

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Wilson Elementary School

50 711676052872
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 11, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

It is the mission of Wilson Elementary that all scholars will achieve to their highest level.

School Description:

Wilson School is situated in the central east suburban section of Modesto in Stanislaus County. It is one of the twenty-two elementary schools in the district and is composed of seven older classrooms built in 1929 and the newer rooms in the 1950s. The buildings are in excellent condition despite their age because of the care they receive from Wilson's meticulous custodial staff. Centrally located within a neighborhood of low to high-income homes, the school serves a diverse group of approximately 250 preschool through 6th-grade students. Students living in our attendance area are mainly Hispanic, White and African American. The income level of the families falls into to low to medium socio-economic range with the majority of students meeting free or reduced meal eligibility. This year the CEP allows all students to receive two free nourishing meals each day.

There are nine general education teachers, one resource teacher, and one pre-formal teacher. In addition to the K-6 staff, Wilson has one three-day-per-week computer literacy teacher, one prep provider two days per week who provides 45-minute prep time for certificated teachers, one part-time library media assistant, one part-time Speech and Language Therapist, one school psychologist for 1 day a week, part-time mental health clinician, one part-time Student Assistant Specialist, one Behavioral Consultation Model Clinician for one day a week, one after school program director, two para-professionals, one administrative assistant, one student attendance clerk, one Typist Clerk Translator II, two full-time custodians, one part-time custodian, three food service employees, one campus assistant, and four yard duties. Wilson's teachers range from four years to veteran teachers (twenty or more years of teaching experience). In the classroom, teachers teach English Language Arts with Macmillan McGraw Hill (MMH) for English Language Arts (ELA), and SWUN Math (K-6th grades). The school population includes approximately 66 English Language Learners, which is 25% of the student population. English Language Development (ELD) instruction is taught systematically throughout the day, along with 30 minutes of designated ELD instruction daily in each classroom.

Wilson became an MTSS site during the 2021-2022 school year. School-wide intervention will take place in grades kindergarten through sixth grade, five days a week for 45 minutes. Teachers will be using Phonics for Reading, Rewards, Language for Learning, Reading Mastery, and Corrective Reading to teach in-school and after-school intervention as well as enrichment.

Last year, teachers were provided with collaboration time 26 times per school year due to early release days provided by Modesto City Schools. During collaboration time, teachers analyzed data, designed lessons, and created common formative assessments. Additionally, teachers were given the opportunity to participate up to six hours of professional development of their choosing as offered by Modesto City Schools.

Wilson stakeholders remain committed to strengthening the character of every student through the promotion of the Modesto City School's Character Education program and the use of PeaceBuilder and SecondStep curriculum. Wilson also has the longest-running mentorship program in the district with E&J Gallo. This year, we will celebrate our 24th year where Gallo employees come to Wilson to mentor our students. In addition, within the past three years, our Positive Behavior Intervention and Support (PBIS) team has been trained using Restorative Practices. Wilson's PBIS team remains committed to training all staff members regarding the importance of the development of the "whole" student by using various Restorative Practices strategies. During the 2020 -21 school year, professional development plans included teaching and supporting the following: Restorative Practice classroom circle training and strategies, PeacePath, and Trauma Informed Schools Framework to teachers and support staff, along with character traits assemblies. Both the intermediate and primary playgrounds have PEACE PATHS, a "safe place" where students go to resolve their own peer conflicts with guidance. When appropriate, some teachers opt to use the Restorative Practices circle talks and/or offer comfort corners (a temporary place for students to find comfort), and Peacebuilder Center/Reset Zone to students throughout the school day. Using one or more of the aforementioned strategies, Wilson's suspension rate for the 2021-2022 academic year was 2.5%. In addition, Wilson's PBIS team is committed to meeting five times per year to review discipline data and discuss strategies that promote civility and develop pro-social behaviors in students. The PBIS team consists of the principal, campus assistant, After School Program Director, Center for Human Services employees, and teachers. The following positive behavior activities will continue to be implemented at Wilson: Fun Dance Fridays, Game Days, Popcorn and lunch with the Principal, PeaceBuilder school-wide recognition, monthly positive playground rewards, daily PeaceBuilder recognition and certificates for Praise Notes, and public recognition at Student of the Month Assemblies.

