2 & 4.

2. By the end of the 2024-2025 school year Williams' Teachers will deliver explicit and systematic instruction in how to decode and encode words, including word part analysis; and connected text reading to build reading accuracy, automaticity, fluency, and comprehension.
- Admin and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.

• Admin and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.

• Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."

• Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers, fall 3-5 teachers, spring 5-8 teachers and make-ups. Establish ongoing PLCs/communities of practice.

• Ongoing progress monitoring with leaders and coaches. Develop and support lead teachers' capacity to lead PLC/Community of Practice.

• Instructional Coach, TSA and Reading Intervention teachers will provide professional learning and support with Tier 2 Support Response to Intervention (RTI)

• Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). Summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching to with TNTP coaches as support.

• PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop awareness of the segments of sound in speech and how they link to

- letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
  - PLC Team will use have 4 half-day sub release days for data analysis and planning in support of foundational skills and claim 1 targets 1, 2 and 4.
  - PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.
  - All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.
  - PLC Teams will use the Magnetic Reading lessons focused on foundational skills to supplement the adopted curriculum with lessons that align with the rigor sequence of foundational skills/phonics instruction.
  - School Wide implementation of Response to Intervention (RTI) structures adhered by all grade levels.

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

Explain the Progress Monitoring and data used for this Action

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

Student Data

- DRDP Preschool
- FSA Kinder & TK
- i-Ready Reading Diagnostic #1, #2, #3 Typical and Stretch Growth
- Wonders Phonics Survey Growth
- Wonders Fluency Assessment Growth
- i-Ready Diagnostic Data (B,M,E,O,Y)
- Common Formative Assessment Data

Teacher Data

- i-Ready Reading Diagnostic #1, #2, #3 Typical and Stretch Growth; Increases in proficiency levels.
- Teacher Efficacy pre and post-surveys administered by TNTP
- Teacher Retention
- IPG Walks (Pre and Post data)
- i-Ready Diagnostic Data (B,M,E,O,Y)
- Common Formative Assessment Data

Owner(s):

- Teachers
- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit

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

- Teaching Fellows and materials and supplies to provide additional support in kindergarten classrooms for reading groups and individualized assistance, and implementation of Response to Intervention (RTI) structures. Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
- Success Together non-profit organization to provide 3 classes per school site per year; one parent class and two hands-on family classes to empower parents to support literacy in the home.
- School hosted Literacy Night to support parents with strategies around foundational skills that can be done at home.
- California Teaching Fellows or Interact Teaching Fellows contracts for a tutor in each K-1 classroom (est. 60 classrooms) for 3.5-hours day M-F
- Teacher will participate in Orton-Gillingham professional learning on the Science of Reading and related literacy strategies
- Materials and Supplies to meet differentiated needs (e.g. leveled readers, assessment kits, materials and supplies to support literacy)
- Schoolwide assurances TK-6th Grade Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards. Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level curriculum and standards using re-teaching and small group support. Tier 3 - Intensive Instructional Supports and Interventions provided for students at one year or more below grade level

- Materials and Supplies for Foundational Skills Program, Phonics Instructions, effective strategies, parent involvement, and EL instruction
- Paper/Charts/Poster3 , Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment
- Resources to support Professional Learning: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide Summary,” What Works Clearinghouse, Institute of Education Sciences, 2016)
- Subs for teachers for professional Learning, data analysis & planning
- Sub release for SST Meeting for students struggling in reading
- iReady Teacher Toolkit

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Language Learners student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students.*

*African American Students according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC, which includes 63 students.*

*Socioeconomically Disadvantaged Student group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.*

*Students with Disabilities According to the California Dashboard, are in the red, a very low-performance level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.*

*Hispanic Students according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC, which includes 201 students.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff.

Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher 3-4 (3.5 hours) Teaching Fellows

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**MULTI LANGUAGE LEARNERS STUDENT GROUP:**

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.

The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

**STUDENTS WITH DISABILITIES:**

- 78 students at 13% of our student population
- SBAC ELA:3rd-6th grade Students With Disabilities scored -146.4Points Below Standard Deviation
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA
- 53.1% Met IREADY2 Stretch goal in MATH

**i-Ready ELA D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site,

experiences within real-world experiences

- Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA, and CT Intervention time as needed
- EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support Deconstruction of ELD Standards Specific ELD Strategies Analyze data for common assignments to monitor and make instructional decisions

which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

#### **i-Ready Math D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

#### **AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC ELA: 3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 10.2% On or Above Grade
- 50% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

#### **i-Ready ELA D2 On-Level (African American)**

Our African American student group has a 20.8% on/above grade level rate in ELA similar to the site, which has a rate of 20%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

#### **i-Ready Math D2 On-Level (African American)**

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL



needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss

**SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2

instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13.04% On Grade Level I-Ready 2 Math

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant
- I-Ready Tool Box Program
- Raz Kids
- Materials and Supplies to support Literacy instruction

#### **3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA,



- Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.
- 1 Teacher on Special Assignment
  - 3 Academic & Social Emotional Mentor/Tutors
- 4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA
- Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups
- ATSI Student Focus Groups:**
1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCLs with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
  - Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

**Action 2**

**Title:** Increase ELA SBAC and IREADY Scores by 10%

[Action Details:](#)

---

SMART GOALS

1. By the end of 2024-2025 school year, the percentage of Kinder- 2nd grade students who are on grade level will increase by at least 10% as measured by the i-ReadyDiagnostics Data.

2. By the end of the 2024-2025 school year, the percentage of 3rd - 6th grade students scoring Standard Met or Standard Exceed on the ELA SBAC will increase by at least 10%.

3. Teachers in grades TK-6th grade will use Close Reading strategies using appropriate grade level text(s). Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom.
- PLC Teams will utilize the CAASPP Interim Assessments Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process (Schoolwide Focus: Claim 1, Targets 1, 2 & 4)

• PLC Teams will utilize the Common Core Companion and other resources to deconstruct the identified essential standards by knowledge targets and essential skills as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge rigor level.

• PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the Wonders curriculum.

• PLC Teams will plot their Common Formative Assessments on a CFA Calendar along with Common Instructional Plans based off of essential standards and text from Wonders.

• The PLC Common Planning will involve identifying the daily student products based off of multiple reads of the selected text(s) from Wonders demonstrating an integration of reading, writing, listening and speaking.

• PLC Teams will intentionally create student products resulting in a natural progression in rigor level as they progress through Read 1, Read 2 and Read 3 of the same text.

• COHERENCE BUILDING: PLC Teams will collaborate around the intentional design of the student products so that the first read product demonstrates a general and literal understanding of the text and its key ideas and details (Standards 1-3), the second read product demonstrate a focus on author's craft and text structure (Standards 4 - 6), and the third read products demonstrate an integration of knowledge and ideas and extended written response across more than one text source (Standards 7 - 9).

• COHERENCE BUILDING: ILT Team will utilize the Common Core Companion to design student products for Read 1, Read 2, and Read 3 to build a coherent instructional model across all grades.

• PLC Teams and the ILT will analyze the student products and CFA data with the purpose of identifying alignment to the rigor of the essential standards and knowledge targets.

• PLC Teams will engage in a root cause analysis of students not meeting/nearly meeting standards in order to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.

• PLC Teams will have four 1/2 day sub coverage per month for professional learning, data analysis and planning.

• The ILT will utilize the Common Core Companion as Professional Learning to strengthen PLC practices around instructional strategies addressing reading, writing, listening and speaking.

• All teachers will utilize the Instructional Practice Guide focused on Tenet 1-3 to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.

