

Hamilton Elementary

10621666120125

Principal's Name: Debbie Marquez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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

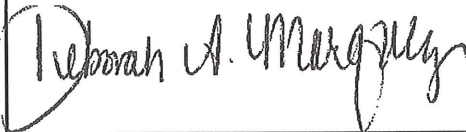
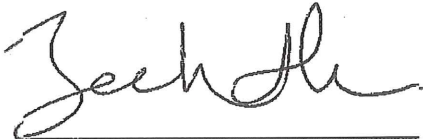
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council L Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Debbie Marquez	X				
2. Chairperson – Zach Smith				X	
3. Vice-Chairperson – Jeremy Isch				X	
4. Delia Nuno - Secretary			X		
5. Matt Salisbury – DAC Rep		X			
6. Kyle Guerrero				X	
7. Grace Poulsen				X	
8. Matt Abajian				X	
9. Jake Soberal				X	
10. Steven Zook				X	
11. Mari Abe				X	
12. Karren Rector		X			
13. Courtnee Gehris		X			
14. Yolanda Curtis			X		
15.					

Check the appropriate box below:
 ELAC reviewed the SPSA as a school advisory committee.
 ELAC voted to consolidate with the SSC. Date _____

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Marquez		3/25/19
SSC Chairperson	Zach Smith		3/28/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	\$76,892 *
7090	LCFF Supplemental & Concentration	\$279,100
7091	LCFF for English Learners	\$42,291
		\$398,283
TOTAL 2019/20 ON-SITE ALLOCATION		\$398,283

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,454
Remaining Title I funds are at the discretion of the School Site Council	\$74,438
Total Title I Allocation	\$76,892

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Hamilton K-8 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.852 %	4.412 %	2017-2018	15.412 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.325 %	29.195 %	2017-2018	41.195 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.616 %	18.655 %	2017-2018	32.655 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-97.4 pts	2017-2018	-82.4 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-112.9 pts	2017-2018	-97.9 pts
SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)		-62.5 pts	2017-2018	-47.5 pts
SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)		-92.2 pts	2017-2018	-77.2 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective, CFA inconsistently reflect the rigor of the standard.
- Quarterly grade level planning days, with a focus on the instructional cycle
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective, time was dedicated to the planning, however, the fidelity to the cycle was inconsistent.
- Data Chat conferences with analysis of interim and EL progress
 - **Implementation**-Minimal evidence of implementation and/or just beginning to implement

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Data pulled from the Core Index Matrix shows the following % for each subgroup in ELA:

- African American 9.5%
- Asian 72.7%
- Hispanic/Latino 23.4%
- English Language Learners 4.8%
- Social- Economically Disadvantaged Students 25.2%

The significant subgroups with significant disproportionality are African-American and ELs. The needs for these identified group are being supported though strategic intervention, district initiative and targeted instruction.

