

The Single Plan for Student Achievement

School: Wilson Elementary School
CDS Code: 10-62414-6007215
District: Sanger Unified School District
Principal: Ken Garcia
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Wilson Elementary School's Vision and Mission Statements

Support all students and staff to collaborate together to meet challenges within their environment and create opportunities to realize their potential.

School Profile

Wilson is a TK-- 5th grade elementary school in the Sanger Unified School District. Wilson Elementary is one of 14 elementary schools in the Sanger Unified School District. Wilson Elementary is located in the city of Sanger. The enrollment boundary of Wilson Elementary serves the population that resides in the northeast area of Sanger. Wilson Elementary has an overall enrollment of 442 students. 95% of the Wilson Elementary students are identified as Hispanic, 1% are White. 4% of the students are Pacific Islander, Black, Asian or not reported. All of Wilson Elementary students received free lunch and breakfast. 17 certificated staff members serve students from Transitional Kindergarten through 5th. Wilson Elementary has one principal and a curriculum support provider that assist the certificated staff on curriculum planning, classroom management and instructional support. Wilson Elementary has a variety of multi-tiered programs to support academic, and social needs of our student population. Wilson Elementary has a tiered literacy intervention program that supports students who have not met grade level literacy standards. Wilson Elementary has one full-time reading intervention teacher, one part time literacy intervention teacher, one full time English Learner instructional teacher-coordinator, one full time Resource Specialist, one full time Literacy Support Teacher and one full time Curriculum Support Provider provided out of supplemental funds. Classroom teachers and Reading intervention support staff work collaboratively to teach specific skills using research based programs and continual progress monitoring to ensure that students are placed in the skill level group. Wilson Elementary incorporates Positive Behavior and Intervention Supports in conjunction with Community of Caring program to help students adjust to school and create a "safe –friendly" environment. The character traits of family, caring, respect, responsibility and trust are emphasized throughout the school and in every classroom. The "Community of Caring" program is integrated into the campus culture and supported by a teachers, parents and students. The "Second-Step" violence prevention program is taught in the classroom and provides all students with the opportunity to learn social and emotional skills. Another component of the "Second Step" is an anti-bullying component that that reinforces positive social behaviors and tools to counteract negative social behaviors that result in bullying behaviors. This program is designed to educate and inform students and families on bullying and prevention processes that will ensure a safe and bully free environment. "Special Friends" is a specialized program that works with our most at-risk students. This program is facilitated and coordinated by a para-professional. Wilson Elementary has a Kindness and Compassion club that is overseen by a part-time counselor. This voluntary club consists of students who serve the school community with acts of kindness and service. Wilson also offers a wide variety of athletic and co-curricular opportunities, including Football, Volleyball, Track, Cross Country, Basketball, Softball, Cheer, Science Olympiad, Robotics, Music, Art Club, Student Council, and Spelling Bee. Staff members and community volunteers coach all sport teams.

Wilson Elementary School Based Coordination Program consists of supplemental Title I, and Local Control Funding Formula supplemental allocations. These allocations and budgets are monitored by the principal, SSC/ELAC, Wilson Elementary Professional Learning Community grade level leaders, and Wilson Elementary Multi-Tiered Support Team. The principal and advisory committees regularly monitors and coordinates budgets, programs and the implementation status of core and supplemental instruction, academic intervention, professional development and community involvement.

To ensure that the needs of all students are met, Wilson Elementary have implemented a variety of instructional strategies, programs, and interventions. The Sanger Unified School District has adopted the HMH ELA/ELD Program with SUSD developed Common Core State Standard units and Houghton Mifflin Harcourt California Go Math. These two programs are the foundation for SUSD standards-based curriculum. In addition, SUSD has adopted Scott Foresman History-Social Science for California and Scott Foresman California Science. All students have access to these programs, and every student has his/her own textbook. All Wilson Elementary teachers make use of these programs as their core curriculum. assessments. Wilson Elementary has a faculty member who serves as GATE coordinator. The GATE coordinator provides students with supplemental instructional materials to enhance their language arts and mathematics instruction. GATE students will be serviced through Science Olympiad program in preparation for the upcoming Fresno County Science Olympiad Competition to be held in Spring 2018 and Sanger Unified Robotics Showcase. SUSD has provided Migrant and Homeless services to help these students make a smooth transition to school. SUSD has established a Community Resource Center at Wilson Elementary to assist those members of the community who need to access social and academic services.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The annual Sanger Unified School District Parent survey was conducted towards the end of the 2016-17 school year. 94% of parent surveys were returned.