• PLC Teams will use the i-Ready Toolkit to supplement the adopted curriculum with lessons that align with the rigor of the SBAC and i-Ready Assessments.
- Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence
- Explain the Progress Monitoring and data used for this Action
- Details: Explain the data which will specifically monitor progress toward each indicator target
- Spring 2024 SBAC Data
  - FIAB/IAB Data grades 3rd-6th
  - 2023-24 iReadyDiagnostic Data (B,M,EOY)
  - Common Formative Assessment Data
  - BAS Levels
  - BAS Assessment Grade TK-3rd
- Owner(s):
- Teachers
  - PLC Teams
  - ILT
  - Admin Team
- Timeline:
- Quarterly
  - Throughout each Wonders Unit
- Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
- Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level curriculum and standards using re-teaching and small group support

- Tier 3 - Intensive Instructional Supports and Interventions provided for students at one year or more below grade level
- Materials and Supplies for Close Reading & RIRA strategies, parent involvement, and EL instruction
- Paper/Charts/Poster3
- Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment
- Resources to support Professional Learning: Close Reading, Foundational Skills
- Subs for teachers for Professional Learning Data Analysis & Planning
- Purchase Order for Professional Learning Book Studies (Foundational Skills Pedagogy, Common Core Companion and replacement of other PL books previously used)
- i-Ready Teacher Toolkit

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Language Learners student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students.*

*African American Students according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC. which includes 63 students.*

*Socioeconomically Disadvantaged Student group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.*

*Students with Disabilities According to the California Dashboard, are in the red, a very low-performance level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.*

*Hispanic Students according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC. which includes 201 students.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff.

Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher 3-4 (3.5 hours) Teaching Fellows

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

**CURRENT STUDENT POPULATION:**

**MULTI LANGUAGE LEARNERS STUDENT GROUP:**

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.

The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

**STUDENTS WITH DISABILITIES:**

- 78 students at 13% of our student population
- SBAC ELA:3rd-6th grade Students With Disabilities scored -146.4Points Below Standard Deviation
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- Teachers will analyze data on CFACSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA, and CT Intervention time as needed
- EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support. Deconstruction of ELD Standards Specific ELD Strategies. Analyze data for common assignments to monitor and make instructional decisions

- 53.1% Met IREADY2 Stretch goal in MATH

#### **i-Ready ELA D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

#### **i-Ready Math D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

#### **AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC ELA: 3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 10.2% On or Above Grade
- 50% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

#### **i-Ready ELA D2 On-Level (African American)**

Our African American student group has a 20.8% on/above grade level rate in ELA similar to the site, which has a rate of 20%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

#### **i-Ready Math D2 On-Level (African American)**

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

#### **SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward



meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13.04% On Grade Level I-Ready 2 Math

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant

- I-Ready Tool Box Program
- Raz Kids
- Materials and Supplies to support Literacy instruction

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors
- Materials and Supplies to support Literacy and Math Instruction

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

**ATSI Student Focus Groups:**

1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCI's with the Principal, VP and Academic coach for i-Ready and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
  - Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)



- Intervention - After School Tutoring in ELAfor Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELAfor Homeless Students (Distance from Level 3)

Action 3

Title: Increase English Language Development Redesignation Rate

Action Details:

SMART GOAL:

1. By the end of the 2024-2025 school year, the number and percentage of English Learner students redesignated will increase by 25%.
  2. Williams will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD Standards and ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC. Through the work of Professional Learning Communities, teachers will implement a comprehensive action plan inclusive of response to intervention, with an emphasis on English Learner students not scoring on grade level on SBAC, i-Ready, BAS, and re-designation data in the 2022-2023 administration.
- Identify Designated and Integrated ELD time blocks school wide and include in the instructional schedule.
  - Use of Integrated and Designated ELD aligned to the CA ELA/ELD Framework
  - Teachers will plan daily Designated ELD instruction utilizing the ELD Teacher's Edition, ELD Companion and ELD Vocabulary Cards from Wonders
  - Teachers will provide 30 minutes of Designated English Language Development instruction, in addition to the required Integrated English Language Development instruction daily.
  - Teachers will differentiate Designated ELD instruction based on student ELD Levels and student needs in their classroom.
  - Teachers will design formative assessments for progress monitoring of ELD students and academic and language performance.
  - Teachers will utilize specific ELD instructional strategies to incorporate integrated ELD into all academic content areas.
  - Partnership with English Learners Services for Professional Learning
  - Utilize ELD Instructional Coaches to support planning.
  - Utilize strategies for increasing collaborative academic conversations.
  - Use of Accountable /Productive Talk structures to process questions.
  - Utilize EL progress monitoring tool.
  - English Learners will participate in ELD Camp to prepare for ELPAC.
  - Extra Pay Contracts for tutoring
  - Utilize the ELPAC Practice Test and ELPAC FIABs for Teacher Professional Learning purposes and for Test Taking Strategies

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

Explain the Progress Monitoring and data used for this Action

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

- Goal Setting for English Learners
- Increase # of students re-designated by 10% according to ELPAC
- Spring 2023-2024 ELPAC data
- Spring 2023-2024 SBAC Data
- Compare i-Ready Diagnostic last four years
- FIAB and IAB Data
- Common Formative Assessment Data
- SBAC, iReady Diagnostic, and BAS
- ELPAC FIABs

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

- ELD Instructional Coach support
- RTI and Inter-Act Fellows to support instruction
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards.
- Technology to support instruction and ELPAC, CAASPP, and i-Ready assessments.
- Resources to support Professional Learning: Close Reading Strategies
- Purchase Order to purchase ELD Companion, Guided Reading and ELD/ELA Framework

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students.

African American Students according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC, which includes 63 students.

Socioeconomically Disadvantaged Student group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.

Students with Disabilities According to the California Dashboard, are in the red, a very low-performance level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.

Hispanic Students according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC, which includes 201 students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Williams will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit
- Beginning, Middle and End of Year

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

CURRENT STUDENT POPULATION:

MULTI LANGUAGE LEARNERS STUDENT GROUP:

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.

The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD

support staff.

Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher 3-4 (3.5 hours) Teaching Fellows

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- Teachers will analyze data on CFA CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA and CT Intervention time as needed
- EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support Deconstruction of ELD Standards Specific ELD Strategies Analyze data for common assignments to monitor and make instructional decisions

instructional strategies throughout the core academic subjects throughout the day.

#### STUDENTS WITH DISABILITIES:

- 78 students at 13% of our student population
- SBAC ELA:3rd-6th grade Students With Disabilities scored -146.4 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1 Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA
- 53.1% Met IREADY2 Stretch goal in MATH

##### i-Ready ELA D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

##### i-Ready Math D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

#### SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:

- 545 students at 90.5% of our student population
- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused

significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86,5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13,04% On Grade Level I-Ready 2 Math

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous

year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant
- I-Ready Tool Box Program
- Raz Kids
- Materials and Supplies to support Literacy instruction

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors
- Materials and Supplies to support Literacy and Math Instruction

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

**ATSI Student Focus Groups:**



1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCI's with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
  - Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

**Action 4**

**Title:** Comprehensive Reading Support & Intervention Program TK-6th

[Action Details:](#)

Williams will implement a comprehensive reading support and intervention program to ensure students make continuous progress and are able to demonstrate mastery of standards. Teachers will place an emphasis on students scoring significantly below grade level on SBAC, i-Ready Diagnostics and phonics inventory in service of foundational skills and reading comprehension. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.

