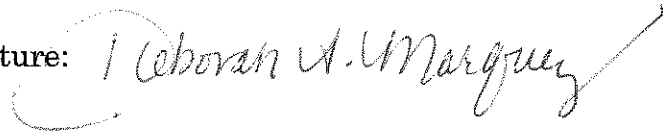


## Hamilton Elementary

10621666120125

Principal's Name: Debbie Marquez

Principal's Signature:

A handwritten signature in cursive script that reads "Deborah A. Marquez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The signature is enclosed in a faint, circular stamp or outline.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
<b>Cover Page</b>	<i>CDS Code with Signature</i>
<b>Table of Contents</b>	<i>Listing of SPSA Contents and District Goals</i>
<b>Centralized Services</b>	<i>N/A</i>
<b>Assurances</b>	<i>Consolidated Program Assurances</i>
<b>School Site Council</b>	<i>Members list</i>
<b>Required Signatures</b>	<i>Principal and SSC Chairperson</i>
<b>Additional Documents</b>	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

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

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

**Consolidated Program Assurances**

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





School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Deborah Marquez	X				
2. Chairperson - Monica Rodriguez				X	
3. Cecilia Romero				X	
4. <u>Shiyone Diaz</u>				X	
5. Cristina Jimenez				X	
6. Zach Smith				X	
7. Jose Rodriguez				X	
8. Eugenia Rose		X			
9. Tama Gilbert		X			
10. William McDaniel		X			
11. Patrick Speir		X			
12. Madeline Contreras		X	X		
13.					
14.					
15.					
16.					

Check the correct box below:

ELAC operated as a school advisory committee.       ELAC voted to fold into the SSC - Date \_\_\_\_\_.

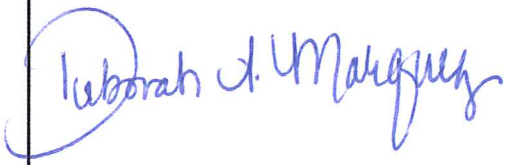



E.3. Required Signatures



**School Name: Hamilton K-8**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.

Title	Print Name Below	Signature Below	Date
Principal	Deborah Marquez		3/13/17
SSC Chairperson	Monica Rodriguez		3/13/17



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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

Hamilton - 0208

**ON-SITE ALLOCATION**

3010	Title I	\$67,526 *
7090	LCFF Supplemental & Concentration	\$249,589
7091	LCFF for English Learners	\$48,387
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$365,502</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,268
Remaining Title I funds are at the discretion of the School Site Council	\$66,258
Total Title I Allocation	\$67,526

# 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	7/17	N/A <sup>3</sup>	29.23%	26.31%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	6/17	N/A <sup>3</sup>	17.76%	15.85%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	6/17	0.00% <sup>4</sup>	50.97%	56.37%	47.08%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	6/17	N/A <sup>7</sup>	N/A <sup>7</sup>	23.11%	27.83%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	3/4	N/A <sup>8</sup>	N/A <sup>8</sup>	22.42%	22.24%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

## 2 - Social Emotional/Climate Culture

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
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13-10

<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	8/16	14.29%	21.80%	19.13%	11.29%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> <li>•SQII Index - EL Redesignation - LTEL Redesignation Rate (Related)</li> <li>•SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT</li> </ul>
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	6/17*	30.00%	27.50%	N/A <sup>9</sup>	N/A <sup>9</sup>	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> </ul>
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	2/16	38.60%	47.12%	44.09%	54.95%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> </ul>
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	7/17	95.19%	94.80%	94.90%	94.93%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	11/17	11.99%	13.66%	16.21%	14.04%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement)</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	7/17	N/A <sup>10</sup>	N/A <sup>10</sup>	41.15%	38.11%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	5/17	12.73%	1.46%	0.45%	1.01%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	6/17	6.80%	10.64%	17.16%	11.66%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions</li> </ul>
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	5/17	0.00%	0.22%	0.11%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">1299</a>	Number and percentage of 7th-8th grade students who dropped out	5/17	1.33%	1.35%	0.81%	0.37%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>



<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	6/17	71.57%	58.57%	83.30%	45.96%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	12/17	N/A <sup>13</sup>	N/A <sup>13</sup>	56.59%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	6/17	N/A <sup>13</sup>	N/A <sup>13</sup>	72.25%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	8/17	N/A <sup>13</sup>	N/A <sup>13</sup>	58.58%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

### Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore

would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: -

Save

## Hamilton K-8 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

**Domain**



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	26	40	DIBELS, University of Oregon
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	27	45	Other - Please specify within action



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Hamilton K-8 School will implement a comprehensive, balanced literacy program, which includes: ELA Response to Intervention model (tiered levels of support), English Language Development, explicit instruction of a monthly identified thinking skill, foundational skills, instructional cycle, DiBELTs and FUSD's Literacy Instructional Practice Guide components. Language Arts/Literacy instruction for all students will align with high impact instructional strategies incorporated within all content areas. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.