Parent Survey A and B responses overall average of 80% for the survey

Questions scored Above 85% responses of A or B:

Cleanliness. 89%.

Safe School Environment. 88%

PBIS. 86%

Communication. 86%

Overall quality of school. 85%

Questions scored below 80% responses of A or B:

Addressing Harassment/Bullying. 79%

Academic support for math. 78%

Academic support for reading and writing. 73%

Our goal is to be at 85% or above in percentage of good to excellent responses for each survey question.

Written Comments – Spring 2017 Parent Survey

The three areas that were mentioned as positives by parents.

1. Great school overall.
2. Teachers.
3. Principal/Security.

The three areas that were mentioned as needing improvement by parents.

1. Playground.
2. Cafeteria Food.
3. Security.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Wilson principal and curriculum support provider (CSP) conduct classroom observations on a regular basis for the purpose of giving feedback and support to classroom teachers. The CSP works with teachers on instructional, classroom management and technological support when needed. The Wilson principal also does collaborative observations with the Literacy Specialist and English Language Development to ensure fidelity to Literacy Blocks and Designated Times for English Language Development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Wilson Elementary is a Professional Learning Community. All grade level PLC's meet weekly to review student achievement and identify instructional practices that support sustained learning. Each PLC develops and monitors common assessments and responds to the data outcomes by adjusting instruction to meet the needs of their students. Each PLC continually discusses what is going to be taught, how its going to be taught, how the PLC will know if their students have learned it and what will be their response if learning has or has not taken place.

SUSD assessments focusing on claim data have been developed and are used to monitor the progress of Wilson Elementary students. Wilson Elementary grade level PLC's respond to this data and make necessary adjustments. to instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Wilson PLC's meet weekly to review student outcomes on common assessments and SUSD assessments. Each PLC modifies instructional and pacing based on student results.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Wilson Elementary teachers are identified as highly qualified based on local, state, and federal guidelines.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Wilson Elementary uses State Board of Education adopted materials for core instruction. All teachers are supported via professional development training to support implementation of these adopted materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Wilson Elementary staff takes part in professional professional development training at both the school site and district level in the content area of English-Language Arts and Mathematics. The training is dedicated to on implementation and assessment of common core standards. In addition, Wilson Elementary teachers are receiving training at the site and district level on Effective instruction and Assessment practices. Wilson Elementary focused professional development on English Language Development with an eye on designated and integrated practices. In addition, Wilson Elementary is focused on Universal Design for Learning processes. Professional Learning Community practices and level of efficacy on UDL, PLC and ELD are an ongoing focus at site level professional development trainings.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Wilson Elementary has a Curriculum Support Provider (CSP) and a Literacy Specialist Teacher (LST) to support classroom teachers. The CSP covers TK - 5th grade providing support via observational feedback, covering classrooms to free up teachers to do peer observations, co-teaching, assisting on planning on unit and lesson planning, classroom management support, and materials acquisition.

The LST provides support to TK-3 teachers on Guided Reading scheduling, lesson planning, assessment review, modeling and professional development training. In addition, the LST supports intermediate grade levels on shared reading practices, general literacy strategies and common assessments and SUSD literacy assessments that are required of our intermediate grade levels.

The English Language Development Coordinator supports TK-5 on ELD designated time, lesson planning, assessment review, modeling and professional development training.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Wilson Elementary teachers meet in their PLC's on weekly basis. Teachers meet for lesson planning, assessment review, and to share and discuss best practices on instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Wilson Elementary grade level PLC's meet to align curriculum, instruction, and materials to the content and performance standards. SUSD has provided unit guides for teachers to determine pacing on standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Wilson Elementary school meets the mandated standards for instructional minutes for English Language Arts and Mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule for Wilson Elementary has dedicated time for Literacy (RTI) intervention and English Language Development in all grade levels.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are used in all Wilson Elementary classrooms. Materials are available for all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core instructional materials at Wilson Elementary have been approved by the Local Governing Board of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students at Wilson Elementary receive support to meet their grade level standards. The Wilson Elementary master schedule allows for intervention time along with access to core instruction during the school day.