1. RTI to be provided for Kinder - 6th grade students based on students' Foundational Skills Assessment
2. Provide ongoing Professional Development as needed for all teachers in foundational skills for the purpose of providing RTI in the classroom.
3. Wonders Leveled Readers and Decodable Readers will be utilized for small group intervention for grades Kinder - 6th.
4. RSP Staff will support classroom teachers in providing Tier 3 small group interventions in grades 1st - 3rd during the RTI and Foundational Skills Instructional Block of Time.
5. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills.
6. TK - 6th grade Teachers will hold goal setting conversations with students to support academic gains on assessments.
7. TK - 6th grade teachers will utilize foundational skills progress monitoring assessment for quarterly progress monitoring student reading levels.
8. i-Ready Program to be used for classrooms to provide blended learning opportunities.
9. Scholastics First Program (TK - 3rd Grade) and Scholastic Word Program (3rd- 6th Grade) to provide extended practice and diagnostics with reading foundational skills.
10. Wonders Adaptive Program (Kinder-6th grade) to provide extended practice with foundational skills acquisition.
11. Amira Reading Program to give students additional support in acquisition of foundational level skills through the use of an AI tutor during small group instruction.
12. Target English Learners level 1-3 to increase redesignation rate by 10%.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Spring 2024-2025 SBAC Data
- Spring 2024-2025 i-Ready Data
- Compare last four years i-Ready Diagnostic Data
- Common Formative Assessment Data
- BAS
- BPST
- ELPAC
- English Learners reclassification rate

Owner(s):

- RTI Support Team
- TSA
- RSP Teacher
- PLC Teams
- Admin Team
- ILT

Timeline:

- Weekly Assessments
- Quarterly Reviews

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

- Inter-Act Fellows Tutoring Contract
- Extra Pay Contracts for After School Reading Intervention/Tutoring for Certificated and Classified Staff
- Wonders Leveled Readers
- Contract for copy machine in support of instructional materials and assessment materials
- i-Ready Program
- ELD Standards
- Reading Tutors
- Update Technology
- Partnership with the Family Wellness Center

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students.

African American Students according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC. which includes 63 students.

Socioeconomically Disadvantaged Student group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.

Students with Disabilities According to the California Dashboard, are in the red, a very low-performance

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

CURRENT STUDENT POPULATION:

MULTI LANGUAGE LEARNERS STUDENT GROUP:

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Different PLC Team are still in the process of building coherence in the area of Foundational Skills, other key



*level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.*

*Hispanic Students according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC, which includes 201 students.*

## **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title I funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff.

Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher 3-4 (3.5 hours) Teaching Fellows

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- o PL on Designated and Intergraded ELD each
- o 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- o Use of ELD Component from Wonders Curriculum
- o Afterschool tutoring for English Learners
- o ELD Camp - tutoring and test prep for English Learners
- o Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- o Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- o Designated support in developing language proficiency
- o Integrated language support throughout the instructional day
- o Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- o Ongoing progress monitoring by teachers, TSA, and CT Intervention time as needed
- o EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support Deconstruction of ELD Standards Specific ELD Strategies Analyze data for common assignments to monitor and make instructional decisions

factors are not adhering to the specified intervention schedule, fidelity and lack of teacher clarity have also contributed to the disproportionality of low-performing student groups as it relates to this goal.

The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number of students re-designating to ELP Schoolwide, we have a block of time reserved for designated ELD with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day. Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials. Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

## **STUDENTS WITH DISABILITIES:**

- 78 students at 13% of our student population
- SBAC ELA:3rd-6th grade Students With Disabilities scored -146.4Points Below Standard Deviation
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA
- 53.1% Met IREADY2 Stretch goal in MATH

### **i-Ready ELA D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

### **i-Ready Math D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

## **AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC ELA:3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 10.2% On or Above Grade
- 50% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

#### **I-Ready ELA D2 On-Level (African American)**

Our African American student group has a 20.8% on/above grade level rate in ELA similar to the site, which has a rate of 20%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

#### **I-Ready Math D2 On-Level (African American)**

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

#### **SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13.04% On Grade Level I-Ready 2 Math

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

## **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title I funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant
- I-Ready Tool Box Program
- Raz Kids
- Materials and Supplies to support Literacy instruction

## **3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors
- Materials and Supplies to support Literacy and Math Instruction

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

### **ATSI Student Focus Groups:**

1. Students with disabilities
2. Foster Youth
3. Homeless Youth

#### 4. African-American/Black Students

- SPED teachers will be included in goal setting and data CCLs with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Tier 3 intervention and support in the RSP classroom in service of general education
- Tier 2 intervention in the classroom through differentiated instruction for student groups
- Tier 1 instruction and support in the classroom during Daily Core
- All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
- Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

## Action 5

**Title:** Increase MATH SBAC and iReady Scores by 10%

### Action Details:

---

Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics (focus, coherence & rigor).

1. PLC Teams will utilize the CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs), as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion as well as other resources to deconstruct the identified essential standards by knowledge targets and essential skills, as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge and Rigor Level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the GO Math Curriculum.
4. PLC Teams will plot their Common Formative Assessments on a CFA Planning Calendar along with Common Instructional Plans around Math Tasks based off of essential standards using the GO Math curriculum.
5. Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
6. Coherence: All lessons will intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
7. Rigor: All lessons will intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
8. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
9. PLCs will participate in Professional Learning on Focus, Coherence and Rigor using the Math Progressions.
10. PLC teams will use Math Reflex and Math Frax to teach the math facts with automaticity and support conceptual understanding in fraction domain.
11. PLC Teams will implement The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket)
12. All Grades will incorporate the following instructional strategies into their math instruction: The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket.
13. PLC Teams will use the i-Ready Toolkit to supplement the adopted curriculum with conceptual math lessons that align with the rigor of the SBAC and iReady Assessments.



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

Explain the Progress Monitoring and data used for this Action

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

- Spring 2024-2025 SBAC Data
- Spring 2024-2025 i-Ready Data
- Compare last four years i-Ready Diagnostic Data
- Common Formative Assessment Data
- IAB and FIAB Data
- Math Reflex Data

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Throughout each Math Unit
- Quarterly

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

- Materials and supplies for hands on lessons
- Paper/Charts/Poster
- Paper/Folders/whiteboards/white board markers
- Resources to support math development
- Technology to support instruction and assessment
- Materials and Supplies for Lesson Plans
- Purchase orders for Math Manipulative and Materials for Conceptual Understanding
- TNTP - Professional Learning
- iReady Teacher Toolkit

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Use of visuals and realia when teaching math lessons

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

CURRENT STUDENT POPULATION:

STUDENTS WITH DISABILITIES:

- 78 students at 13% of our student population
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1Points Below Standard Deviation
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.1% Met IREADY2 Stretch goal in MATH

i-Ready Math D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

- PLC agenda with specific feedback on Focus, Coherence, Rigor
- PLC agenda will include student data by sub groups and individual students

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

#### **AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
- IREADY 2 MATH: 10.2% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in MATH

#### **I-Ready Math D2 On-Level (African American)**

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

#### **SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC MATH: 3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in MATH

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 MATH: 5% On or Above Grade
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready2 ELA
- 13.04% On Grade Level I-Ready2 Math

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Math and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the

classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading and math

Purchase Math Reflex for number fluency in Math Facts and Fractions

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

Continue work gleaned from TNTP Partnership, currently focusing on Math Numbers Sense and Fractions.

Collaboration with A4 for Summer Math Camp

Structure ASP intervention for Math Fluency

**ATSI Student Focus Groups:**

1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCLs with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level

- Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)



## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental Materials and Supplies to support Math and ELA No Food, No Incentives	642.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Site Based TSA	128,293.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to Support Math & ELA Instruction	38,051.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	6,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Site Based TSA	42,764.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support Multi-Language Learners	1,164.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Pay Contracts Tutoring and Translating	1,000.00

**\$217,914.00**

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	83.07 %	74.1 %	2023-2024	75.2 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

OVERALL INTENDED AND ACTUAL IMPLEMENTATION OF ACTIONS:

Action #1 Williams Elementary School students will learn about character and competencies for Workplace Success through the following actions:

The School Culture Climate Team has identified goals in the area of Social Emotional Learning Competencies, with a new competency taught each month. As measured by the 2024 Student Spring Culture Climate Survey 86% with 97% responses.

