

Wilson Elementary

10621666006563

Principal's Name: Meegan Grant

Principal's Signature. 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

| 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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i> |

| District Goals | |
|--|---|
| <p>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.</p> | |
| 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

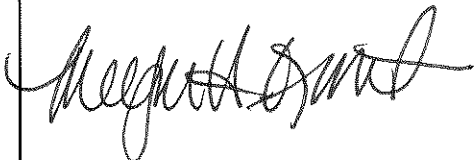

| |
|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed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

School Site Council

| School Site Council List | | | | | |
|-------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Meegan Grant | X | | | | |
| 2. Chairperson – John Kimbley | | X | | | |
| 3. Secretary – Jessica Avila | | X | | | |
| 4. Isabel Mayoral, TSA | | | X | | |
| 5. Bonniebel Ortiz, TSA | | | X | | |
| 6. David Stone | | | X | X | |
| 7. Amanda Sanchez | | | X | X | |
| 8. Renee Hillstead | | | X | X | |
| 9. Isidra Carlos | | | X | | |
| 10. Robert Areyano, VP | | | X | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: | | | |
|---|------------------|---|--------|
| 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 | Meegan Grant |  | 4/6/22 |
| SSC Chairperson | John Kimbley |  | 4/6/22 |

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 2022/23

Wilson - 0485

ON-SITE ALLOCATION

| | | |
|---|--|------------------|
| 3010 | Title I | \$71,253 * |
| 7090 | LCFF Supplemental & Concentration | \$240,864 |
| 7091 | LCFF for English Learners | \$46,000 |
| | | |
| 7099 | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$131,664</u> |
| TOTAL 2022/23 ON-SITE ALLOCATION | | \$489,781 |

| | | |
|---|--|-----------------|
| * 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 | \$2,436 |
| | Remaining Title I funds are at the discretion of the School Site Council | <u>\$68,817</u> |
| | Total Title I Allocation | \$71,253 |

Wilson Elementary 2022-2023 - 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 |
|---|----------|----------------|---------|-----------|---------|
| i-Ready ELAD2 proficiency - percentage of students on/above | ✓ | | 19.6 % | 2021-2022 | 29.7 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓ | | 13.66 % | 2021-2022 | 23.76 % |

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.

- Daily Tier 1 ELA instruction on grade level (120 min includes whole and small group for differentiation)
- PLCs Create, administer, and monitor formative assessments between interims
- Embedding SEL skills within academic content areas
- iReady data & CFA results to include in analysis and next steps with COST referrals, TSAs and recruitment to Wildcat Acceleration.
- TSAs, RSP and General Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- School-wide instructional schedule for ELA progress monitoring through iReady, CFAs, Wildcat Acceleration and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all 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.

- Daily Tier 1 instruction inconsistently addressed unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.
- Daily CFU not included in all lessons to determine next step to support mastery of academic standard due to shift of distance learning.
- Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

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).

Site funded TSA was instrumental in the start up and progress of our Wildcat Acceleration Program. We see the need to continue to have a site funded TSA to run the Wildcat Acceleration Program and dedicate their entire day to training/supporting Teaching Fellows while both TFs and TSA runs the program without interruptions. The site funded TSA will only be used for Wildcat Acceleration small groups, BAS monitoring, iReady small group testing and SBAC small group testing. Previous site funded TSA will transition to FUSD funded Academic Coach.

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 2022-23 SPSA.

Continue to fund a (1) FTE site funded TSA to run and oversee the RTI/Wildcat Acceleration Program as well as progress monitor for upcoming SSTs and baseline assessments for Kinder and 1st grade
FUSD funded Academic Coach to support with data analysis of state and local assessments to improve overall site academic achievement
Hire (2) more Teaching Fellows to support RTI/Wildcat Acceleration for pull out and push in support.

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

1 SSC:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Technology
Student Incentives
Material and Supplies

2 ELAC:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Tutoring for EL students
Extra Pay Contracts for Tutoring
Technology
Student Incentives
Material and Supplies

3 Staff:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Technology
Student Incentives
Material and Supplies
Clubs for Student Engagement

Action 1

Title: Comprehensive Reading and Math Response to Intervention

Action Details:

To ensure that students will move a minimum of one grade level per year, a three-tier response to intervention system will be implemented. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Guaranteed and Viable Curriculum and evidence-based practices. Tier III intervention will be provided by a TSA to assist targeted students. Teaching Fellows will support the reading intervention program under the guidance of the TSA. The TSA will provide ongoing progress-monitoring data to teachers before exiting intervention students from intervention program.