Students have the opportunity to participate in many activities at Wilson. The ASES Program (after-school program) and RISE Intervention provide a safe environment to students after school hours in which they may participate in intervention and a variety of activities that include support during designated homework times with a focus on math two days a week, Jr. Chef, field trips and sports competitions with other MCS students. The director is in active communication with the school administration and there is a collaborative effort by both for the benefit of all students. There are also opportunities for students to participate in chorus, music (strings and/or band), Mighty Milers, 10K with a Cop, ASB, Wilson Baseball, Art Restores Kids.

Wilson Elementary School has an extremely successful state preschool. Communication between Wilson's pre-primer teacher, principal, and K-6 teachers is ongoing. Beginning of the year Kindergarten assessment results from former pre-formal students was and will be an ongoing discussion with teachers as Wilson strives to ensure all students enrolled in these programs are ready for Kindergarten. The transition to Kindergarten is enhanced by the continuity of our pre-formal program. Kindergartners are given an ELA assessment (DIBELS) at the beginning of every year. During the 2018-19 school year, Wilson's incoming kindergartners and parents of kindergartners were invited to attend four kindergarten readiness courses in the spring. This was the fourth time for our pre-kindergartners to become familiar with kindergarten procedures and teachers. It was also a time for parents to become familiar with the Common Core State Standards, end-of-year outcomes, staff, attendance procedures, and general school site procedures.

Parents are always welcomed onto Wilson's campus and considered an integral part of school and student success. Wilson's staff members actively encourage parent involvement. During the 2018-19 school year, parents were invited onto campus for the following meetings and/or events: Back to School Night, Pan Dulce with Parents, Picnic with the Parents, Read Across America, Parent Involvement Committee, English Language Parent Partnership Meetings, Parent Teacher Association Meetings, School Site Council, Open House, Music and Chorus Presentation, Student of the Month and PeaceBuilders Assemblies, End of Trimester Awards and Rewards (Dance and Movie days), PTA sponsored events and Bring Your Parent to School Academic Mornings. All on-campus activities were suspended due to COVID-19 during the 2020-2021 school year. Parents are encouraged to visit Wilson's webpage and/or contact the school for more detailed information about their child's educational programs at (209) 574-8452 between the hours of 8:00 am-4:00 pm.

Modesto City Elementary: K-8

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee, which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement

Students with Disabilities, Hispanic, Socioeconomically Disadvantaged Students, and White.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by stakeholder groups. Funds will be utilized to target Chronic Absenteesim, ELA & Math, and parent involvement for all students, but specifically SWD, HI, SED, and WH students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

When reviewing our school's comprehensive needs assessment, we identified many areas of inequities. Our SWD, HI, SED, and WH had high chronic absenteeism as well as low scores in ELA and Math. With teacher & leadership feedback, it was clear that more data analysis and targeted learning time was needed to better service this population. Also, parent involvement was low due to not having scheduled monthly meetings to support our SWD, HI, SED, and WH population.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2022-23 SPSA Annual Review and Update

Wilson Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Wilson Elementary School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the February 2023 and March 2023 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC , ELAC, School Leadership team and site teachers reviewed and developed the 2023-2024 SPSA. This process occurred during SSC,ELAC, Site Leadership in March and May of 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Collaboration days were utilized to focus on achievement gaps in Reading, Math, and ELA in general. Data was used from ELA and Math benchmarks along with BOY, MOY, and EOY DIBELS data. The school site used data from instructional walk throughs on campus and at another school site to create our instructional norms of Learning objectives, CFU strategies, and to increase each student use of academic language and engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional collaboration times were not utilized; however, teacher were taken to observe other teachers at another elementary school to see additional teaching strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes that will be implemented for the next year include a robust MTSS program with grades K-6 participating in reading intervention daily. These reading groups will be based on BOY DIBELS testing scores. Progress monitoring will occur K-6 levels to track progress in achievement for reading.