Students were provided opportunities to participate in district-funded Goal 2 field trips promoting career awareness such as Bricks For Kids, Ballet, Fresno Philharmonic, and College Campuses among others

Quarter 4: 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and job benefits

School Culture and Climate Team implemented school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success carried out monthly. As measured on the Spring Culture Climate Survey 86% with 97% responses

4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

INEQUITIES AND OTHER KEY FACTORS THAT CONTRIBUTED TO THE DISPROPORTIONALITY OF LOW-PERFORMING STUDENT GROUPS

Tier 2 and Tier 3 students were selected for Meaning Jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies

Teachers will intentionally participate in 2 x10 activities with students in need of connecting to a caring adult at school

Teachers will encourage ATSI and Non-ATSI Student Groups to participate in extra-curricular activities and school clubs

Principal will utilize the Culture Climate team to increase area of Family Engagement on the Culture Climate Survey for Staff, Students and Families

Next Steps is to increase the lowest rating: Family Engagement Questions on the Family/Student/Staff Survey 86% Parent Survey to 95%

The students' families have opportunities to provide input at this school

Students' families feel like they are partners in decision making at this school

Our students' families feel like they are part of their child's learning journey

The school provides meaningful family engagement opportunities and encourages participation

The school frequently updates families about students' progress in class.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Admin Team will leverage parents as partners and volunteers to increase real-world opportunities for students.
- Career Day was not implemented or carried out as planned
- Admin Team will backwards map and calendar Club Days and have teacher sign up at beginning of the year with a focus on SEL Competencies
- Increase technology use in the classroom and blended learning utilizing technology

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Continue implementations of Second Step Curriculum to provide students with the opportunity to learn about the Social-Emotional Learning Competencies (Growth Mindset, Self-Awareness, Social Awareness, Self Efficacy, Self-Management).
2. Continue with Second Step implementation rolled and the Monday Morning Meetings identified as the day to conduct Second Step Lessons. These lessons target the Social-Emotional Learning Competencies that also build the skillset for workplace success.
3. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences , Admin/Teacher Meeting or and Student Success Team Meeting
4. Students will participate in district-funded Goal 3 field trips promoting career awareness
5. Students identified as Tier 2 and Tier 3 will be selected to participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
6. Students in 4th - 6th grade will continue to participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and and job benefits
7. The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success
8. Teachers in 4th - 6th Grade will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements
9. Principal will utilize the Culture Climate team to increase area of Family Engagement on the Culture Climate Survey for Staff, Students and Families
  - Next Steps is to increase the lowest rating: Family Engagement Questions on the Family/Student/Staff Survey 86% Parent Survey to 95%
  - The students' families have opportunities to provide input at this school
  - Students' families feel like they are partners in decision making at this school
  - Our students' families feel like they are part of their child's learning journey
  - The school provides meaningful family engagement opportunities and encourages participation
  - The school frequently updates families about students' progress in class.

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

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

On March 18, 2024 the SSC met and shared the following:  
Parent expressed need for more in class supports and after school tutoring for students.

**2** ELAC:

ELAC members expressed need for more parent participation and celebration for students re-designating.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

On March 19, 2024 the Williams Staff met and shared the following:

- More time for planning and need for intervention teacher
- Need i-Ready Tool Kit and professional development on how to best use the program
- Align the TNTP work Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team

- Hire more tutors for reading interventions

Action 1

Title: Character and Competencies for Workplace Success

Action Details:

Williams Elementary School students will learn about character and competencies for Workplace Success through the following actions

- Students will participate in district-funded Goal 2 field trips promoting career awareness such as Technology, College Campuses among others
- Students will participate in district-funded CTE field trips promoting career awareness in various career sectors.
- Students will participate in school-wide meaningful jobs fair to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and and job benefits
- The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

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

Explain the Progress Monitoring and data used for this Action

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

1. Backwards map activities,
2. CCT will identify a person in charge to monitor, identify short term goal and create an org chart and calendaring events.
3. Report data to teachers, School Culture & Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

Principal  
Vice Principal  
Culture and Climate Team  
ILT  
Teachers

Timeline:

Weekly  
Monthly

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

- Social Emotional Learning
- Career Day Speakers
- Transportation for Field Trips
- Chart paper- stock paper
- Speaker System
- Student Leadership
- SEL Competencies Posters
- Trophies medals -certificates
- Extra Pay Contract for lead teacher

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by...

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by...

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- RCA and Tier 2 Specialist, TST Members
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- RCA and Counseling services through restorative counselor and School psychologist groups
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support (Specific student group) by...

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 or 7091 funds we plan to support (Specific student group) by...

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- **ATSI Student Focus Groups:**
  1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction



Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		48.2 %	2023-2024	33.2 %
Suspension Rate - Semester 1	✓	4.22 %	5.8 %	2023-2024	3 %
Suspension Rate - Semester 1 (African American)	✓		7.4 %	2023-2024	5 %
Suspension Rate - Semester 1 (Hispanic)	✓		5.7 %	2023-2024	1 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		5.8 %	2023-2024	1 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		10.7 %	2023-2024	5 %
Suspension Rate - Semester 1 (White)	✓		4.4 %	2023-2024	1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

OVERALL INTENDED AND ACTUAL IMPLEMENTATION OF ACTIONS:

Action #1 Williams Elementary is committed to aligning efforts and will increase Goal 3 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

- Teachers and support staff have demonstrated interest in signing up and coaching all sports
- Teachers and Coaches have encouraged ELD, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and Sports
- Funds were earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations resulting in high engagement and participation.
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Action #2 Williams will develop an attendance management program to increase attendance rates and enhance time in class on task. Teachers will recognize students with "Good Attendance" 95% to 100% attendance rate quarterly by providing each student with an Attendance Certificate each month along with a monthly incentive.

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

INEQUITIES AND OTHER KEY FACTORS THAT CONTRIBUTED TO THE DISPROPORTIONALITY OF LOW-PERFORMING STUDENT GROUPS

Action 1 Identification of students in need of support through Targeted Support Team (TST)

- Tier 2 and Tier 3 was inconsistent after semester 1 due to lack of consistent personnel Inconsistent case management of Tier 2 & Tier 3 students
- Only able to refer 12 students for All For Youth Referral
- Admin will continue to strategically implemented opportunities that will engage all students through participation in Goal 3 activities such as sports and clubs
- Some extra curricular activities were incorporated during unstructured times of the school day morning and lunch recess but needs to be done more consistently by hiring more NTAs.
- Noon Time Sports still need to be incorporated - this was inconsistent due to limited numbers of NTAs available

- Staff will incentivize attendance with monthly Attendance Certificates for students with 95% or more Attendance Rate
- Home School Liaison will provide Attendance Meeting monthly for students with "Chronic or Severely Chronic Attendance Rates.
- Recruit staff for an Attendance Mentoring Program for students with Chronic and Severely Chronic Attendance

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Money was set aside in Unit 7090 for a Teacher on Special Assignment to support with Tier 2 and Tier 3 structures to support students.
2. Money was set aside from Budget 0172 for new uniforms and for teacher sports contracts
3. Money was also set aside to be Hand in Hand Mentors to provide social emotional support including daily Check In Check Out to increase attendance and positive behavior .
4. This position went unfilled for half of the school year before a long-term sub picked up the job and provided the services to students identified for Tier 2 and Tier 3 services.
5. Money was set aside for Teachers to provide tutoring after school for small groups of students. Only a few teachers provided after school tutorials.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

9. Continue to fund I-Ready Tool Professional Learning and staff and student access to the i-Ready Toolkit subscription to support in student academic gaps