School will further develop necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy/Math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate (at minimum) one year's worth of growth. Funds will be used to pay for a Resource Counseling Assistant to support targeted small group instruction.

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

Explain the Progress Monitoring and data used for this Action

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

Teacher progress monitoring data will be used to monitor student growth. Updated with CFA/CSA, and quarterly data such as math fact fluency, and iReady data.

Owner(s):

Classroom teacher
TSA

Timeline:

Post CFA/CSA and quarterly data

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

PLC agenda items with student performance data analysis for intervention groups

Owner(s):

Lead Teacher/classroom teacher
TSA

Timeline:

3/4 times per month during PLC meetings

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

District assessment data/KAIG

Owner(s):

Classroom teacher
Admin

Timeline:

Post interim data

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

Frequent classroom visits with specific feedback based on IPG and CSTP

Owner(s):

Admin

Timeline:

Weekly

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

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success

Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports

Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

Maintenance of school wide technology (i.e. laptops, copy machines, document cameras, Smartboards, etc.) will be funded.

Professional Learning for staff and ILT to include book studies, professional speakers, travel for conferences, professional trainers such as TNTP

Instruction utilizing district adopted GVC Wonders and GoMath

Write Tools writing strategies resources

(2) HSL Spanish Speaking

TSAFTE 1.0 to support literacy instruction and support intervention for students and train new teachers on foundational skills needed for quality reading instruction.

3 Teaching fellows to support reading foundational skills for identified students based on assessment data

RCA

After school/during school tutoring

Instructional consumable supplies

Sub release provided for COSST, SST, observations, PLC Planning and data chats

Sub Admin to provide time to participate in PLC planning, data chats, SSTs, PL and conferences

Instructional aide to support RTI, Kindergarten and 1st grade

Technology to access digital resources to increase literacy and math

Purchase subscriptions and site licenses to digital text sources to extend use of complex text.

Extra salaries for instructional aides/classified to support intervention and extra support for students.

Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.

Incentives for students for achievement in literacy

Professional Learning book studies for ILT and staff Professional Learning through Regional work

Paraprofessional to support with RTI in Kindergarten and 1st grade

[Specify enhanced services for EL students:](#)

EL resources provided by Wonders used during designated ELD instruction.

Embedded ELD strategies used during tier one and tier two instruction.

Increase use of academic vocabulary and partner talk to practice language acquisition within the classroom setting.

Multiple opportunities to engage in speaking, reading, writing and listening in various academic areas.

[Specify enhanced services for low-performing student groups:](#)

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

TSA and Teaching fellows for RTI of identified Tier II/III students in grades 1-6.

Teachers will intentionally identify baseline levels of African American and EL students. Cognitive planning will be utilized for targeted instructions based assessed need.

Guided reading will be utilized during RTI for those students in Tiers 2 and 3, students who are on grade level will have access to on level text from Wonders.

Small group instructional support for targeted students based on multiple data sources to identify Tier II/III students in grades TK-6th

Student assessment data collection and planning time for instruction for ALL students.

RCA support to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, COST team, or students demonstrating a pattern of at-risk Tier II/III behaviors.

RCA push in support for ALL students in the classroom

Common progress monitoring to identify specific areas of need.

Action 2

Title: Math Instructional Plan TK-6

[Action Details:](#)

Wilson Elementary will ensure that all students receive high quality instruction through a 3-tiered approach to access mathematical practices. Necessary intervention through a systematic approach will improve Math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

- SBAC
- District Math I-ready Assessments
- Grade Level Common Formative Assessments
- KAIG
- Data chats with Teachers
- Classroom goal-setting
- IAB Assessments Grades 3-6
- TK Benchmark Assessment
- SPED Assessment and monitoring of IEP goals

Owner(s):

- Teachers
- PLC
- ILT
- TSA
- Admin

Timeline:

- Daily checking for understanding
- Common Formative Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District I-ready Assessments as administered during the school year
- KAIG Quarterly data
- Quarterly IAB's Grades 3-6
- TK Assessments/Baseline: Fall, Winter, Spring
- SPED Assessment: monthly progress monitoring

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

- Tiered Levels of Support through Response to Intervention (RTI) for targeted groups (SPED, Foster/Homeless Youth, African American, White, and specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education support/service is needed and justifiable
- Math Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- 2 Home School Liaison Spanish Speaking
- TSA to support math instruction
- Paraprofessional to support with RTI in Kindergarten and 1st grade
- Mileage for HSL
- Supplemental contracts for Certificated and Classified Staff (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Coordination of Services and Support Team Meetings, Student Success Team meetings and PL Substitutes for data chats, peer observations
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Extra time for teachers to plan with their grade level

Parent participation including, but not limited to babysitting, translating, graphics, etc.