### SMART Goals

As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on ELA Interim/CFA will increase 14% from 26% to 40%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

**Fall 2017:**

- As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on ELA Interim/CFA will increase 7% from 26% to 33%. Progress monitored by teacher developed CFAs, classroom observations and feedback, IPG data and A/C Instructional Cycles.
- As measured by Smarter Balance (SBAC) Fall 2017, students not meeting grade level standards on ELA Interim/CFA will decrease 7% from 74% to 67%.

**Winter 2018:**

- As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on ELA Interim/CFA will increase 7% from 33% to 40%. Progress monitored by teacher developed CFAs, classroom observations and feedback, IPG data and A/C Instructional Cycles.
- As measured by Smarter Balance (SBAC) Fall 2017, students not meeting grade level standards on ELA Interim/CFA will decrease 7% from 67% to 60%.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Translation provided by HSL, as needed.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parent will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the first quarter.
- Each elementary teacher will specifically review each student's reading level and scores at the fall parent conference.
- Middle school team will review academic progress with the families during fall parent conferences.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1073, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

**Owner(s):**

- Teachers
- Principal
- VP

**Timeline:**

- October 2017 (Interim I)
- January 2018 (Interim II)
- Teacher Developed CFAs (Bi-monthly)
- Classroom Observations/Feedback (Weekly)
- IPG Data (Monthly)
- A/C Instructional Cycles (Qtrly)

**Describe Related Professional Learning:**

- **Reading Comprehension/Literacy**
  - **English Learners/Special Populations/sub groups (3 hours out of 54)**
    - Examining appropriate scaffolding in order to provide strategic support that moves learners toward independence.
    - Integration of CAELD standards and CAELA CCSS in providing English Learner instruction.
    - Tracking and monitoring academic progress of our Long Term English Learners.
- **Reading Comprehension/Literacy**
  - **Curriculum Development -1 planning day per quarter**
    - Planning - Essential standards instructional cycle planning
- **Reading Comprehension/Literacy**
  - **Accountable Community- (16 hours out of 54)**
    - Collaboration to identify essential standards
    - Focus on Tenet 2a and 2b (Challenging Content) when creating lessons.
    - Collaboration related to common formative assessments.
    - Data analysis
- **Reading Comprehension/Literacy**
  - **Professional Learning- (2 hours out of 54)**
    - Learning by Doing components
- **Reading Comprehension/Literacy**
  - **Response to Intervention- (4 hours out of 54)**
    - Intervention structures
    - Using Data
    - Sustainability
- **Reading Comprehension/Literacy**
  - **Site Leadership Team (ILT)**
    - IPG-How does it live in a classroom?
    - Instructional Cycle
    - A/C Refinement to structures
- **Reading Comprehension/Literacy**
  - **Buyback Day- (3 hours out of 21)**

- IPG
- RTI

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- All students in grades TK-6 will participate in Rtl (intervention/enrichment) 4-5 days per week.
- The site-wide intervention will utilize teachers, RSP staff, and a certificated tutor.
- Teachers will use Illuminate assessments, BAS/DiBEL's, common writing assessments, and Interim to measure effectiveness.
- Additional rotations are provided for identified students (SPED, EL, chronically absent).
- After 10-12 weeks of intervention, students who have not made growth are referred to SST.
- Classroom Supplies
- Reward system for progress on goals
- Access to tablets to increase the use of technology
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting CELDT standards

- LTEL students will receive Designated ELD instruction during Rtl (Hurricane Hour).
- LTEL students will receive Integrated ELD instruction during classroom instruction.