14. Research-based educational practices to raise student achievement

Wilson students requiring intervention receive research based instruction in order to raise their performance level.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Wilson Elementary has a Learning Enrichment Activity Program (LEAP) which provides tutoring services for students. Wilson Elementary has a Community Media Center to support student needs in technology and literacy needs. Wilson Elementary has a Neighborhood Resource Center that provides students and their families with social and emotional assistance.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Wilson Elementary has a school site council which meets to plan, implement and review all categorically funded programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Wilson Elementary has one full time and one part time Reading Intervention teachers to assist in literacy intervention for students in grades K-5. Wilson Elementary has one English Language Development teacher to support English Learners in grades K-5. The Wilson Elementary Curriculum Support Provider works with both the reading and language development teachers to provide direct services to students in need. The Curriculum Support Provider also focuses on mathematics instructional support and classroom technology instruction.

18. Fiscal support (EPC)

Wilson Elementary's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of core and supplemental plans under the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Wilson Elementary has 188 or 42% of its students classified as English Learners. The key goal for our English Language Development program is to provide a comprehensive program that meets the needs of our English Learners at their skill development level. We are keeping our focus on designated ELD time as well as keeping our lesson planning on opportunities for integrated ELD throughout the school day.

300 or 67% of Wilson Elementary students are classified as needing strategic or intensive literacy support based on the start of year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Our Wilson classroom and support staff are meeting regularly to progress monitor and make adjustments based on student performance on our Tier system of support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	75	72	74	75	72	74	75	72	98.7	100	100
Grade 4	72	68	68	71	68	68	71	68	68	98.6	100	100
Grade 5	68	68	68	67	68	67	67	68	67	98.5	100	98.5
All Grades	215	211	208	212	211	207	212	211	207	98.6	100	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2377.6	2373.5	2364.5	12	8	6.94	16	15	16.67	30	29	22.22	42	48	54.17
Grade 4	2386.1	2415.7	2419.9	4	10	10.29	8	19	19.12	18	19	23.53	69	51	47.06
Grade 5	2433.3	2458.8	2461.5	3	3	11.94	16	24	25.37	27	29	19.40	54	44	43.28
All Grades	N/A	N/A	N/A	7	7	9.66	14	19	20.29	25	26	21.74	55	48	48.31

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	15	5	11.11	28	40	26.39	57	55	62.50	
Grade 4	3	16	10.29	35	43	45.59	62	41	44.12	
Grade 5	4	10	19.40	34	50	32.84	61	40	47.76	
All Grades	8	10	13.53	33	44	34.78	60	45	51.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	7	11.11	45	41	34.72	45	52	54.17
Grade 4	6	13	14.71	34	31	39.71	61	56	45.59
Grade 5	4	10	11.94	46	40	46.27	48	50	41.79
All Grades	7	10	12.56	42	37	40.10	51	53	47.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	7	6.94	66	67	55.56	26	27	37.50
Grade 4	4	16	5.88	54	62	60.29	42	22	33.82
Grade 5	3	4	10.45	55	60	58.21	42	35	31.34
All Grades	5	9	7.73	58	63	57.97	36	28	34.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	9	16.67	45	47	44.44	45	44	38.89
Grade 4	3	10	11.76	32	46	57.35	45	44	30.88
Grade 5	13	13	20.90	51	63	44.78	36	24	34.33
All Grades	9	11	16.43	42	52	48.79	42	37	34.78

Conclusions based on this data:

1. Schoolwide 30% of students met or exceeded standard on overall ELA achievement. This was a 4% increase from 2016.
2. Overall 65% of our students meet or exceeded the standard on the Listening and Research and Inquiry components. This was our strongest sub score on the ELA assessments.
3. Overall, 48% of our students met or exceeded standards on the Reading component of the ELA test. This was our lowest performance area of the test.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	75	72	75	75	72	75	75	72	100.0	100	100
Grade 4	72	68	68	71	68	68	71	68	68	98.6	100	100
Grade 5	68	68	68	68	68	67	68	68	67	100.0	100	98.5
All Grades	215	211	208	214	211	207	214	211	207	99.5	100	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.9	2394.3	2388.4	4	4	6.94	23	24	19.44	23	32	25.00	51	40	48.61
Grade 4	2411.9	2443.6	2432.4	3	7	4.41	13	24	19.12	38	32	38.24	46	37	38.24
Grade 5	2416.0	2465.9	2461.0	0	9	7.46	10	12	13.43	18	28	37.31	72	51	41.79
All Grades	N/A	N/A	N/A	2	7	6.28	15	20	17.39	26	31	33.33	56	43	43.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	11	13	13.89	33	40	30.56	56	47	55.56	
Grade 4	7	15	11.76	24	38	30.88	69	47	57.35	
Grade 5	0	16	11.94	22	24	31.34	78	60	56.72	
All Grades	6	15	12.56	27	34	30.92	67	51	56.52	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	12	6.94	31	35	45.83	59	53	47.22
Grade 4	3	6	7.35	34	46	42.65	63	49	50.00
Grade 5	1	9	2.99	26	35	40.30	72	56	56.72
All Grades	5	9	5.80	30	38	43.00	64	53	51.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	12	8.33	56	60	50.00	36	28	41.67
Grade 4	3	10	7.35	34	53	47.06	63	37	45.59
Grade 5	1	12	8.96	31	35	40.30	68	53	50.75
All Grades	4	11	8.21	41	50	45.89	55	39	45.89

Conclusions based on this data:

1. Overall, 24% of students met or exceeded standards. This is a decrease of 3% from 2016.
2. 54% of our students were at or above standard on Communicating and Reasoning. A decrease of 7% from 2016. This was our highest percentage of the three sub scores on the math test.
3. Overall 43% of our students met or exceeded standards on the Concepts & Procedures component of the math test. This was our lowest sub score.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		20	4		40	4	80	40	25	20		34			30
1	4	18	7	31	32	42	46	32	33	15	9	11	4	9	4
2		2	8	33	22	41	31	56	35	36	20	11			2
3	17	8	6	26	22	27	32	36	45	15	19	6	11	14	13
4	3			25		28	56		48	13	***	16	3	***	8
5		***	4	35		30	50		52	8		8	8		4
Total	6	10		29	25		43	41		18	16		5	8	

Conclusions based on this data:

1. 64% of EL students made progress on AMAO 1. Standard met.
2. 23% of EL students attained proficiency on AMAO 2a. Standard was not met.
3. 33% of EL students attained proficiency on AMAO 2b. Standard was not met.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		2	5		5	5	39	38	26	28	38	35	33	18	30
1	4	20	7	31	31	43	46	31	33	15	9	12	4	9	5
2		2	9	35	20	41	30	55	35	35	20	11		2	3
3	16	8	7	24	23	27	31	38	45	14	18	7	14	13	13
4	3	8		25	36	28	56	24	48	13	20	16	3	12	8
5		12	4	33	44	30	48	36	52	11	8	8	7		4
Total	5	8	6	24	23	28	41	38	38	20	21	15	11	10	12

Conclusions based on this data:

1. We are seeing a steady rate of growth in EL student reclassification for the last 3 school years. We need to continue to focus our attention on long term EL students who are in the 4th and 5th grade and still at the Intermediate level.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of all students.
SCHOOL GOAL #1:
Improve Tier 1 student results by improving instructional efficacy via focused Mathematics and English Language Arts instruction. 35% of students tested will met or exceed ELA standards on Spring 2018 State testing. The distance to Level 3 will be decreased by 20 on ELA Spring 2018 State testing. 30% of students tested will met or exceed Math standards on Spring 2018 State testing. The distance to Level 3 will be decreased by 20 on Math Spring 2018 State testing
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated K-2 District Progress Assessments in ELA and Math and Progress Block Assessments and PLC Common Assessments that are linked to Claims areas on Spring testing. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
Wilson Initiative. Multi-Tiered Systems of Support Team made up of Principal, Resource Specialist, Reading Development, English Language Development, Literacy Specialist and Curriculum Support Provider, Psychologist, Counselor, will collaborate throughout the year with classroom teachers on best practices for instruction and data analysis and response. Data meetings (B.A.A.M.) will be held throughout the year to review the overall progress of each PLC to meet student needs.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Drill down to standards that will provide the most support for spring testing. Create or access common assessments that prepare students for spring testing. 3 ELA per trimester. Continue SUSD Balanced Literacy Block Components. Focus on the level of support during integrated ELD that prepares EL for spring assessments Read Alouds at 4th and 5th grade. WTC-Perez, Smith, Herron, Voorhees, & PLC reps continue to create consistent practices school wide. Admin/CSP/ELD/LAST walk through and feedback on Tier 1 instruction & Management AR	August 2017-June 2018	Principal Curriculum Support Provider Reading Development Teacher Literacy Specialist Teacher English Language Development Teacher	Literacy Specialist Teacher	1000-1999: Certificated Personnel Salaries		
			Curriculum Support Provider 50%	1000-1999: Certificated Personnel Salaries	Title I	48,939.00
			Curriculum Support Provider 50%	1000-1999: Certificated Personnel Salaries	LCFF	48,939.00
			Reading Development Teacher 25.9% and English Language Development Teacher 25.9%	1000-1999: Certificated Personnel Salaries	Title I	75,243.00
			Reading Development Teacher 74.1% and English Language Development Teacher 74.1%	1000-1999: Certificated Personnel Salaries	LCFF	156,245.00
			Classroom Teachers			
			Supplemental materials to support base instruction including technology, literacy, mathematics and science support.	4000-4999: Books And Supplies	LCFF	15,640.00
			Supplemental materials to support base instruction including technology, literacy, mathematics and science support	4000-4999: Books And Supplies	Local Categorical	8,000.00
Supplemental Library materials to support literacy and core instruction.	4000-4999: Books And Supplies	LCFF	9,378.00			
Supplemental enrichment materials and services from SAM Academy to support 4th	5800:	LCFF	4,000.00			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplemental Enrichment resources to support Literacy, Robotics, Science, and Technology.	4000-4999: Books And Supplies	LCFF	8,168.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Increase academic achievement of English Learners and other sub groups on an annual basis by 10% and meet AMAO Goals 1 & 2 by focusing on best practices of targeting skills deficits and progress monitoring student progress both at Tier 2 and Tier 3 levels. Wilson will improve reclassification rate for EL students by 5% from the 16-17 school year, Wilson EL students will meet or exceed proficiency rates on AMAO 1, 2a, 2b. 30% of intensive students will exit to strategic or benchmark on final assessment on DIBELS Next in Spring 2018.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded n ?English Language Arts and Mathematics.
Findings from the Analysis of this Data:
English language learners are not meeting AMAO 1 and AMAO 2 expectations. English language learners are improving in Listening with 43% proficiency and Speaking with 49% proficiency. 4% of EL students tested were proficient in Reading and 8% were proficient in writing. 115 students out of 438 remained intensive on end of year DIBELS Next scores.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue with designated and integrated instruction. Admin and EL coordinator to provide classroom management and lesson observation and feedback. ELD resource materials provided and used. Fidelity with HMH. PD by EL coordinator with assistance from CSP/Principal on using Ellevation to analyze student learning. Principal to conduct formal observations on ELD designated lessons. Imagine Learning licenses (50) purchased to support learning. Standards focused at 4th and 5th grade students who are near reclassification. ELD standards listed on designated and integrated weekly lesson plans for K-5. Peer observations CSP, EL coordinator, Principal calibration with feedback. Look for PVLEGS. Focus has been on Listening/Comprehension/Sequence/Retell/Non-Fiction. Continue to have conversations and actions that are intentional: Designated: Focus on Oral Language//Writing components. Integrated: Listening/Speaking components. ILP meetings 2-3xs a year with Teacher, Admin and Parent. Monitor growth via DIBELS Next, BAS and Classroom performance. Recorded through Ellevation. Goal is 10% growth. AR</p>	<p>August 2017 to June 2018</p>	<p>Principal English Language Teacher Curriculum Support Provider. Literacy Specialist Teacher</p>	<p>See Goal 1 Expenditures for Support staff cost and funding source.</p>			
			<p>English Language Teacher</p>			
			<p>Curriculum Support Provider</p>			
			<p>Literacy Specialist Teacher</p>			
			<p>Part Time Intervention teacher to work in RTI program and support intensive students.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>11,297.00</p>
<p>Part Time Intervention teacher to work in RTI program and support intensive students.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF</p>	<p>8,143.00</p>			
<p>Imagine Learning Web Based program to supplement Literacy Development.</p>	<p>7000-7439: Other Outgo</p>	<p>Title I</p>	<p>6,750.00</p>			
<p>Supplemental materials and resources.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>1,939.00</p>			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Promote attendance expectations and safe environment via SARB and attendance incentives, Positive Behavior Interventions and Supports and 2nd Step implementation. Wilson attendance goal is 96.5% for the 17-18 school year. Wilson goal is to decrease major and minor referrals by 40% for the 17-18 school year. Wilson goal is to decrease suspension rate by 40% for the 17-18 school year. Wilson goal is to decrease chronic absenteeism by 3%. Wilson goal is to have an increase of 3% of good to excellent responses for each question on Spring 2018 parent survey.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 40%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 96%. Maintain parent responses of Good to Excellent responses above 85% per question as measured by Parent Survey.