Materials and supplies for parent participation Translators (i.e. Parent/Teacher Conferences)

Direct maintenance and repairs

Specify enhanced services for EL students:

Academic Discourse in Math content

Visual supports

Math tools and resources

Small group instruction to include language focus

Saturday School with ELD focus

Specify enhanced services for low-performing student groups:

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

Small group instruction in class through targeted RTI

Deployed intervention based on assessed needs

After School Tutoring may be an option to families

CWAS/SSW to support Foster students

Digital resources provided to support instruction

Action 3

Title: EL Re-Classification

Action Details:

Wilson will implement interventions that will support re-classification of English Learners. This will include 30 minute daily designated EL instruction based on ELPAC level and English Language proficiency. Student goal setting will take place prior to iReady and ELPAC. TSA will support ELs in meeting re-classification rates through specific intervention and progress monitoring.

| |
|--|
| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

Wilson currently has 130 EL students. Their progress will be monitored through ELPAC, KAIG, iReady, SBAC, CFA's and grades.

Owner(s):

Teachers

Timeline:

As given

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

Designated EL instruction

Owner(s):

TSA/Classroom teachers

Timeline:

Daily instruction focusing on ELD Standards.

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

30 minutes daily designated EL instruction

TSA to support ELD instruction

Wonders EL support materials

Consumable instructional supplies

Technology to enhance instructional practices for EL students

(2) HSL (Spanish) to support school - home communication

Focus on academic vocabulary and academic discourse with EL students

Subs for ELPAC testing

Sub Admin to provide time to participate in EL Planning, PLC planning, data chats, SSTs, PL and conferences

Specify enhanced services for EL students:

Action specifically targeted to EL students.

Specify enhanced services for low-performing student groups:

Technology to support instruction for listening and reading comprehension

Small group instruction

ELPAC Goal setting

ELPAC tutoring

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson 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 | Nc-Equipment | | | Technology to support academic instruction | 13,769.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | TSA to coordinate & facilitate reading intervention program | 147,771.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | | 13,016.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies equipment licenses, & PBIS School-Wide Incentives | 21,119.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and Supplies to support student learning | 51,468.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Travel, Conferences, PL Professional Learning Expenses | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct-Maintenance Repair of equipment, radio, building, keys | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics to support student learning (i.e. print awards, posters, visual aides etc.) | 225.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin Subs for PL, ILT, Conference, Data Chats, Grade Level Planning | 3,014.00 |
| G1A1 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | | 12,421.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Teacher Subs SST/ILT/Observations/Teacher Data Chats/Formative Assessment Planning | 3,014.00 |
| G1A1 | One-time School | Instruction | Teacher-Supp | | | Teacher Supplemental | 4,333.00 |
| G1A1 | One-time School | Instruction | Mat & Supp | | | : Materials and Supplies to support student learning **No food or incentives** | 14,032.00 |
| G1A1 | One-time School | Instruction | Nc-Equipment | | | : Technology to support academic instruction | 66,164.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows Foundation (4 Teaching Fellows) | 44,121.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors (subs 5 days 3 assessors) | 6,191.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | : Materials and Supplies to support EL instruction & student incentives for EL Tutoring and ELPAC | 5,388.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | Technology to support academic instruction for EL Learners | 22,000.00 |

\$429,546.00

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 | ✓ | | 84.38 % | 2021-2022 | 94.48 % |

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.

The intended goal is to drastically improve the overall climate and culture of Wilson through the investment and development of students who have a strong sense of self, character and SEL competencies. We will continue:

- Admin created Weekly Virtual Morning Announcements that focus on Guidelines for Success, Student behavior expectations for classroom and common areas. Tier 1 classroom supports for students and teachers. Additionally, continue to highlighting staff on campus that are here to support and listen to students when in need such as office staff, NTAs, SSW, Tier II Specialist, Nurse, CSA, School Psychologist, Librarian, TF, Aides, Custodians and kitchen staff.
- Provide School Spirit wear for students to wear on Character Counts Week and or Friday Spirit day.
- Due to COVID Pandemic restrictions, 2021-22 engagement were limited. Student center engagement experience will continue to include:
 - Teams sports (football, volleyball, cross country, cheer, basketball, softball)
 - Field Trips
 - Peach Blossom
 - Student Leadership
 - Band
 - Strings
 - Choir
 - 4th grade Recorders
 - 1st-3rd music
 - After-school program
 - ELD After-school program
 - Innovation Day- 5th/6th Grade
 - Awards Assemblies Recognition- Academic, EL, athletic, and club
 - Grade Level Performances
 - School-wide Special Assemblies

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

The major differences between the intended and actual implementation of the actions and budget expenditures were due to the COVID pandemic restrictions with school procedures and safety protocols. The majority of the identified engagement opportunities could not be provided due to the restrictions.