Hamilton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for PL/SST/IEP	\$	29,055.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers	\$	503.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				PLI Package B (Professional learning only)		
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				9 teachers at \$860	\$	7,747.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental contracts for teachers	\$	503.00
1	1	Sup & Conc	Instructional Supervision & Administration	Materials & Supplies				Various materials/supplies	\$	81,828.00
1	1	Sup & Conc	Instructional Supervision & Administration	Non Capitalized Equipment				Hardware for admin refresh	\$	2,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				PLI-Package A Hardware for 2 teachers.		
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Includes: 72 tablets and 2 carts	\$	29,600.00
1	1	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Maintenance for technology to support instruction.	\$	1,300.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics for EL students	\$	1,500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Student/Parent Handbooks -Communication related to academic and behavioral expectations	\$	3,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Hardware -refresh	\$	12,940.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Xerox lease/repair	\$	8,000.00
<b>Total</b>									<b>\$</b>	<b>177,976.00</b>



## Action # 2

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16	30	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	22	40	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Hamilton K-8 School will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content, application of monthly Thinking Skill, instructional cycle, and FUSD's Mathematical Instructional Practice Guide components. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.

### SMART Goals

As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on Math Interim/CFA will increase 14% from 16% to 30%.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

##### Fall 2017:

- As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on Math Interim/CFA will increase 7% from 16% to 23%. Progress monitored by teacher developed CFAs, classroom observations and feedback, IPG data and A/C Instructional Cycles.
- As measured by Smarter Balance (SBAC) Fall 2017, students not meeting or exceeding grade level standards on Math Interim/CFA will decrease 7% from 84% to 77%.

##### Winter 2018:

- As measured by Smarter Balance (SBAC) Fall 2017, students meeting or exceeding grade level standards on Math Interim/CFA will increase 7% from 23% to 30%. Progress monitored by teacher developed CFAs, classroom observations and feedback, IPG data and A/C Instructional Cycles.
- As measured by Smarter Balance (SBAC) Fall 2017, students not meeting or exceeding grade level standards on Math Interim/CFA will decrease 7% from 77% to 70%.

#### Owner(s):

- Teachers
- Principal
- VP

#### Timeline:

- October 2017 (Interim I)
- January 2018 (Interim II)
- Teacher Developed CFAs (Bi-monthly)
- Classroom Observations/Feedback (Weekly)
- IPG Data (Monthly)
- A/C Instructional Cycles (Qtrly)

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Translation provided by HSL, as needed.
- Information will be shared with parents at Back to School Night regarding the Math adoption and how it will support the state standards.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with families during fall parent conferences.
- Upcoming school events/activities will be communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebrations/recognition assemblies, and programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

### Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- All students in grades TK-6 will participate in classroom based instruction in alignment with grade level standards.
- Small group instruction will be provided for identified and non-identified students within the classroom to support students who are not meeting grade level criteria, (D's/F's).
- MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
- Use of Inquiry questions to support rigor and ownership
- Projects based learning incorporated into instruction.
- Classroom supplies
- Reflection Journals
- Access to laptops or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematical skills

### Describe Related Professional Learning:

- **Mathematics**
  - **Accountable Community - (16 hours out of 54 hours)**
    - Planning for implementation of the district adopted material, Go Math, as a tool to supplement and support mathematical grade level standards.
    - Collaboration to identify essential standards
    - Common formative assessments
    - Planning and collaboration related to continuing the development and refinement of increased rigor and challenging content.
    - Coherence and Progression of mathematics standards and instruction
    - Interim assessment sequencing and planning
- **Mathematics**
  - **Professional Learning - (5 hours out of 54 hours)**
    - Learning By Doing components
    - Application to IPG Tenets 1-3
    - Deconstructing the CA Mathematics CCSS
    - Coordination of CCSS and Coherence Map (Achievethecore.org)
- **Mathematics**
  - **Leadership Team (ILT)**
    - IPG-How does it live in a classroom?
    - Interim data analysis
    - Instructional Cycle
    - Provide training and opportunities to determine and align site-wide grading policies.
- **Mathematics**
  - **Buyback Days - (3 out of 21 hours)**
    - IPG components
    - Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.

### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Foster Youth students receiving D's and F's.
- Teachers will utilize embedded support from adopted materials.
- Translation provided to families to support academics.