- **Effectiveness**-Slightly effective, chats were held two times throughout the year and the format varied from LEAD Teacher to grade level.
- Professional Learning focus on Data Analysis
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation.
 - **Effectiveness**-Slightly effective, not all grade levels/content areas utilized the information from the data analysis to support instruction.
- Regional ILT development of Accountable Communities utilizing data to target instructional needs
 - **Implementation**-Minimal evidence of implementation and/or just beginning to implement
 - **Effectiveness**-Not at all effective, ILT has dedicated the majority of their collaborative time to PLI implementation.
- Certificated tutor for RtI
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective, CT has supported primary grades, results have varied.
- Awards Assemblies - Academic Recognition
 - **Implementation**-Evidence of consistent implementation
 - **Effectiveness**-Moderately effective, recognition is positive for some students, but there is little evidence to support that assembly motivates all students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Planning of CFA aligned to Essential Standards
 - **Implementation**-Minimal evidence of implementation and/or just beginning to implement
 - **Effectiveness**-Slightly effective, concentration has been specific to ELA. Some grade levels/content areas have begun CFA work in mathematics.
- Quarterly grade level planning days with a focus on the instructional cycle.
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective, time was dedicated to the planning, however, the focus was in ELA
- Data Chat conferences with analysis of interim and EL progress
 - **Implementation**-Minimal evidence of implementation and/or just beginning to implement
 - **Effectiveness**-Slightly effective, chats were held two times throughout the year and the format varied from LEAD Teacher to grade level.
- Professional Learning focus on Data Analysis
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation.
 - **Effectiveness**-Slightly effective, not all grade levels/content areas utilized the information from the data analysis to support instruction.
- Regional ILT- development of Accountable Communities utilizing data to target instructional needs
 - **Implementation**-Minimal evidence of implementation and/or just beginning to implement
 - **Effectiveness**-Not at all effective, ILT has dedicated the majority of their collaborative time to PLI implementation.
- Awards Assemblies - Academic Recognition
 - **Implementation**-Evidence of consistent implementation
 - **Effectiveness**-Moderately effective, recognition is positive for some students, but there is little evidence to support that assembly motivates all students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Data pulled from the Core Index Matrix shows the following % for each subgroup in MATH:

- African American - 0%
- Asian - 27.3%
- Hispanic/Latino - 15.6%
- English Language Learners - 3.2%
- Social- Economically Disadvantaged Students - 16.8%

The significant subgroups with significant disproportionality are African-American and ELs. The needs for these identified group are being supported through strategic intervention, district initiative and targeted instruction.

SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)

Our current distance from Standards Met for our Socioeconomically Disadvantaged subgroup is -62.5 points. Our current approach to instruction limits students' choice, and does not facilitate motivation. Our emphasis on explicit instruction does not allow students to develop as critical thinkers, which impacts their learning. Although we have concentrated on intervention, we have not supported students in the core content standards to the best of our abilities.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Metric/Area of support was not addressed in the 2018/19.

SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)

Our current distance from Standards Met for our Socioeconomically Disadvantaged subgroup is -92.2 points. Our current approach to instruction limits students' choice, and does not facilitate motivation. Our emphasis on explicit instruction does not allow students to develop as critical thinkers, which impacts their learning. Although we have concentrated on intervention, we have not supported students in the core content standards to the best of our abilities.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Metric/Area of support was not addressed in the 2018/19.

EL Reclassification Rate (All grade levels)

SBAC ELA Distance from Level 3 (Socioeconomically Disadvantaged)

Our current distance from Standards Met for our Socioeconomically Disadvantaged subgroup is -62.5 points. Our instructional cycle focus was specific to ELA, however our emphasis was on the independent components of the cycle, rather than the rigor. The implementation was a priority, but the effectiveness was impacted due to our focus on structure.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Our current distance from Standards Met for our Students w/Disabilities subgroup is -97.4 points. Our work related to strengthening our tier 1 instruction failed to support a personalized learning approach in ELA. This would have supported Students with Disabilities with accessing grade level content. We provided intervention implementation at the students' instructional level, but the effectiveness was greatly impacted due to the limited support with grade level content.

SBAC Math Distance from Level 3 (Socioeconomically Disadvantaged)

Our current distance from Standards Met for our Socioeconomically Disadvantaged subgroup is -92.2 points. We dedicated the majority of our time and efforts in the work related to the ELA instructional cycle. We had inconsistent implementation of Math cycle work throughout our site. The inconsistency contributed to the less than effective results.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Our current distance from Standards Met for our Students w/Disabilities subgroup is -112.9 points. Our work related to strengthening our tier 1 instruction failed to support a personalized learning approach in mathematics. This would have supported Students with Disabilities with accessing grade level content. We provided intervention implementation at the students' instructional level, but the effectiveness was greatly impacted due to the limited support with grade level content.