IDENTIFIED NEED (Data Analysis)

ELA

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Increase support to students in need of reading comprehension.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Utilizing MTSS coach and provide strategies during faculty meetings to improve ELA instructional practices.
ELA District Coaches.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -89.8	Goal -74.8
English Learners (EL)	Actual -82.5	Goal -67.5
Students with Disabilities (SWD)	Actual -149.4	Goal -134.4
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)					
			Additional Teacher Collaboration for Data Dives	Title 1 Professional Development	6,600

	<p>Provide teachers with substitutes for data analysis and coaching with the the goal using data to refine classroom instructional practices to improve student learning.</p> <p>Teachers will utilize Progress Monitoring in DIBELS will help further growth in phonics and reading comprehension. There was great growth this year, and this will be the final piece to raising student reading achievement.</p> <p>Professional development will be provided on designing and delivering standards- based lessons. Effective research-based practices for first-time learning in literacy skills will be utilized to increase student academic growth.</p> <p>Provide additional collaboration time for teachers to analyze data, create lessons and plan for meeting student benchmark achievement goals.</p> <p>In addition, provide teachers with substitutes so that they have opportunities to</p>	<p>Once a month, pull out collaboration meetings and literacy lessons for reading foundational skills utilizing the data analysis from DIBELS, mClass and Reading Fluency: BOY, MOY, and EOY, and Common Formative Assessments.</p> <p>Coaching schedule and teacher participation in team teaching & analysis of student outcomes for classes participating in peer coaching, and instructional rounds, attendance of professional development-- ongoing & classroom walkthroughs for implementation-- weekly reports by administration.</p> <p>Working with Wilson leadership team, teachers will use their designated collaboration (26 days annually) to create CFA and utilize data sheets to analyze students' data in an effort to make informed</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	take reflective walks, or observe at Wilson or other sites.	teaching decisions. Analysis of Walkthrough data will be shared among staff members with the goal to continued students achievement.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Teachers will provide additional academic intervention for preselected students, based on reading data, before and after school.</p> <p>Instructional paraprofessional will provide small group D.I. for schoolwide reading intervention.</p>	<p>Principal to meet with MTSS Coach to review achievement goals, students' progress monitoring data, and regroup students for reading intervention.</p> <p>Staff participation in additional academic intervention--pre and post data for targeted skills and analyzing the data from pre and post assessment of student to monitor progress and measure the effectiveness intervention support.</p> <p>MTSS Agenda which would include student names to track academic progress.</p>			
	<p>Provide recognition to students who achieve benchmarks and fluency assessment goals in an effort to promote automaticity.</p>	<p>Monitoring benchmarks, BOY MOY and EOY DIBELS.</p>	<p>Student Recognition supplies</p>	<p>Title 1 Supplies and Services</p>	<p>300</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Bilingual Community Aide/Typist Clerk II (BCA/TCII) will provide translated communication to EL families.	Notification Letters, Agendas, Newsletters, Parent Square, Surveys and phone calls.			
	Provide additional translator and clerical to be used to engage EL families and encourage parent involvement during important school events.	Parent attendance at ELAC meetings and parent involvement in site activities.			
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	Resource teacher will provide staff development on student accommodations.	Teachers and resource teacher will progress monitor students with disabilities' progress in their achievement in meeting grade level academic standards with all stakeholders			
	Participation in monthly PLC with special education staff and weekly push-in and pull-out strategy support along with collaboration with general education teachers as scheduled and documented in team meetings.				
	Together with administrator, resource teacher will be reviewing best practices (instructional strategies) in the classroom-related teaching students with disabilities.				
Other					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The SWUN curriculum adoption and implementation continued the 2022-2023 school year. Teachers participated in Co-teaching, lesson planning, Beyond the Basic Facts planning, data analysis of benchmark results, and viewing demonstration math lessons. There was small growth overall based on SWUN cumulative benchmark assessment and an increase of students who reached proficient level compared to the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 impacted our professional development plans with Math due to sub shortages, and staff absences due to illness. This made it difficult for release times for coaching sessions. COVID-19 impacted student learning as well due to absences by both students and staff due to illness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our teachers will be Committed to Co-teaching Beyond the Basic Facts and procedural lessons, which will provide feedback to improve student learning. Beyond the Basic Facts will be consistently provided throughout the school year as well. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 90-100% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Increase support in the area of problem solving utilizing SWUN math coaches and curriculum.

MATH PD

Based on Assessment Data we identified the following area of need in professional development CIPD Support

To address this the school can:

Work with district coaches and SWUN math coaches to analyze data and build best practices for district adopted curriculum to improve student achievement.