- o Family Fun Night (Fall and Spring)
- o Monthly Cultural Celebration Assemblies/Recognition
- o Weekly Class Meetings
- o Character Counts Rally
- o Kindness Week

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).

We will continue to implement activities, programs, clubs and incentives to increase student engagement. Staff members have continued to develop new ideas for student engagement opportunities to enhance existing events/activities and also provide insights for new opportunities for students as we return to a post pandemic restrictions. The addition of a FUSD funded Instructional Coach, 8 hour Spanish speaking HSL and filling year long open RCA position along with FUSD funded Tier II specialist will exponentially aide in the implementation of real life learning experiences at Wilson.

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 2022-23 SPSA.

The changes for implementation for this goal are as follows; Site funded TSA will now move to FUSD funded Instructional Coach. This will create an open site funded TSA position (back fill) to run Wildcat Acceleration/RTI. Site funded HSL will now be funded by FUSD, which will create more funds for 4-5 Teaching Fellows.

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

1 SSC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies

2 ELAC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Tutoring for EL students
- Extra Pay Contracts for Tutoring
- Technology
- Student Incentives
- Material and Supplies

3 Staff:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies
- Clubs for Student Engagement

Action 1

Title: Culture of Kindness & SEL Competencies

Action Details:

Wilson will promote and support the ongoing development of responsible citizenship and positive character through Culture of Kindness and SEL Competencies. All staff will promote positive school climate for students by making our school a safe environment while developing the growth mindset in all stake holders. Wilson will continue to develop students understanding and demonstrate student ownership of the 6 pillars of character through yearly, monthly and daily school wide activities. Through these ongoing experiences students and stakeholders will exemplify the character traits/SEL competencies that will support their social emotional needs as well as their academic success.

This will be supported through;

CCT launch of Character Counts & Culture of Kindness with SEL Competencies

Power of 3

Character Counts Week

Student of the Month Character Counts Pillar Recognition

Kindness Week

Red Ribbon Week

Outstanding Behavior Quarterly Recognition

Kind Kids Club

Peace Makers

Mindfulness Club

School Wide Jobs

Random Acts of Kindness Bracelets

Wildcats with the Right Attitude Recognition

FUSD provided Career Ready Field Trips/Career Assemblies

Goal 2 Field Trips

Student Leadership

Peach Blossom

Peer Mediators

Saturday Academy

Sports

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

Monthly monitoring of behavior entries in ATLAS
Office Referrals reviewed for trends of student behaviors
Quarterly monitoring of engagement for positive social emotional development

Owner(s):

TSA
RCA
Tier II Specialist
SSW
CCT
PLC
Admin Team

Timeline:

Monthly (Admin)
Quarterly (CCT/PLC)
Weekly (TSA/RCA/Tier II Specialist)

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

Calendar of Character Counts Pillar trait w/ SEL Competencies
Second Step Weekly Lessons that follow Scope & Sequence
Positive individual recognition & Incentives for Student of the Month; School Wide Assemblies, and School Wide Power of 3 Initiative
Incentives for Positive behavior, classroom incentives, engagement activities
Wildcat with the Right Attitude incentives

Specify enhanced services for EL students:

Use of HSL for parent communication with parents of English Language Learners
Additional outreach through HSL to increase parent participation and student attendance
All students will engage in development Character Counts/SEL Competencies
Quarterly ELAC and SSC meetings to include SEL focus and academic growth
Monthly parent meetings with admin to include HSL

Specify enhanced services for low-performing student groups:

RCA/Tier II Specialist strategic and regular "check-in/check-out" with Tier 2 students
SSW Parent intake questionnaire with parents of students w/ multiple suspensions
Continue ongoing PL for all staff to increase SEL strategies to decrease Tier 1 misbehaviors in the classroom.
Continue PL & Book Study for SEL awareness and strategies (Culturally Responsive Teaching & the Brain and Culturally Proficient Instruction)

Action 2

Title: Wilson Clubs

Action Details:

Wilson will provide weekly clubs centered around student interest/need. These can include, but are not limited to, painting, sculpture, dance, computers, etc. These clubs will occur on Friday afternoons, and will be selected by student surveys. Once clubs have been selected, students will select their top three choices and will be placed in a club. Clubs will rotate throughout the year, providing students multiple opportunities to build connections with adults and participate in preferred activities at school.