EL Reclassification Rate (All grade levels)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The implementation of actions and budget expenditures were consistent in our overarching goal of strengthening our instructional cycle. There was one exception, mid-year we made a budget transfer to support the use of iREADY site-wide.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Our 19-20 plan will focus on our instructional model. The area of emphasis will be to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. This model will incorporate our PLi work, core instruction, core instruction support, RtI and our instruction cycle. These actions will be visible in all areas of the plan.

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

<p>1 SSC:</p> <ul style="list-style-type: none"> Requested clarification between 2018-19's budget allocation and 2019-20's allocation. iREADY - Explanation of program and use was requested. RCA position- How it supports SEL? Explanation provided. Interested in folding in ELAC with SSC voiced from SSC. Positive feedback related to UDL, Personalized Learning, and Inclusive Practices. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> LTEL explanation requested from members. How will iREADY support EL students? Explanation of program and use was provided. 	<p>3 Staff:</p> <ul style="list-style-type: none"> What is the SPED percentage here compared to other schools in the region? Since SPED will be a focus for next year, will in-class SPED support be consistent next year? Many teachers expressed frustration with RSP and other SPED supports not being consistently present in the classrooms each day of the week. How many TSI schools will there be in total, next year? Will there be funding next year for smaller class sizes?
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Action 1

Title: ELA/ELD

Action Details:

- Hamilton K-8 School will implement a comprehensive, balanced literacy program, which reflects an instructional model that uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. As we strengthen our personalized and collaborative teaching practices, we are confident that students will go from passively receiving knowledge to engaging in active choices where they have ownership in learning. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.
- The instructional expectations will ensure the implementation of high quality, Tier 1 instruction. Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, an on-going measure of student progress, and will incorporate personalized learning through our Blended Learning Approach. Hamilton's Blended Learning Approach is comprised of (3) components: Teacher Led Small Group, Technology, Collaborative Group Task. The ELA instructional block will also incorporate an effective Tier 2 support that systematically provide Response to Intervention for students who are at risk and/or functioning below grade level.
- 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 utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Teacher professional learning will be provided through 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.
 - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
 - Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), Interim data, and other relevant data.
 - Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the 4 Guiding Questions.
 - Instructional Cycle Components:
 - Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
 - Content standards are translated into realistic, measurable learning outcomes and are calendared in 6-8 week cycles.
 - Assessment related to the intended learning outcomes measured by Illuminate, Standards Mastery, and/or other high rigor, evidenced based assessments.
 - Plan effective teaching strategies and instructional activities.
 - Implement planned assessments to determine whether students have met the intended learning outcomes.
 - Introduction/Foundations of Universal Design for Learning (UDL) Principles. UDL training which will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
 - Information is presented in more than one way, including text, audio and hands-on, and other flexible formats.
 - Teaching to a variety of learning styles.
 - Flexible opportunities for assessment are utilized, oral presentations, group projects, written, technology based, all supporting what knowledge students have acquired.

- Instructional Practice Guide encompasses the core instructional practices that contribute to student learning.
 - Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback.
 - Hamilton site focus on Ownership and Academic Discourse.
- Instruction will focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.
- Support provided for (Tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- Maintenance on technology, equipment, building, and machines to support literacy and school environment.
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- Materials and supplies to support literacy.
- Extra salaries for certificated staff to provide supplemental services for reading and writing.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Provide certificated assessors for ELPAC administration from the district.
- RCA will support students with accessing academics through SEL support..
- Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.
- Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
- Testing administrations supported with district snack program.
- Education Elements Training, which will support high quality lesson design.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (Pre-KAIG) will be administered during the first two weeks of school.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to KAIG and BAS.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly KAIG Data Chats to monitor student progress, set new goals, and create action plans.

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), On-Track students in ELA will increase 10% per quarter and Mastery will increase 2% per quarter.