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

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>On March 18, 2024 the SSC met and shared the following:</p><p>Parent expressed need for more in class supports and after school tutoring for students.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC members expressed need for more parent participation and celebration for students re-designating.</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>On March 19, 2024 the Williams Staff met and shared the following:</p><ul style="list-style-type: none"><li>• More time for planning and need for intervention teacher</li><li>• Need i-Ready Tool Kit and professional development on how to best use the program</li><li>• Align the TNTP work Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team</li><li>• Hire more tutors for reading interventions</li></ul></div>
--	--	---

Action 1

Title: Provide Opportunities in Arts, Athletics & School Activities

Action Details:

- SMART GOAL
- Williams Elementary is committed to aligning efforts and will increase Goal 3 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and dass sponsored activities.
1. Strategically implemented opportunities that will engage all students through participation in Goal 3 activities such as:

  - Sports Program
  - Chess & Checkers Club
  - Journalism Club
  - Reading Club
  - Technology Club
  - Gardening Club
  - Art Club
  - Spelling Bee
  - Battle of the Books
  - Cheerleading Club
  - Bowling Club
  - Attendance Club
2. Encourage ELD, AA, Foster Youth and SPED subgroups to participate in the following activities: Battle of the Books, and all other Clubs.
- 3.School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.
4. Funds will be earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations
5. Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports
7. Noon Time Sports will be incentivized in order to increase student interest, engagement and participation

- 8. Provide Club Contracts for staff
- 9. Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sport
- 10. Purchase Order for Incentives to participation in Clubs.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.	Vice Principal	Monthly
2. Lead will create a sign in sheet and turn in timesheets to VP	Principal	Quarterly
3. VP will log events and meeting on ATLAS Engagement Tool	TSA	
4. Report data to teachers, Culture and Climate Team, and other stakeholders through Parent Newsletter	Coaches	
	Teachers	
	School Culture & Climate Team	

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

- Staff will develop relational capacity with students to improve positive self-image and confidence while participating in Goal 3 activities.
- VAPA performance opportunities
- All students participating will be entered in the ATLAS System under student engagement.
- Extra & Co-curricular Teacher Supplemental Salaries/ancillary services
- Purchase order for Materials, Supplies, Trophies and Club Meetings

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1–4.

**English Language Learners** student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students.

Multi-Language Learners will participate and encouraged throughout the year to enroll in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

- Teachers and Coaches will encourage MLL, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and all Sports teams
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

MULTI LANGUAGE LEARNERS STUDENT GROUP:

- 88 students at 14.6% of our student population.
- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Our Multi Language Learners student group has a 19.5 % on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a slight disproportionality in MLL Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3

- Strategically implement opportunities that will engage MLL and all students through participation in Goal 3 activities such as:

1. Sports Program
2. Chess & Checkers Club
3. Journalism Club
4. Reading Club
5. Technology Club
6. Gardening Club
7. Art Club
8. Spelling Bee
9. Battle of the Books
10. Cheerleading Club
11. Bowling Club
12. Attendance Club

Noon Time Sports will be incentivized in order to increase student interest, engagement and participation

Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sport

**African American Students** according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC. which includes 63 students.

African American students will be highly encouraged to participate throughout the year to enroll in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

- Teachers and Coaches will encourage MLL, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and all Sports teams
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Strategically implement opportunities that will engage MLL, AA, Foster Youth and SPED student groups and all students through participation in Goal 3 activities:

- Sports Program
- Chess & Checkers Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading Club
- Bowling Club
- Attendance Club

- Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sports.

**Socioeconomically Disadvantaged Student** group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.

supports 3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager

3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

#### STUDENTS WITH DISABILITIES:

- 78 students at 13% of our student population
- SBAC ELA:3rd-6th grade Students With Disabilities scored -146.4Points Below Standard Deviation
- SBAC MATH:3rd-6th grade Students With Disabilities scored -171.1Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA
- 53.1% Met IREADY2 Stretch goal in MATH
- Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
- TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports 3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
- Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
- Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
- Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
- Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
- The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
- Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.
- Continue to fund I-Ready Tool Professional Learning and staff and student access to the i-Ready Toolkit subscription to support in student academic gaps



*Socioeconomically Disadvantaged Student* will be highly encouraged to participate throughout the year to enroll in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

- Teachers and Coaches will encourage MLL, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and all Sports teams
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Strategically implement opportunities that will engage *Socioeconomically Disadvantaged Student*, MLL, AA, Foster Youth and SPED student groups and all students through participation in Goal 3 activities:

- Sports Program
- Chess & Checkers Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading Club
- Bowling Club
- Attendance Club

Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sports.

*Students with Disabilities According to the California Dashboard, are in the red, a very low-performance level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.*

- Teachers and Coaches will encourage MLL, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and all Sports teams
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Strategically implement opportunities that will engage *Socioeconomically Disadvantaged Student*, MLL, AA, Foster Youth and SPED student groups and all students through participation in Goal 3 activities:

- Sports Program
- Chess & Checkers Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading Club
- Bowling Club
- Attendance Club

Engagement will be recorded in order to track the actual number and percentage of students involved in and

**i-Ready ELA D2 On-Level (Students with Disabilities)**

Our Students with Disabilities student group has a 6.2% on/above grade level rate in ELA as compared to the site, which has a rate of 20%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

**AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
  - SBAC ELA: 3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
  - SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation
  - IREADY 2 ELA: 20% On or Above Grade
  - IREADY 2 MATH: 10.2% On or Above Grade
  - 50% Met IREADY2 Stretch goal in ELA
  - 45.9% Met IREADY2 Stretch goal in MATH
1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
  2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
  3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
  3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
  4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
  5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior

connected to a school extra-curricular activity or sports.

**Hispanic Students** according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC. which includes 201 students.

- Teachers and Coaches will encourage Hispanic Students, MLL, AA, Foster Youth and SPED student groups to participate in the following activities: Battle of the Books, and all Sports teams
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Strategically implement opportunities that will engage *Socioeconomically Disadvantaged Student*, MLL, AA, Foster Youth and SPED student groups and all students through participation in Goal 3 activities:

- Sports Program
- Chess & Checkers Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading Club
- Bowling Club
- Attendance Club

Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sport

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

1. Money was set aside in Unit 7090 for a Teacher on Special Assignment to support with Tier 2 and Tier 3 structures to support students with participation in Goal 3
2. Money was set aside from Budget 0172 for new uniforms and for teacher sports contracts
3. Money was also set aside to be Hand in Hand Mentors to provide social emotional support including daily Check In Check Out to increase attendance and positive behavior .
4. This position went unfilled for half of the school year before a long-term sub picked up the job and provided the services to students identified for Tier 2 and Tier 3 services.
5. Money was set aside for Teachers to provide tutoring after school for small groups of students. Only a few teachers provided after school tutorials.
6. 8. Provide Club Contracts for staff
7. Funds were earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations resulting in high engagement and participation.

Support Plan for students with 5 referrals or more

6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

**SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC ELA:3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports 3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA and CT Intervention time as needed
- EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support Deconstruction of ELD Standards Specific ELD Strategies Analyze data for common assignments to monitor and make instructional decisions

7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

#### WHITE STUDENT GROUP:

- 40 students at 6.6% of our student population
- SBAC ELA: 3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: Every Child is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet

goals set in the metrics.

8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
  - -87% Average distance from standard SBAC
  - 25% On Grade Level I-Ready 2 ELA
  - 13.04% On Grade Level I-Ready 2 Math
1. Admin Team will consistently monitor Behavior data on Power BI specifically for ATSI Student Groups: African American, White Students and Students with Disabilities
  2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
  3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
  3. Establish a protocol for referring students through the TST Team to identify next steps. A flow chart will be created to identify the steps needed before submitting an SST. This new protocol will require parents and teachers to identify goals and monitor said goals through intervention or community referrals prior to SST.
  4. Reading Intervention Teacher will become a member of the TST Team to provide Tier 2 academic supports
  5. Establishing protocols for students with repeated behaviors and office referrals by creating a Behavior Support Plan for students with 5 referrals or more
  6. Ensure that students with consistent office referrals or negative behaviors have Behavior Goals and SWD have a Behavior Intervention Plan on their IEP
  7. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
  8. Hand-In-Hand mentors will be hired in place of a 6-hour RCA and will provide mentoring and student goal setting. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant
- I-Ready Tool Box Program
- Raz Kids
- Materials and Supplies to support Literacy instruction

#### **3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive

differentiated instruction within their classroom.