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

Club lists
Student Attendance
Student interest survey
Atlas Engagement Reports

Owner(s):

Club committee
CWAS
Teachers

Timeline:

Student attendance monitored weekly, clubs rotate approximately every 5 weeks, students complete interest survey during each club rotation

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

Materials & Supplies will be purchased for all clubs as needed.

Students will have access to RCAs as needed to successfully participate in clubs.

An extra pay contract will be funded to compensate teachers who put extra time into establishing class lists for all clubs.

Fresno County Superintendent of Schools will FUND an after school program at Wilson Elementary and provide staff additional club/extra-curricular activities after school on-site for all students enrolled in the ASP.

Specify enhanced services for EL students:

EL students will have access to clubs that support the building of academic language (i.e. science, computers, etc.).

EL students have an opportunity to interact with unfamiliar classmates and adults, building their confidence in their use of language and new situations.

EL students will have exposure to a variety of content specific language depending on the assigned club.

EL students provided opportunities to showcase their artifact that they created in clubs.

Specify enhanced services for low-performing student groups:

Low-performing student groups will participate in GE club/extra-curricular settings with GE teachers/students.

Students have an increased opportunity to develop new relationships with various students and adults at school.

Students build connectedness to school by participating in preferred activities in a variety of settings.

Students provided opportunities to showcase their artifact that they created in clubs

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 | ✓ | | 63.68 % | 2021-2022 | 53.08 % |
| Suspension Rate - Semester 1 | ✓ | | 3.44 % | 2021-2022 | 2.11 % |

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.

- Available resources used: TSA, HSL, SSW, All 4 Youth, CWSA Tier II, Students participate in small group and periodic check ins with support staff.
- Implementation of COST team every 2 weeks (admin, School Psychologist, RSP teacher, SSW, CWSA, All 4 Youth)
- Behavior assemblies to introduce and review school wide expectations and consequences
- Weekly Virtual Announcements to reinforce Wilson's Guidelines for Success
- Implementation of Second Step & Class Meetings RCA/CCS School wide implementation of MTSS
- TSA to support Tier 1 SEL Skills and behavior management implementation
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- Power of 3
- Wildcat Den with Tier II Specialist
- Weekly Class Meetings and Second Step Lesson

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

- Daily Tier 1 instruction inconsistently addressed unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.
- Daily CFU not included in all lessons to determine next step to support mastery of academic standard due to shift of distance learning.
- Wilson will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

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).

With returning to school during a pandemic, field trips were adjusted and limited to availability. Options included virtual as well as destination. Assemblies were limited due to COVID guidelines and outside vendors were not able

with returning to school during a pandemic, field trips were adjusted and limited to availability. Options included virtual as well as destination. Assemblies were limited due to COVID guidelines and outside vendors were not able to come onto campus. Wildcat Den was started for student engagement and alternative recess however activities were moved outside and then stopped due to staff shortage. Culture/Climate team along with TSA continues to develop student engagement opportunities for 2022-23 to support connectedness, Multicultural experiences and activities and provide SEL support. Admin, TSA and ILT/CCT to create student incentives for attendance & behavior along with increase funding for student engagement and student incentives to improve overall goal.

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 2022-23 SPSA.

Actions funded through Title 1 will provide for parent interaction, education and knowledge of Social/Emotional supports for students, Character Counts development and instructional program supports for targeted student success. AFUSD funded Home School Liaison will provide parents with the ability to communicate needs and questions thereby providing parents the opportunity to connect with school staff to support students. With coordination of the site COST team continued focus to develop additional opportunities and supports for students to be successful in their entire school setting.

Climate and Culture team will continue to develop/organize opportunities for student and family engagements through multicultural experiences. Site will provide ongoing professional learning opportunities with Cultural Awareness for all staff and PL around Social Emotional support and needs for students. Also developing to support SEL needs of students through the Spartan clubhouse for student alternatives and activities.