**Hamilton Budgeted Expenditures**

Activity	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplemental materials/supplies for ELA and Math	\$ 6,132.00
<b>Total</b>									<b>\$ 6,132.00</b>

**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	3.23	17	
2358 - EL's not advancing at least one proficiency level in Re-designation	53	36	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Hamilton K-8 School will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented, focusing on EL students who score in the Intermediate range on CELDT and are at or approaching grade level criteria for DRP/BAS/District Interim to support re-designation to RFEP. Teacher learning/support will be provided through professional development and refinement of high quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.

SMART Goals

By EOY 2018, the percentage of Long-Term English Learners (LTEL) not advancing at least one proficiency level will show a 17% decrease from 53% to 36%, as measured by on most recent academic and language assessment (CELDT).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Fall 2017:

- As measured by CELDT Fall 2017, LTEL students will decrease 10% from 53% to 43%.
- As measured by ELA Interim Fall 2017, LTEL students will decrease 10% from 41 students to 37 students.

Winter 2018:

- As measured by ELA Interim Winter 2018, LTEL students will decrease 10% from 37 students to 34 students.

Owner(s):

- Teachers/CT
- CELDT Assessors
- Principal
- VP

Timeline:

- Sept/Oct-CELDT
- October 2017-Interim
- January 2018-Interim

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Translation provided by HSL, as needed.
- Information will be shared with parents at Back to School Night regarding the Math adoption and how it will

Describe Related Professional Learning:

ELD/Literacy

Populations/sub groups- ( 3 hours out of 54 hours)

English Learners/Special

- Examining appropriate scaffolding in order to provide strategic support that moves learners toward

support the state standards.

- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with families during fall parent conferences.
- Upcoming school events/activities will be communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebrations/recognition assemblies, and programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- All EL students will participate in Integrated and Designated ELD instruction.
- All EL students will participate in CELDT Data Chats.
- Identified EL students will participate in CELDT Data Chats with administrator.
- Data Chats to be conducted with students who meet the CELDT criteria for Redesignation.
- After 6-8 week intervention, LTEL students will be referred for SST meetings, if no progress has been made.
- Reward system for progress on goals
- PowerPoint presentations for goal settings and chats
- Classroom supplies
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use with RtI/ELD literacy program

independence.

- Integration of CAELD standards and CAELA CCSS in providing English Learner instruction.
- Collaboration regarding academic progress of our Long Term English Learners.

**ELD/Literacy out of 54 hours)**

- CELDT Data analysis
- Implementation of CC ELA and ELD Standards and strategies in order to increase challenging content in all areas.
- Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community.
- Implementing the cycle of continuous improvement with EL data.

**Accountable Community - (3 hours**

**ELD/Literacy**

- Learning By Doing – components

**Professional Learning**

**ELD/Literacy**

- Data analysis

**Leadership Team (ILT)**

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- EL students will receive Designated ELD instruction through RtI (Hurricane Hour).
- EL students will be assessed using DiBELs.
- Teachers will complete Teacher Observation Matrix for Redesignation
- CT will support LTEL students with tutoring.



- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting CELDT standards

Hamilton Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Health Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		7090- Action 4 7091- Action 3	\$ 6,817.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1875		7090- Action 4 7091- Action 3	\$ 5,113.00
3	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125			\$ 31,949.00
3	2	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250			\$ 12,778.00
3	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes for EL related planning	\$ 500.00
3	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers (EL students)	\$ 1,539.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translation and babysitting	\$ 512.00
3	2	LCFF: EL	Other Pupil Services	Other Classified-Supplemental				Additional EL/CELDT support	\$ 2,019.00
3	2	LCFF: EL	Instruction	Materials & Supplies				EL supplemental materials/supplies including Save Mart PO	\$ 7,926.00
3	2	LCFF: EL	Instruction	Non Capitalized Equipment				30 tablets	\$ 13,000.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT Assessors from REA	\$ 3,500.00
								<b>Total</b>	<b>\$ 85,653.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15.8	5.8	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Hamilton K-8 School will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. A school wide attendance incentive program will be implemented to promote perfect attendance, with a focus on chronic absenteeism. By establishing positive school/work habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. A Home School Liaison for 3.5 hours each day will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

SMART Goals

By EOY 2018, the number and percentage of students who are chronically absent will decrease 10% from 15.8% to 5.8%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

**Quarter 1:**

As measured by ATLAS, the percentage of Quarter 1 attendance will increase 1.3% from 94.7% to 96%.

As measured by ATLAS, the percentage of Quarter 1 Chronic absences will decrease .5% from 2.5% to 2%.