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

**ATSI Student Focus Groups:**

1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCI's with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
  - Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

**Action 2**

**Title:** Increase Attendance Rate

[Action Details:](#)

---

Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.



- Utilize TST Team to identify Chronic and Severe Attendance students
- Implement Mentoring program for students with chronic absenteeism
- 1 full time RCA position to assist with case management of students and work closely with families
- Utilize the services of the Hand-in-Hand Mentors to support students in the classroom and outside of the classroom with Tier 2 and Tier 3 needs.
- Utilize the services of a full-time Home School Liaison to track student attendance, make phone calls, conduct home visits
- Implement a character-building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the collaboration of the RCA and the Tier 2 Specialist.
- Incentivize attendance to increase attendance rates percentage rates by providing students with a Monthly Certificate for 95% or better attendance rate
- Increase greater levels of parent engagement through Parent University
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns
- Include Attendance Rate in IEP Goals if student has Chronic or Severe Attendance Rate
- Incorporate Excellent Attendance certificates for those students who have 100% -95% Attendance Rate

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

Explain the Progress Monitoring and data used for this Action

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

- Increased Attendance Reports
- Reduced Suspension Rate Reports
- Share Power BI reports on Chronic Absenteeism Data with Teachers on a monthly basis
- Utilize the HSP to support parents with Attendance Meetings
- Extra Pay Contract for Attendance Club

Owner(s):

- Teachers
- TSA
- Tier 2 Specialist
- RCA
- Attendance Clerk
- Office Manager
- Admin Team
- Teacher and Staff Mentors
- TST Team

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Attendance incentives for individual students, classrooms, and school wide
- Certificates for Perfect Attendance
- Williams Student Store incentives
- Teacher release time to participate in SST

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).



learner students are identified in red according to the CA Dashboard).

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by...

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by...

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- RCA contact
- Tier 2 Specialist Check In Check Out
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support (Specific student group) by...

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 or 7091 funds we plan to support (Specific student group) by...

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

**ATSI Student Focus Groups:**

1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
  - Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
  - Teachers will incorporate SEL learning into academic instruction
  - Intervention - Staff Mentoring for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
  - Intervention - Staff Mentoring for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

**Action 3**

**Title:** Multi Tiered Levels of Support to Lower Suspension Rate

[Action Details:](#)

Williams will develop a behavior management, character building program to reduce suspension rates and enhance time in class on task. Second Step Lesson strategies for all learners will enhance campus safety for all students and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

**Support Staff will be hired as part of the Multi-Tiered Systems of Support:**

- Site-Funded Teacher on Special Assignment (TSA) to assist with:
  - Tier 1 & 2 Behavior Management
  - Enforcing Formal Behavior Support Plans
  - Provide teacher coverage for participation in SSTs & 504s
  - Extended student supervision
  - Student Behavior Goal Setting & Management
  - helping to provide social emotional support
  - Assisting Test Coordinator

- 1 Resource Counselor Assistant (RCA) positions (1.0 FTE) and 2 Hand-in-Hand Mentors to assist with case management of students and work closely with families:
  - ongoing social emotional professional learning
  - helping to provide social emotional support
  - providing check-in and check-out support in the classrooms
  - supervising the Alternate Recess Classroom
  - increase student supervision (before, during, and after school)
  - assist with home visits and connecting parents to support and/or services

**Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

**Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

**Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs

- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

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

Explain the Progress Monitoring and data used for this Action

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

- Reduced Suspension and Expulsion Reports
- Reduced number of behavior referrals to office Report
- Log of Student use of Social/Emotional Room

Owner(s):

- Restorative Practice Counselor
- RCA
- Hand-in-Hand Mentors
- Tier 2 Specialist
- School Psychologist
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

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

- TST Team to progress Monitor
- Partnership with the Family Wellness Center
- RCA and TSA
- Hand-in-Hand Mentors
- Tier 2 Specialist
- School Psychologist
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- Social/Emotional Support Center

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners student population is performing at the lowest level in areas of English Language Arts

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

MULTI LANGUAGE LEARNERS STUDENT GROUP:

- 88 students at 14.6% of our student population.

*with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students:*

#### **Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

#### **Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

#### **Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training

- Goal of re-designating 15% of ELs during the 2023-24 school year was met by a total of 19
- California Dashboard shows a total of 48/101 students who score a 3 or 4 on the 2022-23 ELPAC.

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

#### **STUDENTS WITH DISABILITIES:**

- 78 students at 13% of our student population
- SBAC ELA: 3rd-6th grade Students With Disabilities scored -146.4 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade Students With Disabilities scored -171.1 Points Below Standard Deviation
- IREADY 2 ELA: 6.2% On or Above Grade
- IREADY 2 MATH: 1.6% On or Above Grade
- 53.8% Met IREADY2 Stretch goal in ELA

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

Our Students with Disabilities student group has a 1.6% on/above grade level rate in Math as compared to the site, which has a rate of 10.9%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

At Williams, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

#### **AFRICAN AMERICAN STUDENT GROUP:**

- 107 students at 17.8% of our student population
- SBAC ELA: 3rd-6th grade African American Students scored -118.5 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade African American Students scored -121.7 Points Below Standard Deviation

- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

**African American Students** according to the California Dashboard, are in the red, a very low-performance level of -118 points below the standard on SBAC. which includes 63 students.?

**Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

**Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

**Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling

- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 10.2% On or Above Grade
- 50% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

Our African American student group has a 20.8% on/above grade level rate in ELA similar to the site, which has a rate of 20%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Our African American student group has a 10.2 % on/above grade level rate in Math compared to the site, which has a rate of 17.3 %. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss

**SOCIOECONOMICALLY DISADVANTAGED STUDENT GROUP:**

- 545 students at 90.5% of our student population
- SBAC ELA: 3rd-6th grade scored -90.7 Points Below Standard Deviation
- SBAC MATH: 3rd-6th grade scored -94.1 Points Below Standard Deviation
- IREADY 2 ELA: 19.7% On or Above Grade
- IREADY 2 MATH: 11.1% On or Above Grade
- 45.9% Met IREADY2 Stretch goal in ELA
- 45.9% Met IREADY2 Stretch goal in MATH

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.



- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

**Socioeconomically Disadvantaged Student** group according to the California Dashboard, are in the red, very low performance level of -90 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC with 301 students.

**Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

**Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

**Tier III Supports**

- Behavior Support Plan Levels 2 and 3

- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

There is a disproportionality in Socioeconomically Disadvantaged Students compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension. This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.

**WHITE STUDENT GROUP:**

- 40 students at 6.6% of our student population
- SBAC ELA:3rd-6th grade White Students scored -86.5 Points Below Standard Deviation
- SBAC MATH:3rd-6th grade White Students scored -100 Points Below Standard Deviation
- IREADY 2 ELA: 20% On or Above Grade
- IREADY 2 MATH: 5% On or Above Grade
- 45% Met IREADY2 Stretch goal in ELA
- 35.8% Met IREADY2 Stretch goal in MATH

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

There is a disproportionality in the White Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the



- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

**Students with Disabilities** According to the California Dashboard, are in the red, a very low-performance level of -146.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 59 students.

#### **Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

#### **Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist
- Leadership Cohort (Grade 5-6)
- Peer Mediation

California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:.