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

1 SSC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies

2 ELAC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Tutoring for EL students
- Extra Pay Contracts for Tutoring
- Technology
- Student Incentives
- Material and Supplies

3 Staff:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies
- Clubs for Student Engagement

Action 1

Title: MTSS at Wilson

Action Details:

Wilson will continue to implement a tiered level of response to student misbehavior. Climate and Culture Team will continue implementation of Foundations evidence-based practices. Early-stage interventions aim to reduce suspensions, increase student attendance, reduce classroom disruptions, and increase campus safety. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, aiming to reduce conflicts with staff and other students. Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple

suspensions will be elevated to COSST and Behavior Intervention Plans will be created and communicated to support students who struggle with behavior. The ICET process will be utilized when site-based interventions have not generated successful results. Staff and CCT will relaunch guidelines for Success to strengthen Tier I.

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

Reduction in chronic absenteeism/suspension rates, and increase in pro-social skills demonstrated on campus.

Owner(s):

Admin/Teachers/Support staff/SSW/School Psychologist.

Timeline:

Monthly check-in of suspension rates, ODR's and chronic absenteeism.

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

RCA, CWAS, SSW, NTA's, Campus Assistant, and Admin to support this goal.

RCA's will manage the Wildcat Den, provide a check-in, check out system for connecting with a caring adult, provide push-in support in the classroom as needed to ensure application of SEL strategies taught during intervention.

CWAS will monitor student attendance and provide ongoing communication with students and families. They will motivate students to increase attendance and reduce tardies. CWAS will also support efforts to have students return to class when they elope or do not want to enter the classroom.

SSW will take an active role on the COSST team to respond to Tier II and III needs that may impede the graduation course. SSW will see students individually as well as small groups.

NTA's will meet for 30-45 min. as a PLC at least twice per month to discuss needs and professional learning. Admin will be present.

Class Meetings

Morning Meetings

2nd Step

Climate and Culture Team

Positive Behavior Incentives

Campus Clubs

Student Leaders

Peer Mediation

Mlage for HSL/CWAS/SSW home support

Specify enhanced services for EL students:

Modifications during class meetings to provide language support, SST referrals, office referral tracking to identify any students requiring behavior interventions

Teachers and classified staff will have an ongoing means of communication to discuss any language deficiencies in students who are receiving SEL instruction by RCA's.

Specify enhanced services for low-performing student groups:

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

Increase in direct/on-going contact with low-performing student groups to decrease rates of chronic absenteeism/suspensions, as identified by attendance rates, chronic absenteeism, and our HSL/CWAS staff members. Identified check-in, check-out system with an adult on campus. Increase parent connectedness with school through school events, ongoing communication with families.

Action 2

Title: Responding to Misbehavior

Action Details:

Staff will respond appropriately to levels of misbehavior. They will provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and strengthen campus safety. They will hire personnel to support/increase communication between home and school by connecting with key stakeholders to increase attendance rates, pro-social skill acquisition, parent participation in extra curricular opportunities throughout the school year. If needed they will purchase equipment to improve communication efforts with parents and community.

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

Atlas Student Engagement Report

ODR and Suspension Data in Power BI

Attendance Reports for varying subgroups reported in CADashboard

Data sources will be cross-referenced to surface students who require additional supports needed to stay on track to graduate.

Owner(s):

Classified staff, Administration, Teachers, SSW

Timeline:

Quarterly monitoring of suspension and attendance data

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

Social-Emotional support book study

RCA and TSA to support positive student behavior incentives and SEL skill-building for students who need support at Tiers II and III.

RCA's to manage the Wildcat Den to intervene with student misbehavior and teach corrective alternatives.

Wildcat Den Resources, Materials & Supplies

Social Skills supports for students

Positive behavior incentives

Wilson Guidelines for Success Signage for campus culture and expectations of behavior

Specify enhanced services for EL students:

RCA/HSL for ongoing check ins with EL students and families.

Specify enhanced services for low-performing student groups:

Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Foster/Homeless youth, African American, White, EL, specific grade levels based on site data)

Increase in direct/on-going contact with low-performing groups to decrease rates of chronic absenteeism/suspensions.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|-------------------------|--------|---|-----------|
| G3A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | | 52,484.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Local Mileag | | | Mileage for at home support for Attendance & Social Work Services | 100.00 |

\$52,584.00

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 | ✓ | | 81.96 % | 2021-2022 | 91.06 % |

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.

Continue to creating a sense of belonging at Wilson by:

- Admin created Weekly Virtual Morning Announcements that focus on Guidelines for Success, Student behavior expectations for classroom and common areas. Tier 1 classroom supports for students and teachers. Additionally, continue to highlighting staff on campus that are here to support and listen to students when in need such as office staff, NTAs, SSW, Tier II Specialist, Nurse, CSA, School Psychologist, Librarian, TF, Aides, Custodians and kitchen staff.
- Provide School Spirit wear for students to wear on Character Counts Week.
- Provide

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

Wilson will increase recruitment and retention of staff based on the diversity of the population we serve. During Fresno Unified staff selection special consideration will be given to the population in which we serve (AA and Hispanic).