Additionally we analyzed specific data to indicate the following need(s):

Based on the 2021-2022 Math CAASPP scores, Wilson students declined in their percentage by the amount of scholars who met or exceeded proficiency in Math.

Discuss the areas of strength and need based on data analysis:

During the 2023-2024 school year, there will be ongoing support with SWUN implementation strategies. This support will be provided from class visits, SWUN district walkthroughs, and district coaching support. Supplies will be provided to help teach the curriculum with fidelity, such as Anchor charts

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -104.4	Goal -87.4
English Learners (EL)	Actual -111.2	Goal -94.2
Students with Disabilities (SWD)	Actual -172.9	Goal -155.9
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)					
	District and SWUN Math coaches to come to site to assist with lesson design and delivery.	Use technology to support the implementation and monitoring of math facts.	Substitute Teachers for Data Planning	Title 1 Professional Development	2400
	Teacher will be provided with 26 days of Professional Learning Community time for Collaborative Team Meetings utilizing the four guiding questions to support their 15 day inquiry cycle.	Utilize walk-through data from math observations.			
	Provide teachers with opportunities to participate in Trimester planning pull-out days. These will be strategically set up after each Benchmark to analyze data and inform instruction.	Participation in peer teaching with an instructional coach analyze student data. Walk-through data will be used to analyze student achievement.			
		Participation in the coaching cycle with a focus on best instructional practices, and analyze student data to inform instructional practices.			
		Instructional cycle/rounds/reflective walks data will be used to analyze instructional practices.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide the necessary instructional tools to utilize SWUN curriculum to fidelity. Will purchase movable anchor charts which will create better access to daily vocabulary, sentence frames, and whatever needed for the SWUN lesson.	Looking at benchmark data, classroom visits, district walkthroughs, and district coaches to determine the effectiveness.	Materials	Title 1 Supplies and Services	2500
	Provide After School Intervention to below grade-level students in order to increase math proficiency with teacher-guided, district adopted interventions to below grade level students. RISE Math	Attendance of after/before school intervention-ongoing & pre and post-test results- as reported by math intervention teacher.			
	Provide recognition to students who achieve benchmarks on math fluency assessments in an effort to promote automaticity.	materials to help support student recognition in benchmark goals.	Materials	Title 1 Supplies and Services	472

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>Participation with district coaches in learning ELD strategies while establish clear guidelines for teaching content-specific vocabulary during math instruction and embedding ELD Standards into lessons.</p>	<p>EL students' math automaticity, benchmarks assessments, and Performance Tasks will be progress monitored.</p>			
	<p>Bilingual Community Aide/ Typist Clerk II (BCA/TCII) will provide translated communication to EL families to engage EL families and encourage parent involvement during important school events.</p>	<p>Participation at family events and communication newsletters or other translated documents.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>Provide staff development for all teachers on effective instructional strategies and accommodations for various disabilities.</p> <p>Progress monitor students with various disabilities to ensure success.</p> <p>Math fluency will be a focus for intervention groups that serve students with special needs.</p>	<p>Resource teacher and instructional para push in and pull-out students according to student need and analyze student achievement on CFA and Benchmarks</p>			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Wilson had a mid year change in staff, specifically Student Records Clerk (SRC), which impacted SARTs and consistent implementation of the MCS-reengagement plan to respond to truancy. PBIS rewards were started mid-way through the year to help reward students with points to buy wanted prizes. This was done through classes receiving 15 PBIS points for daily perfect attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Again, although students were back on campus full time, Covid-19 significantly impacted student attendance. This impacted our attendance goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To achieve Wilson's attendance goal, the principal will clarify the process and directives for SART meetings with all stakeholders so that supports and accountability are in place and focus on parent education on attendance. The principal will support the SRC in monitoring attendance data and providing bi-weekly attendance reports to review with SRC and attendance liaison. The principal will proactively meet with parents whose students are at-risk of SART to help support getting their students to school.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on MOSIS Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Provide proactive support for attendance that includes Bi-weekly meetings with SRC, Home communication, and Incentives for student attendance.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Provide parent meetings on strategies to help students get to school on time, and the importance of school on the developing brain.