**Quarter 2:**

As measured by ATLAS, the percentage of Quarter 2 attendance will increase 1.6% from 94.4% to 96%.

As measured by ATLAS, the percentage of Quarter 2 Chronic absences will decrease 3.6% from 7.6% to 4%.

**Quarter 3:**

As measured by ATLAS, the percentage of Quarter 3 attendance will increase 1.8% from 94.2% to 96%.

As measured by ATLAS, the percentage of Quarter 3 Chronic absences will decrease 9.8% from 15.8% to 6%.

Owner(s):

- Attendance Clerk
- Home School Liaison
- Principal
- VP
- Teachers
- Child Welfare and Attendance Specialist
- Counselor

Timeline:

- Daily monitoring
- Quarterly monitoring
- As needed

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Translation provided by HSL, as needed.
- Information will be shared with parents at Back to School Night regarding the importance of attendance and how it supports academic achievement.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with families during fall parent conferences.
- Upcoming school events/activities will be communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebrations/recognition assemblies, and programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Attendance Records
- Attendance Admin Meeting
- Parent/Teacher Conferences
- Health Office Referrals
- Home Visits
- A2/SART Meetings
- Student Engagement (Goal 2 Activities)
- Through site focus on students' attendance, all students will have the opportunity to earn the monthly Hamilton Hooray, a school-wide incentive which promotes attendance.
- The "Manageable" absenteeism is addressed through phone calls from Attendance Clerk, Home School Liaison and Teachers.
- The "Chronic" absenteeism is addressed through home visits, scheduled A2/SART meetings, and consultation with the Child Welfare and Attendance Specialist.
- Use of common assignments around restorative practices
- Monitoring of other SQA indicators that supports the overall goal
- Reflective journals students
- Walkthrough Data shows increase in Tenet 1 from both students and staff

- **Social-Emotional/Absenteeism/Suspension**
  - **Accountable Community - ( 1 hours out of 54 hours)**
    - Data analysis from surveys
    - Data analysis from absentee trends-ATLAS Attendance Snapshot
- **Social-Emotional/Absenteeism/Suspension**
  - **Professional Learning - (1 hours out of 54 hours)**
    - Update staff on attendance rates
    - Review and refine Hamilton Hooray participation guidelines.
- **Social-Emotional/Absenteeism/Suspension**
  - **Leadership Team (ILT)**
    - Attendance trends- Elementary and MS
- **Social-Emotional/Absenteeism/Suspension**
  - **Institute Days - ( 2 hours)**
    - Review policies and procedures for daily attendance at Institute Day.
    - Review policies and procedures for office health referrals at Institute Day.
    - Review and refine Hamilton Hooray structure and participation guidelines.
    - Review and refine Club Hamilton and participation guidelines.
    - Information related to Attendance incentives.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Foster Youth who are chronically absent.
- Socially-economically disadvantaged who are chronically absent.
- Home School Liaison will support families who have on-going struggles with attendance.
- Home School Liaison will support the families whose primary language is Spanish.
- Child Welfare and Attendance Specialist will support identified families.
- Nurse will work with team to support significant attendance issues.

- Quarterly misbehavior data
- Student meeting behavior goals increase through counselor meetings
- Implementation of CHAMPs is evident in every classroom
- End of the year student and parent surveys show a higher number of students feeling more connected to our school and staff
- Use of ReEngagement Center by students needing support outside classroom referral system.

Hamilton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation- Magnets	\$	1,268.00
Total									\$	1,268.00

## Action # 5

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	63.83	53.83	Family Foundation Services



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Hamilton K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The Tiered System of Social-Emotional Supports, will positively impact suspension and expulsion rates, attendance rates and stakeholder surveys. Hamilton will implement a Re-Engagement Center to actively support at-risk students with behavior modification, and case management through Family Foundations with a overarching goal of keeping students in the classroom, rather than suspending, as appropriate. Hamilton will continue to develop/refine systems, structures and procedures in order to promote a positive culture of learning with high expectations (Hamilton's Guidelines for Success, Class Meetings/Second Step/OLWEUS, middle school and high school readiness).

### SMART Goals

By the EOY 2018, out of school suspension incidents per 100, as related to males of color, will decrease 10% from 63.83% to 53.83%, as measured by ATLAS Suspension Report.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

##### Quarter 1:

By the end of Quarter 1, the out of school suspension incidents per 100, as related to males of color, will decrease 10% from 64.52% to 54.52%, as measured by ATLAS Suspension Report.