#### **HISPANIC STUDENT GROUP:**

- 406 students at 67.4% of our student population
- -87% Average distance from standard SBAC
- 25% On Grade Level I-Ready 2 ELA
- 13.04% On Grade Level I-Ready 2 Math

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum.

- The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection.
- Teachers and grade level teams will be incentivized for consistently implementing the curriculum.
- The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

There is a disproportionality in the Hispanic Student Group compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site. Williams will use the previous year's data to continue focusing on identified students in lower-performing student groups that struggle with decoding, reading fluency, language comprehension and reading comprehension.

This caused significant gaps in learning. Additional Tier 1 instruction support is needed to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need. This includes our new Fresno High Region: EveryChild is a Reader Initiative with focus developing a school wide Foundational skills program TK-6th grade for both Tier 1 and Tier 2 instruction.

Williams will continue work on Tier 1 engagement strategies ensuring ALL students groups receive rigorous grade-level appropriate work to close the learning gap, specifically focusing on the student groups identified by the California Dashboard in the area of English Language Arts, Math, Attendance, and Suspensions for the following groups:

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- 1 Resource Counseling Assistant
- 1 FTE Teacher on Special Assignment
- Materials and Supplies to support Tier 1-3

#### **3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive

- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

**Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

*Hispanic Students according to the California Dashboard, are in the red, a very low-performance level of -87 points below the standard on SBAC. which includes 201 students.*

**Tier I Supports:**

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)
- PLI - Technology

**Tier II Supports**

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist

differentiated instruction within their classroom.

- 1 Teacher on Special Assignment
- 3 Academic & Social Emotional Mentor/Tutors

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with Disabilities, Hispanics, African American, Socioeconomically Disadvantaged Students and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the i-Ready diagnostic, these student groups are not moving into the On/Above grade level bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives. Professional Learning for site leaders and teachers focused on ATSI-identified student groups

**ATSI Student Focus Groups:**

1. Students with disabilities
  2. Foster Youth
  3. Homeless Youth
  4. African-American/Black Students
- SPED teachers will be included in goal setting and data CCI's with the Principal, VP and Academic coach for iReady and SBAC. SDC, RSP, and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
  - Tier 3 intervention and support in the RSP classroom in service of general education
  - Tier 2 intervention in the classroom through differentiated instruction for student groups
  - Tier 1 instruction and support in the classroom during Daily Core
  - All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA
  - Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework
  - Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
  - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
  - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
  - Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
  - Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

?

- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

#### **Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

#### **2. Using Title I funds Only: What are the planned expenses to support this student group?**

- Site-Funded Teacher on Special Assignment (TSA) to assist with:
  - Tier 1 & 2 Behavior Management
  - Enforcing Formal Behavior Support Plans
  - Provide teacher coverage for participation in SSTs & 504s
  - Extended student supervision
  - Student Behavior Goal Setting & Management
  - helping to provide social emotional support
  - Assisting Test Coordinator
- 1 Resource Counselor Assistant (RCA) positions (1.0 FTE) and 2 Hand-in-Hand Mentors to assist with case management of students and work closely with families:
  - ongoing social emotional professional learning
  - helping to provide social emotional support
  - providing check-in and check-out support in the classrooms
  - supervising the Alternate Recess Classroom
  - increase student supervision (before, during, and after school)
  - assist with home visits and connecting parents to support and/or services

- TST Team to progress Monitor
- Partnership with the Family Wellness Center
- RCA and TSA
- Hand-in-Hand Mentors
- Tier 2 Specialist
- School Psychologist
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- Social/Emotional Support Center

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA and CT Intervention time as needed
- EL students will receive Integrated and Designated ELD instruction daily through differentiation. Professional Learning will be provided by PLC alongside District EL Coach support Deconstruction of ELD Standards Specific ELD Strategies Analyze data for common assignments to monitor and make instructional decisions

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	74,358.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Social Emotional & Academic Mentors	69,000.00

\$143,358.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90 %	90.7 %	2023-2024	91.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

OVERALL INTENDED AND ACTUAL IMPLEMENTATION OF ACTIONS:

Action 1 The Williams Administration Team will actively continue to recruit staff members that reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

- Staff retention has increased over the past few years as a result of implementing a focused plan around supporting staff members professional goals and needs Culture Climate Team has identified goals on increasing Organizational Environment as measured by the Staff Culture Climate Surveys.
- Actions such as staff recognition, spirit gear, increased celebrations have resulted in an increase from 64% to 81% in "Organizational Environment" domain.
- Principal works in partnership with Fresno Unified Teacher Residency Program to actively seek out more Teacher Candidates that represent our student population
- Admin Team actively recruits to hire a fair representation of our student population including our Black/African-American student group and other student groups to reflect our diverse population
- PLC Team Members have developed cohesive relationships that have transcended outside the PLC structure resulting in teacher retention
- On the Culture Climate Survey for staff we had 100% of the staff respond favorably to the following question I feel valued at this school, up 13% points from the fall.
- According to the Organizational Environment Domain on the Staff Culture Climate Survey we increase 3% points from the Fall to the Spring Survey ending at 94% (highest since 2021).
- According to the Organizational Environment Domain on the Staff Culture Climate Survey we decrease 12% points from the Fall to the Spring Survey on the following Question: This school prepares me to meet to the needs of my students.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

INEQUITIES AND OTHER KEY FACTORS THAT CONTRIBUTED TO THE DISPROPORTIONALITY OF LOW-PERFORMING STUDENT GROUPS

- Currently, Williams has a limited number of open teaching positions
- Not able to fill open Paraprofessional vacancies and substitute paraprofessional positions for Kinder and SPED students Team will continue to search for quality candidates
- Continue partnership with 4A department to recruit support staff and teachers



**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Budget allocations directed for events to increase number family engagement opportunities such as after school family events, Pre-School/Kinder/6thGradeGraduations, ELAC and SSC Meetings

2. Provide more opportunity for engagement and feedback

3. Create surveys for specific feedback based on the momentum of the school year, including surveys for request or feedback

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Continue include our Teaching and Classified Support Staff as part of the hiring panel with an emphasis of hiring the most qualified person that reflects our diverse student community

2. Continue with Professional Learning for all staff with a lens of equity for all learners

3. Admin recruit a diverse parent and staff group for our School Site Council

4. Partner with the 4AProgram to provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

5. Culture Climate Goal for the 2024-2025 school year: By June 2024, we will reduce office discipline referrals by 20% from 159 level 1 & 2 behaviors in Q1 to 127 in Q4 as element 1.10.

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

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>On March 18, 2024 the SSC met and shared the following:</div><div>Parent expressed need for more in class supports and after school tutoring for students.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC members expressed need for more parent participation and celebration for students re-designating.</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>On March 19, 2024 the Williams Staff met and shared the following:</div><div><div><div>• More time for planning and need for intervention teacher</div><div>• Need i-Ready Tool Kit and professional development on how to best use the program</div><div>• Align the TNTP work Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team</div><div>• Hire more tutors for reading interventions</div></div></div></div>
--	--	--

Action 1

Title: Recruitment of Staff reflecting our Diverse Community

Action Details:

The Williams Administration Team will actively continue to recruit staff members that reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

1. Continue to recruit and retain staff that is well vested in our current initiatives.

- 2. Actively recruit personal reflective of our community, specifically our African-American students and other subgroups.
- 3. Work in partnership with Fresno Unified Teacher Residency Program to actively seek out highly qualified Teacher Candidates
- 4. Continue to actively seek out Classified Support Staff reflective of our student population to work in collaboration with teachers in the classroom
- 5. Administration will work with the Culture Climate Team to identify goals around staff retention
- 6. Hire Noon Time Assistants and Classified Staff reflective of our student subgroups for student supervision and coordination of noon-time activities
- 7. Admin will work with the Culture Climate Team to develop goals around the following data from the Staff Spring Culture Climate Survey:
  - On the Culture Climate Survey for staff we had 100% of the staff respond favorably to the following question I feel valued at this school, up 13% points from the fall.
  - According to the Organizational Environment Domain on the Staff Culture Climate Survey we increase 3% points from the Fall to the Spring Survey ending at 94% (highest since 2021).
  - According to the Organizational Environment Domain on the Staff Culture Climate Survey we decrease 12% points from the Fall to the Spring Survey on the following Question: This school prepares me to meet to the needs of my students.