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).

Due to school closures, COMD safety protocols and lack of personnel to hire for open positions, Wilson has not been able to meet all goals for staffing to reflect diversity of our community and/or the district's recruitment/retention requirements.

The addition of a FUSD funded Instructional Coach, 8 hour Spanish speaking HSL and filling year long open RCA & OM position along with FUSD funded Tier II specialist will exponentially aid in the implementation of staff diversity, recruitment and retention.

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 2022-23 SPSA.

Due to school closures, COMD safety protocols and lack of personnel to hire for open positions, Wilson has not been able to meet all goals for staffing to reflect diversity of our community and/or the district's recruitment/retention requirements.

The addition of a FUSD funded Instructional Coach, 8 hour Spanish speaking HSL and filling year long open RCA & OM position along with FUSD funded Tier II specialist will exponentially aide in the implementation of staff diversity, recruitment and retention.

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

1 SSC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies

2 ELAC:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Tutoring for EL students
- Extra Pay Contracts for Tutoring
- Technology
- Student Incentives
- Material and Supplies

3 Staff:

- Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
- Teaching Fellows
- Technology
- Student Incentives
- Material and Supplies
- Clubs for Student Engagement

Action 1

Title: Wilson Power of 3

[Action Details:](#)

Wilson staff will increase student and staff belonging as measured by the Student and Staff Climate and Culture survey. Actionable steps will be but not limited to Power of 3, Student of the Month Recognition, 2 by 10 strategies, Wilson Friday Clubs, Wildcat Den, student check-ins with caring adults on campus. Ongoing professional learning around the four domains of the DEI Framework such as; Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action for all staff.

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

Staff Survey

Owner(s):

Teacher

CCT Team

TSA

Admin

Timeline:

2 times per year

Monthly

Daily

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Continue ILT/CCT collaboration of collective site goals for staff/students/community

Continue work with FUSD Climate and Culture Specialist to onboard work from previous year

T-shirts for every staff member for school unity at the beginning of the year

Monthly staff fellowship which includes meals/potluck and staff member of the month

Staff incentives for Wilson Staff Member of the Month/New staff and highlighted staff

- Teacher supplies/graphics
- Wilson specific items (clothing, lanyards, notebooks, planners, stickers)

Staff Appreciation Week:

- Food/snacks possible catering from Hewitt's or various FUSD approved vendors for staff inclusive luncheon
- Krazy Karen for team building and celebration

Specify Professional Development or Staff Services to support EL students:

TSA/Academic Coach will provide site PL to teachers to implement best instructional strategies for all students.

Specify Professional Development or Staff Services to support low-performing student groups:

TSA/Academic Coach will provide site PL to teachers to implement best instructional strategies for all students.

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 | ✓ | | 87.19 % | 2021-2022 | 97.29 % |

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.

As we resume in person instruction without COVID safety protocols, goals and actions from the 2021-22 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include Family/Community connectedness opportunities through:

- Back to School Night/Open House Fall/Spring Family Fun Nights
- Parent/Teacher conferences
- Parent input through SST/ IEP's
- Monthly Events- Character Counts month, Multicultural Focus months
- Open Communication through:
- HSL availability A
- Admin accessibility
- TSA/RCA/CWSA Tier II & COST Team accessibility supports
- Wilson Website, Peach Jar, Social Media, School Messenger and Parent Surveys

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

There is a lack of inclusive school-wide opportunities for Wilson Families to be active stakeholders in their child's education due in part to COVID safety protocols and lack of teacher time to plan.

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).

Although this is a relatively new goal, numerous actions and opportunities have been previously implemented within the SPSA in other areas to engage and connect with families. The majority of actions were not able to be carried out due school closure and COVID safety protocols.

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 2022-23 SPSA.

As we resume in person instruction without COVID safety protocols, goals and actions from the current SPSA will be fully implemented to support family collaboration and engagement.

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

1 SSC:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Technology
Student Incentives
Material and Supplies

2 ELAC:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Tutoring for EL students
Extra Pay Contracts for Tutoring
Technology
Student Incentives
Material and Supplies

3 Staff:

Consider having site funded TSA or CT to directly support Wildcat Acceleration (RTI).
Teaching Fellows
Technology
Student Incentives
Material and Supplies
Clubs for Student Engagement

Action 1

Title: Wilson Family Connections

Action Details:

Wilson will establish a family-school collaborative inclusive partnership that will provide opportunities for school-wide monthly activities that will involve school staff, parents, and family members of Wilson students.