##### Quarter 2:

By the end of Quarter 2, the out of school suspension incidents per 100, as related to males of color, will decrease 10% from 60.47% to 50.47%, as measured by ATLAS Suspension Report.

##### Quarter 3:

By the end of Quarter 3, the out of school suspension incidents per 100, as related to males of color, will decrease 10% from 63.83% to 53.83%, as measured by ATLAS Suspension Report.

#### Owner(s):

- Teachers
- VP
- Principal
- Counselor
- Re-Engagement Center staff

#### Timeline:

- Daily
- Weekly
- Quarterly

### Explain the Targeted Actions for Parent Involvement (required by Title I):

### Describe Related Professional Learning:

- Social-Emotional/Culture & Climate/Suspension



- A Re-Engagement Center to actively support at-risk students with behavior modification, and case management with a overarching goal of keeping students in the classroom, rather than suspending, as appropriate.
- Translation provided by HSL, as needed.
- Information will be shared with parents at Back to School Night regarding the importance of attendance and how it supports academic achievement.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with families during fall parent conferences.
- Upcoming school events/activities will be communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebrations/recognition assemblies, and programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- All students will receive continued effective implementation of Safe and Civil components.
- Students receive
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs, Hamilton's disproportionality is reflected in males of color, in relation to suspensions.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly to track progress
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide
- Young Men's Alliance/Leadership program for 6th grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power /Leadership Program for 6th grade girls falling under tier 2 and 3 of RTI pyramid

- **Accountable Community - ( 3 hours out of 54 hours)**
  - Levels of misbehavior
  - CHAMP's
- **Social-Emotional/Culture & Climate/Suspension**
  - **Professional Learning - (1 hours out of 54 hours)**
    - Learning By/Doing
    - OLWEUS/ Class Meetings
    - CHAMPs
    - Social-Emotional Presentations by site Counselor
- **Social-Emotional/Culture & Climate/Suspension**
  - **Leadership Team (ILT)**
    - Levels of misbehavior
    - Safe and Civil Refinement
    - Regional Restorative Practices Training
- **Social-Emotional/Culture & Climate/Suspension**
  - **Buyback Day/Institute Days - ( 2 hours)**
    - Hamilton Discipline: Rules/Expectations for school-wide implementation.
    - Levels of misbehavior
    - MAC
    - CHAMPS
    - OLWEUS/ Class Meetings
    - ATLAS
    - Positive Behavior Assemblies/Powerpoints

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Counseling opportunities available for EL or At-Risk students who are experiencing social-emotional challenges that are impacting student attendance and success at school.
- Support of Goal 2 activities targeting males of color.
- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
- A Re-Engagement Center to actively support at-risk students with behavior modification, and case management with a overarching goal of keeping students in the classroom, rather than suspending, as appropriate.
- Translation provided to families by HSL, as needed.

- Restorative practices Training for students
- Utilize and implementation of Restorative practices
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Dryerase markers and whiteboards for group collaboration and checking for understanding
- Dryerase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

Hamilton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.5000		Site funded portion (.50)- Rachele Cornwell District funded portion (.50)- Rachele Cornwell	\$	59,623.00
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	21 hours of counseling services	\$	32,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Counselor Evaluation Fee-2%	\$	650.00
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Split funded-21 hours of counseling services	\$	2,000.00
<b>Total</b>									\$	<b>94,273.00</b>

## Action # 6

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	42	75	Fun Works



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Hamilton K-8 School will provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students. Students will be encouraged to connect to school and the adults on campus through the use of social skills building, connecting to students' interests, and providing opportunities for them to explore and expand their interests through activities, arts, and/or athletics. Middle School and High School Readiness will be celebrated quarterly through a variety of events, including dances and rallies utilizing Fun Works.

### SMART Goals

By EOY 2018, the number of TK-8th grade students who are engaged in Goal 2 activities will increase 33% from 42% to 75%, as measured by ATLAS Engagement Tool.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

##### Quarter 1:

By Qtr. 1, TK-8 grade students who are engaged in Goal 2 activities will increase 11% from 42% to 53%, as measured by ATLAS Student Engagement Tool.

##### Quarter 2:

By Qtr. 2, TK-8 grade students who are engaged in Goal 2 activities will increase 11% from 53% to 64%, as measured by ATLAS Student Engagement Tool.