Additionally we analyzed specific data to indicate the following need(s):

We looked at the correlation between attendance and academic data such as DIBELS, benchmarks, and state testing.

Discuss the areas of strength and need based on data analysis:

Based on this data, Wilson will continue to find resources and provide education in order to support the specific needs of students and families by supporting families with resources.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase Student attendance rate by .5% or to 98%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 91.4%	Goal 91.9%	Actual 33.2%	Goal 32.2%
English Learners (EL)	Actual 92%	Goal 92.5%	Actual 29%	Goal 28%
Students with Disabilities (SWD)	Actual 93.4%	Goal 93.9%	Actual 20.7%	Goal 19.7%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Perfect and Improved Attendance Recognition at monthly assemblies to support attendance in correlation to student achievement.	Data Dashboard reports, MOSIS data	Recognitions	Title 1 Supplies and Services	500
	Bi-weekly meetings with Student Records Clerk and Attendance liason to be proactive in identifying students at risk of attendance.	Modd dashboard attendance data.			
	Working with Liason and SRC to communicate with families when a pattern of attendance problems is noticed during our bi-weekly meetings.				
	Parent meetings with SAS/Clinician geared towards providing strategies to help students be ready for school on-time and workshops on the impact of consistent education on the developing brain.		refreshment	Title 1 Parent Involvement	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Provide support to EL families in developing an understanding of the educational system and the correlation between attendance and student achievement	Surveys from parents regarding Monthly ELAC meetings, Weekly attendance reports and EL parent surveys			
	Provide additional technology to parents to assist with parent engagement and student support	Needs assessment/survey results/develop a baseline to track parent engagement			
Students with Disabilities (SWD)	Meet with case managers to track and review attendance.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Track weekly/monthly attendance reports for SWD			
	parent training and support in developing and understanding the educational system and the correlation between attendance and student achievement.	Parent meetings - sign ins Surveys to parents track results	Refreshments	Title 1 Parent Involvement	200
			Child Care		
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the second half of the year, Wilson implemented PBIS rewards. We moved from a paper "Roar Bucks" system, to an online system to reward students for showing positive behavior around school. We connected our ROARs directly to the points system. The ROARs stand for (Respectful, On-Task, Always Achieving, and Responsible.) Teachers bought in quickly and have given out over 350,000 points since implementation. When providing an end of the year feedback to teachers and staff, teachers stated that the points were helping student elicit positive behaviors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding was difficult for providing incentive prizes for students to use their points on. When looking at the end of year data on points, there was a clear difference between the number of points given out between primary and upper grade levels. We would like to have points being consistently given out to every grade level.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We would like to utilize some student incentives/classified hourly funds to provide fun experiences for students throughout the year. We will also be providing incentives for teachers to give points how to help make the points even throughout the grade levels. We will also be looking at incorporating a restorative discipline procedures to our schoolwide PBIS initiative.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Implement a robust PBIS program along with restorative discipline

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:
Provide PBIS Rewards Training

Additionally we analyzed specific data to indicate the following need(s):

We looked at the amount of pbis rewards points were being utilized, and sent out a survey to teachers asking for feedback on utilization of the program and any suggestions.

Discuss the areas of strength and need based on data analysis:

2022-2023 suspension rate stayed the same from the 2021-2022 data. We did not see overall improvement. Interventions such as Student Assistant Specialist, PBIS Rewards, and Student of the Month will help decrease Wilson's suspension rate. A robust restorative justice initiative will be implemented in the 2023-2024 school year.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2023 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 2.4%	Goal 2.1%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)					
			PBIS Activities- Extra Classified	Title 1 Classified	500
			PBIS - School Wide Store	Title 1 Supplies and Services	1200