This will be support though;

Monthly Coffee Hour w/Principal

Back to School Night

Student of the Month Awards

Academic/SEL Awards Assemblies

Parent Conferences in their Home Language

Family Harvest Night

Open House

Multicultural Night

Literacy Night

- Math Night
- Author's Night
- Jog-A-Thon
- ELAC
- SSC
- Game Board Night
- Wilson Talent Show
- Donuts w/Dad
- Muffins w/Mom

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

Climate and Culture Surveys

Parent Sign-In Logs

Parent Input on Needs Assessment

Site Developed Forms

Surveys as needed

Parent Questionnaires

Parent Volunteers

Count of Attendees with Events

Parent Portal

Owner(s):

Teacher

TSA

Admin

CCT/ILT

RCA

CWAS

HSL, OM, OA

SSW

Timeline:

Fall, Spring

On-going

Event specific sign in

Monthly monitoring

Yearly monitoring

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Weekly/Monthly communication with Wilson Families via FUSD School Messenger, Peach Jar, Class Dojo, School Website, Wilson Instagram, and Wilson Facebook on Wilson School-Related Events.

Incentives such as food, clothing, school supplies and other

Extra pay contracts for HSL, babysitting, and translating

FUSD Graphics

Supplies for additional advertising and communication

Specify Direct Service and Opportunities for parents and families to support EL students:

Use of HSL for parent communication with parents of English Language Learners

Additional outreach through HSL to increase parent participation

All parents will have the opportunity to participate in all school-related events

Quarterly ELAC and SSC meetings to include SEL focus and academic growth

Monthly parent meetings with admin to include HSL

School-Wide Communication

Parent University

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Parent University

SSW Quarterly Parent Meetings

Tier II Specialist Parent Meetings

Monthly Admin Coffee Hours with parent education and SEL skills

Open House

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0485 Wilson 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 to support parent participation **No food or incentives** | 5,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies support Parent Participation | 1,000.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Services | Cls Sup-Ext | | | Classified Extra Time Language Translation | 1,651.00 |

\$7,651.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0485 Wilson Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|-----------------|----------------------------------|---------------|------------------------------|--------|---|------------|
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology to support academic instruction | 13,769.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | TSA to coordinate & facilitate reading intervention program | 147,771.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | | 13,016.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies equipment licenses, & PBIS School-Wide Incentives | 21,119.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and Supplies to support student learning | 51,468.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Travel, Conferences, PL Professional Learning Expenses | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct-Maintenance Repair of equipment, radio, building, keys | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics to support student learning (i.e. print awards, posters, visual aides etc.) | 225.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Adm | Crt Supr-Sub | | | Admin Subs for PL, ILT, Conference, Data Chats, Grade Level Planning | 3,014.00 |
| G1A1 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | | 12,421.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Teacher Subs SST/ILT/Observations/Teacher Data Chats/Formative Assessment Planning | 3,014.00 |
| G1A1 | One-time School | Instruction | Teacher-Supp | | | Teacher Supplemental | 4,333.00 |
| G1A1 | One-time School | Instruction | Mat & Supp | | | : Materials and Supplies to support student learning **No food or incentives** | 14,032.00 |
| G1A1 | One-time School | Instruction | Nc-Equipment | | | : Technology to support academic instruction | 66,164.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows Foundation (4 Teaching Fellows) | 44,121.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors (subs 5 days 3 assessors) | 6,191.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | : Materials and Supplies to support EL instruction & student incentives for EL Tutoring and ELPAC | 5,388.00 |
| G1A3 | LCFF: EL | Instruction | Nc-Equipment | | | Technology to support academic instruction for EL Learners | 22,000.00 |
| G3A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | | 52,484.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Local Mileag | | | Mileage for at home support for Attendance & Social Work Services | 100.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | : Materials and supplies to support parent participation **No food or incentives** | 5,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies support Parent Participation | 1,000.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Ext | | | Classified Extra Time Language Translation | 1,651.00 |

\$489,781.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$71,253.00 |
| Sup & Conc | 7090 | \$240,864.00 |
| LCFF: EL | 7091 | \$46,000.00 |
| One-time School | 7099 | \$131,664.00 |
| Grand Total | | \$489,781.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - Improve academic performance at challenging levels | \$429,546.00 |
| G3 - Increase student engagement in their school and community | \$52,584.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$7,651.00 |
| Grand Total | \$489,781.00 |