Findings from the Analysis of this Data:

Wilson attendance rate was 96.4% for 2016-17 school year. 10.5% of students missed more than 10% of instructional days. 9.14% missed more than 15% of instructional days. Major referral count for discipline was 57. Minor referral count for discipline was 56.

The annual SUSD parent survey showed that Wilson had an average of 82% good to excellent response on all of the survey questions.

SUSD expectation is 85% average on all of the survey questions.

Wilson had 85% or better in the following response questions:

Overall quality-85%

Safe School-88%

Communication-86%

PBIS-86%

Cleanliness-89%

Wilson had less than 80% in the following response questions:

Academic needs in Reading & Writing-72%

Academic needs in Mathematics-78%

Harassment / Bullying-79%

How the School will Evaluate the Progress of this Goal:

This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PBIS modeling with passport weeks at the start of each trimester. Principal to pull out classrooms for BARK Passport Checks. Continue to hold weekly BARK drawings but expand to BARK student store for wider net of students to recognize. Reconvene W.I.T.M.T.S.S. support team to review data and students on Tier 2 plans on a monthly basis. Project Wisdom / Daily messages. Noon aide meetings to review procedures, issues and hot spots. Continue incentive program for Perfect Attendance. Continue to hold all second SARB meetings in a timely manner. Include counselor or psychologist on meetings. Wilson Community Resource Center Use. Continue with parent meetings outreach focusing on areas of concerns. Teachers to log at least 1 positive contact for each student per trimester either via face to face or via phone. Wilson Community Media Center Use. Class DoJo /SchoolWay SAP- 31 referrals for groups Each PLC is conducting parent meetings with second Step and Bullying Prevention on the agenda. Admin Home Visits 1x a week.</p>	August 2017 - June 2018	Principal School Psychologist Counselor Curriculum Support Provider Literacy Specialist Teacher Classroom Teachers Office Manager Attendance Clerk	<p>See Goal 1 Expenditures for Support staff cost and funding source. Curriculum Support Provider Literacy Specialist Teacher</p> <p>Behavior and attendance incentives through BARK store. LCAP-PBIS</p>	4000-4999: Books And Supplies	LCFF	1,000.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	251,513.00
Local Categorical	8,000.00
Title I	144,168.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	348,806.00
4000-4999: Books And Supplies	44,125.00
5800: Professional/Consulting Services And Operating	4,000.00
7000-7439: Other Outgo	6,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	213,327.00
4000-4999: Books And Supplies	LCFF	34,186.00
5800: Professional/Consulting Services And	LCFF	4,000.00
4000-4999: Books And Supplies	Local Categorical	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	135,479.00
4000-4999: Books And Supplies	Title I	1,939.00
7000-7439: Other Outgo	Title I	6,750.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	374,552.00
Goal 2	28,129.00
Goal 3	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ken Garcia	X				
David Garza			X		
Ronele Turner		X			
Stacy Smith		X			
Jessica A. Perez		X			
Ray Moreno				X	
Sandra Bell				X	
Teresa Bell				X	
Bereniz Saldana				X	
Stefanie Nunez				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 18, 2017.

Attested:

Ken Garcia

Typed Name of School Principal

Signature of School Principal

Date

Sandra Bell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date