	<p>Students will receive incentives and/or rewards/recognition for improved behaviors on the playground and in the classroom (weekly, monthly, trimester and yearly).</p> <p>PBIS rewards implementation. Points are awarded based on our ROARs. These points can be used to purchase items in the school-wide store</p> <p>Students will participate in monthly assemblies that reinforce and promote pro-social behavior. School-wide assembly with an emphasis on non-bullying, peacebuilding, good citizenship and character building.</p> <p>Stakeholders will continue to use the following Restorative Practices strategies: Comfort Corners/Reset Zone, Circle Talks, Restorative Questions, Restorative Apologies and Peace Path.</p> <p>Conduct yard duty meetings (bi-monthly) with principal reviewing at-risk playground</p>	<p>Monitored by classroom observations and data from student referrals.</p> <p>Participation rate of students and referrals and incidents reports-- per trimester</p> <p>Participation in trauma education and awareness, and Restorative Practices training and assemblies for all staff and participation in restorative conversations with students led by staff members.</p> <p>Participation in ongoing planning and revisions of site-wide discipline plan.</p> <p>Monitored by classroom observations and data from student referrals and incidents.</p> <p>Yard Duty Manuel with guidelines and success criteria for evaluations and collect data from evaluations.</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	areas, students and trouble-shooting strategies to help students using Restorative Justice	Observations and analysis of student referrals and specific discipline issues in order to inform practices at the site.			
	Provide additional teacher and parent training on how to meet the social-emotional needs of students with Individualized Education Programs with support staff including school psychologist, resource and speech teachers, Marriage and Family Therapists, SAS, and BCM.	<p>Monitor and review incident, suspension, and attendance reports.</p> <p>Meet twice monthly with SAS and BCM to monitor social-emotional needs on campus.</p>			
	SAS and BCM will work with students and groups of student who possess mental health issues.	<p>Monitor and review incident, suspension, and attendance reports.</p> <p>review school-wide social-emotional needs on a regular basis with SAS and BCM.</p>	SAS	Title 1 Supplies and Services	13,800

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)					
Students with Disabilities (SWD)	Principal will collaborate with Modesto City School's Special Education department to discuss alternatives to suspensions and possible PD for staff as to assist with SWD and behavioral issues.	Participation in ongoing planning and revisions of site-wide discipline plan utilizing student data.			
	Mental Health Consultants and Staff to conduct staff and parent meetings regarding special needs students and behaviors that are results of their disabilities.	Mental Health Consultants and MCS Staff to conduct staff and parent meeting regarding special needs students and behaviors that are results of their disabilities.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

STEM was the focus of our academic equity for the 22-23 school year. Funds were utilized to purchase engineering robots, and 3D printer supplies to get students engaged in possible jobs of the future. Our computer teacher spearheaded the lessons during computer time ensuring all students on campus had exposure to the technology. Students were able to 3D print items to show off at back to school night and open house.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was an intention to utilize the new robots/3D printing materials for Project Based Learning and leading to a school wide science fair. This activity wasn't met to the full extent it was intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year we will be looking to utilize the new technology to create a school-wide science fair competition judged by students and staff. Being a school with a high population of Socio-economically disadvantaged students, it is imperative we get them involved in STEM and prepare them for jobs of the future.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on STEM/STEAM Data we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Identify the connections between STEM and SWUN Math and provide students opportunities to develop models to 3D print. Utilizing Computer literacy class as an equitable means to get ALL students involved in STEM projects.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:
Provide access to STEM programming training

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Increase STEM participation to ready students for an increasing technological world.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	Provide additional opportunities in STEM activities materials that will help provide students with skills in Engineering, Math, and Technology.	Examining the quantity of students that are ELs that participated in STEM, and projects.			
	Provide afterschool STEAM enrichment nights to engage students and parents.				
	Provide STEM field trips.				
English Learners (EL)	Discuss STEM in ELAC				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Improvement in four language domains	Examine ELA and math assessments to determine if growth has occurred			
Students with Disabilities (SWD)	Discuss STEM in IEPs	Examining the quantity of students that are receiving sped services that participated in STEAM			
	Improvement in four language domains	Examine ELA and math assessments to determine if growth has occurred			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal was to get parents on campus and engaged in activities, meetings, learning groups. The SAS/Clinician would be used to hold monthly meetings for parents to come learning about mental health and/or strategies to help their children. Monthly parent meetings with the principal were going to be held to discuss current events taking place at Wilson to keep them informed. There were 3 parent engagement nights throughout the year, but the goal was to have more.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not have as many parent engagement opportunities as planned. We received our SAS/Clinician months into the school year, and set us back on implementing a robust monthly parent group. As a principal, I did not fulfill the goal of having monthly parent gatherings to discuss what is happening at Wilson other than the mandated ELAC and SSC meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal is to continue to focus on communications with families to be active participants in school functions. Start the year with SAS/Clinician to plan out monthly PD's for parents to gain involvement this is found in the specific actions section.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student SEL issues

To address this the school can:

Increase parent communication through parent nights, cookies with clinician, PTA, and monthly SEL PD's.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Work with SAS/Clinician and school staff to develop parent involvement activities/PD.