##### Quarter 3:

By Qtr. 3, TK-8 grade students who are engaged in Goal 2 activities will increase 11% from 64% to 75%, as measured by ATLAS Student Engagement Tool.

#### Owner(s):

- Teachers
- Coaches
- Counselors
- VP
- Principal

#### Timeline:

- Daily
- Weekly
- Sport seasons
- Quarterly

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Translation provided by HSL, as needed.

### Describe Related Professional Learning:

- **Social-Emotional/Student Engagement**
  - Club Hamilton Presentation

- Information will be shared with parents at Back to School Night regarding the importance of attendance and how it supports academic achievement.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2017-18 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with families during fall parent conferences.
- Upcoming school events/activities will be communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
- Parents will also be invited to student celebrations/recognition assemblies, and programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House
- The following will be provided to further support students and families:
  - Student Success Team (SST) Meetings.
  - Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
  - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

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- All student will have the opportunity to earn awards and incentives to encourage academic success. In addition, recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities. All students in grades TK-8 will participate in a minimum of one extracurricular club per semester, which will meet two times per month.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship, strategic involvement in peer mediation, and strategic involvement in Young Men's Alliance.
- Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor.
- All students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs, Hamilton's disproportionality is reflected in males of color, in relation to suspensions.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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- Support of Goal 2 activities targeting males of color.
- Identification of At-Risk students, in order to focus Goal 2 recruitment.
- Re-Engagement staff case management, matching activities and students.

- WEB Meetings quarterly to track progress
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide Young Men's Alliance/Leadership program for 6th grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power /Leadership Program for 6th grade girls falling under tier 2 and 3 of RTI pyramid
- Restorative practices Training for students
- Utilize and implementation of Restorative practices
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Classroom supplies
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Access to laptops or tablets for group and individual math projects
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

Hamilton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Treats for events	\$	200.00
								Total	\$	200.00

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0208 Hamilton (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers	503.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for PL/SST/IEP	29,055.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers	503.00
1	1	Sup & Conc	Instruction	Teacher-Supp			PLI Package B (Professional learning only) 9 teachers at \$860	7,747.00
1	1	Sup & Conc	Instruction	Mat & Supp			Various materials/supplies	81,828.00
1	1	Sup & Conc	Instruction	Nc-Equipment			PLI-Package A Hardware for 2 teachers. Includes: 72 tablets and 2 carts	29,600.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Hardware -refresh	12,940.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: Xerox lease/repair	8,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology to support instruction.	1,300.00
1	1	Sup & Conc	Instruction	Direct-Graph			Student/Parent Handbooks -Communication related to academic and behaviorial expectations	3,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Hardware for admin refresh	2,000.00
1	1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	1,500.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials/supplies for ELA and Math	6,132.00
3	2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313		31,949.00
3	2	Sup & Conc	Health Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	7090- Action 4 7091- Action 3	6,817.00
3	2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.125		12,778.00
3	2	LCFF: EL	Instruction	Teacher-Subs			Substitutes for EL related planning	500.00
3	2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for teachers (EL students)	1,539.00
3	2	LCFF: EL	Instruction	Mat & Supp			EL supplemental materials/supplies including Save Mart PO	7,926.00
3	2	LCFF: EL	Instruction	Nc-Equipment			30 tablets	13,000.00
3	2	LCFF: EL	Instruction	Direct-Other			CELDT Assessors from REA	3,500.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation and babysitting	512.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188	7090- Action 4 7091- Action 3	5,113.00
3	2	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/CELDT support	2,019.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation- Magnets	1,268.00
5	2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.500	Site funded portion (.50)- Rachele Cornwell District funded portion (.50)- Rachele Cornwell	59,623.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : 21 hours of counseling services	32,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counselor Evaluation Fee-2%	650.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Split funded-21 hours of counseling services	2,000.00
6	?	Sup & Conc	Instruction	Direct-Food			Treats for events	200.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,526.00
Sup & Conc	7090	\$249,589.00
LCFF: EL	7091	\$48,387.00
<b>Grand Total</b>		<b>\$365,502.00</b>

Domain Totals	Budget Totals
Academic	\$184,108.00
SEL / Culture & Climate	\$181,394.00
<b>Grand Total</b>	<b>\$365,502.00</b>