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

Explain the Progress Monitoring and data used for this Action

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

Compare Fall and Spring Staff, Parent and Culture Climate Data in the following domains:

- Student Wellness
- Family Engagement
- Organization Environment
- School Environment

Owner(s):

Administration Team  
Culture Climate Team  
Teacher Team  
ILT  
PLC  
Classified Staff  
NTA Team

Timeline:

By June of 2024

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

- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels
- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Increase recruitment of diverse parent participants for School Site Council and Parent University as well as the District Advisory Committee

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for English Learner Students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for low-performing students
- Provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	77.3 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

OVERALL INTENEDED AND ACTUAL IMPLEMENTATION OF ACTIONS:

Action #1: Williams Elementary will increase the inclusive opportunities for parents to become actively engaged in the education, advocacy, and student success planning for their students.

- Administration Team was able to recruit parents and community members that have actively participated in SSC
- Administration Team was NOT able to recruit parents and community members that have actively participated in ELAC
- Utilizing technology including Class Dojo and Parent Square has strengthen school to home communication and Smore for our weekly Wizard Parent Newsletter. This is reflective on the Spring administration of the Culture Climate Survey with an increase of family responses from Fall to Spring administration of the Culture Climate Surveys
- Tier 2 Specialist and Resource Counselor Assistants work with targeted students to help increase parent inclusion and participation in Parent Meetings, Sports and other school related functions Fall to Spring Climate/Culture Family Survey Family Engagement Domain—overall 6% increase from the Fall survey Fall to Spring Climate/Culture Student Survey Family Engagement Domain—overall 6% increase from the Fall survey

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

INEQUITIES AND OTHER KEY FACTORS THAT CONTRIBUTED TO THE DISPROPORTIONALITY OF LOW-PERFORMING STUDENT GROUPS

1. Parent Conferences for struggling students were not scheduled on a consistently.

2. Due to time and staffing our team was not able to schedule quarterly parent conferences consistently

3. TSAs were able to provide support for parents and students, but a protocol needs to be developed by the TST Team for progress monitoring

4. TSA Team has collaborate with teachers to provide parents with appropriate intervention materials to support their students but process needs to be streamlined

5. SST and TST was able to identify struggling students and invite/recruit to participate in after school intervention

6. Due to lack of staff to spearhead club we will need to develop and progress monitor more closely

7. Admin team will recruit staff member to lead Clubs

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Utilizing technology and social media has strengthen school to home communication utilizing the following: Parent Square, Class Dojo and Smore for Parent Newsletter

2. Purchase order for Smores Williams Elementary 2024-2025- SPSA online newsletter platform will be needed to support communication for all stakeholders

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences, Admin/Teacher Meeting or and Student Success Team Meeting
  2. TST Team will progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
  3. Improve the Student Success Team process utilizing the TST Team to help case manage Tier 2 and Tier 3 students
  4. Establish protocols for students with repeated behaviors and office referrals including scheduling an SST meeting with identified behavior and/or academic goals
  5. Administration Team will actively recruit parents for participation in School Site Council , English Language Advisory Committee and advertise Parent University classes to increase participation
  6. Administration and the Culture Climate Team will continue to monitor Culture Climate Surveys for Families, Staff and Students and goal set for Fall and Spring administration
  7. Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
  8. Administration and TSA Team will create parent workshops to provide parents with appropriate intervention materials/strategies to support their students

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

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>On March 18, 2024 the SSC met and shared the following:</p><p>Parent expressed need for more in class supports and after school tutoring for students.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC members expressed need for more parent participation and celebration for students re-designating.</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>On March 19, 2024 the Williams Staff met and shared the following:</p><ul style="list-style-type: none"><li>• More time for planning and need for intervention teacher</li><li>• Need i-Ready Tool Kit and professional development on how to best use the program</li><li>• Align the TNTP work Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team</li><li>• Hire more tutors for reading interventions</li></ul></div>
--	--	---

Action 1

Title: Increased Parent Participation and Indusion

Action Details:

Williams Elementary will increase the indusive opportunities for parents to become actively engaged in the education, advocacy, and student success planning for their students.

1. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences, Admin/Teacher Meeting or and Student Success Team Meeting
2. Parent Conferences for struggling students will be scheduled quarterly with TSA support and monitored using ATLAS Dashboard
3. Administration Team will actively recruit parents for participation in ELAC, Parent University, and other parent meetings.
4. Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation.
5. TSA Team will collaborate with teachers to provide parents with appropriate intervention materials to support their students.
6. Tier 2 Specialist and Resource Counselor Assistant will work with targeted parents to help increase parent indusion and participation in Parent Conferences, ELAC and Parent University
7. SST and TST will identify struggling students and invite/recruit to participate in after school tutoring.

- 8. Admin will work with CCT and ASP to backwards map parent engagement activities to increase participation and inclusion at Williams Elementary
- 9. Williams will work with Parent University to calendar event to support parents and engage them in school related functions
- 10. Williams will hold literacy and Math Night to highlight our current focus and provide families with both school and community resources

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

Explain the Progress Monitoring and data used for this Action

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

- Power BI Chronic Absenteeism Data page, monitor the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
- ATALS Dashboard: Grade Distribution, Behaviors and Attendance for all students and monitor the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
- Track and monitor the % of students have a "D" or "F" in one or more core subjects, with in each grade level, class, and the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
- 

Owner(s):

Classroom Teachers  
Parents  
Administration Team  
TSA  
ILT  
OMHSL/OA

Timeline:

Monthly  
Quarterly  
Semester

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

- Materials and supplies to support Quarterly Parent Conferences for struggling students
- Material and supplies to support parent meeting, purchase incentives to increase participation
- Purchase Order to provide student with Agenda/Planners to keep track of assignments/tasks and goal monitoring,
- Target Students will be invited to form part of the AVID Club to provide them with organizational materials and learn and practice organizational skills
- Materials, supplies and incentives to support the participation in the AVID Club. Club will also provide opportunities for students to monitor their academic goals under the guidance of the club advisor
- All students will be expected to participate in their parent conference for goal setting and progress monitoring
- Purchase orders for awards, medals and trophies to provide opportunities for students to earn special awards recognition ceremony to honor their work and effort

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Administration Team will actively recruit target parents for participation in ELAC and Parent University
- Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
- Administration/TSA Team will create parent workshops to provide parents with appropriate intervention materials to support their students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences , Admin/Teacher Meeting or and Student Success Team Meeting

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation - No Food, No Incentives	2,760.00

\$2,760.00



# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0550 Williams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental Materials and Supplies to support Math and ELA No Food, No Incentives	642.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Site Based TSA	128,293.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to Support Math & ELA Instruction	38,051.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	6,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Site Based TSA	42,764.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support Multi-Language Learners	1,164.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Pay Contracts Tutoring and Translating	1,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	74,358.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Social Emotional & Academic Mentors	69,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation - No Food, No Incentives	2,760.00
							\$364,032.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,760.00
Sup & Conc	7090	\$241,344.00
LCFF: EL	7091	\$44,928.00
<b>Grand Total</b>		<b>\$364,032.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$217,914.00
G3 - Increase student engagement in their school and community	\$143,358.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,760.00
<b>Grand Total</b>	<b>\$364,032.00</b>