Additionally we analyzed specific data to indicate the following need(s):

We reviewed parent attendance in ELAC, and our educational nights (steam night, Spring Carnival, etc.) We have recieved some positive numbers on our fun afterschool events, but not so much for our ELAC meetings.

Discuss the areas of strength and need based on data analysis:

We need more parent meetings to create a strong school/parent relationship. If we can get parents to come to monthly informational/SEL meetings, it should increase the likely hood of ELAC attendance, etc.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Gather evidence to determine baseline data for rate of parent participation

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	There will be multiple times throughout the year that we hold an educational afterschool family night. EX: STEAM-O-WEEN, SPRING STEAM, ETC. We will pay teachers to provide educational enrichment afterschool at these events.	Attendance data will be reviewed every trimester.	Extra Pay for Teachers to Provide Educational activities	Title 1 Parent Involvement	1017
	Create and maintain social media accounts to promote parent engagement	Analysis of social media engagement trends will be reviewed every trimester			
	CLT will update school website with school announcements weekly (promotion of events, principal announcements, etc)	Website will be reviewed weekly			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Informational meetings on SEL will be provided by SAS/Clinician or CIPD	Attendance of professional development as reported by sign in sheets and meeting agenda	refreshments	Title 1 Parent Involvement	668
	Hold parent functions such as cookies with the clinician, donuts with the principal, etc. to help promote parent inclusion and participation.				
English Learners (EL)	Bilingual Community Aide/Typist Clerk II will provide translated communication to EL families.	Notification letters, agendas, social media posts, school messenger, surveys, and phone calls			
	Provide additional translator and clerical to be used to engage EL families and encourage parent involvement during school events.	Parent attendance and parent involvement in site activities	Additional Translation Services (as needed)	Title 1 Parent Involvement	250
			Child Care	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Create Montly SEL/SPED Professional Developments meetings for parents to attend these would include Resource teacher for targeted information/PD to help parents better support their SWD at home.				
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Instructional paraprofessional will provide small group D.I.for schoolwide reading intervention.				ELA Goal 1
	Instructional Para	Title 1 Positions	28,033	
Bilingual Community Aide/Typist Clerk II (BCA/TCII) will provide translated communication to EL families. Bilingual Community Aide/Typist Clerk II (BCA/TCII) will provide translated communication to EL families to engage EL families and encourage parent involvement during important school events.				Parent Involvmnt, ELA Goal 1, MATH Goal 2
	TCII Translator	Title 1 Positions	23,097	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	51130	0.00
Title 1 Professional Development	9000	0.00
Title 1 Parent Involvement	2585	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	18772	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$81,487
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$81,487
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$81,987.00
Grand total budgeted including carryover from Section 11	\$81,987

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Wilson Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Irene De Leon Term: 2021-2022 & 2022-2023 XParent Community Member	1. Name: Justin Broussard Principal
2. Name: Micael Arajao Term: 2022-2023 & 2023-2024 XParent Community Member	2. Name: Jocelyn Martinez Term: 2021-2022 & 2022-2023 Teacher
3. Name: Mayra Cardenas Term: 2022-2023 & 2023-2024 XParent Community Member	3. Name: JaNae Howell Term: 2021-2022 & 2022-2023 Teacher
4. Name: Grace Aquino Term: 2021-2022 & 2022-2023 XParent Community Member	4. Name: Vacant Term: Teacher
5. Name: Eric Lozano Term: 2022-2023 & 2023-2024 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Angelica Cuadros Term: 2021-2022 & 2022-2023 Other School Staff

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Flor Sok	English Language Advisory Council (ELAC)
Erick Pulido	Site Leadership Team (SLT)

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 the district governing board policies and in the local educational agency plan.

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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/11/2023 03:15 pm

Attested:

Grace Aquino	SSC Chairperson
Irene De Leon	SSC Vice Chairperson
Angelica Cuadros	SSC Secretary