2019-20 Quarter 1 -KAIG Baseline Goal: On-Track 33% Mastery 1%

2019-20 Quarter 2- KAIG Goal: On-Track 43% Mastery 3%

2019-20 Quarter 3- KAIG Goal: On-Track 53% Mastery 5%

2019-20 Quarter 4- KAIG Goal: On-Track 63% Mastery 7%

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

- Diagnostic (iREADY) - August 2019
- Diagnostic (Pre-KAIG)- August 2019
- KAIG/BAS Data Chats
 - Q1- October 2019,
 - Q2- December 2019
 - Q3- March 2020
 - Q4- June 2020

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

- Diagnostic (iREADY) will be administered during the first two weeks of school for grades 1-8.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to iREADY, Interims, and SBAC, as applicable.
- Quarterly Teacher-Student Chats to set individual goals.
- Quarterly Data Chats to monitor student progress, set new goals, and create action plans.

As measured by FUSD Interim I, Fall 2019, students meeting or exceeding grade level standards on ELA will increase 5%:

1st grade - from 29% to 34%.

2nd grade- from 35% to 40%.

3rd grade- from 37% to 42%.

4th grade-from 27% to 32%.

5th grade-from 31% to 36%.

6th grade-from 22% to 27%.

7th grade-from 22% to 27%.

8th grade-from 38% to 43%.

As measured by FUSD Interim II, Winter 2020, students meeting or exceeding grade level standards on ELA will increase 5%:

1st grade - from 36% to 41%.

2nd grade- from 33% to 38%.

3rd grade- from 42% to 47%.

4th grade-from 18% to 23%.

5th grade-from 45% to 50%.

6th grade-from 27% to 32%.

7th grade-from 24% to 29%.

8th grade-from 18% to 23%.

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

- Tier 1:
 - Introduction of Universal Design for Learning (UDL) Instructional Model.
 - Use of iREADY, Standards Mastery.
 - Use of Inquiry questions to support rigor and ownership
 - Direct instruction
 - Academic Discourse

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

August -Diagnostic

October 2018 (Interim I)

January 2019 (Interim II)

- School-wide protocol for annotating text (CLOSE Reading).
- Graphics to support implementation of ELA
- TSAs will assist in communicating the goals, procedures and objectives of the ELA program to staff, students, and members of the public.
- Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
- Materials and Supplies to support literacy
- Technology to support literacy
- Copy machine lease/maintenance
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- All students K-8 will participate in Blended Learning/Personalized Learning.
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Smartboard, ELMO, laptop and whiteboard for teacher instruction
- Use of graphic organizers for activities that require scaffolds
- Tier 2:
 - Response to Intervention support within each classroom at students' level..
 - Use of iREADY, Teacher Toolkit.
 - After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers.
 - Incentives, rewards, or incentive field trips for students for achievement in literacy
 - Rubrics to assess EL progress in meeting ELPAC standards.
 - RCA will support students with accessing academics through SEL support.
 - Targeted Action Team (COST)
 - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
- Tier 3:
 - Intervention targets more specific academic deficits and more individual students
 - Targeted Action Team (COST)
 - Special Education Assessment/IEP

Specify enhanced services for EL students:

- Implement designated ELD and integrated ELD daily with all EL students,
- TK-6 Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum.
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- Provide certificated assessors for ELPAC administration from REA
- Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate
- Re-designation quarterly celebrations for all students re-designated during the course of the year.

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.

- Increased use of technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Explain the 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 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 teacher will specifically review each student's iREADY Diagnostic 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:
 - Targeted Action Team (COST) 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.

Describe Professional Learning related to this action:

- **Reading Comprehension/Literacy**
 - Curriculum Development -1 planning day per quarter
 - Planning - Essential standards instructional cycle planning
 - PLC/Professional Learning:
 - Tier 1 versus Tier 2 instruction.
 - PLC Continuous Improvement
 - Data Analysis and Goal Setting
 - Planning
 - Instruction
 - Assessment
 - Focus on Tenet 2a and 2b (Challenging Content) when creating lessons.
 - CLOSE Reading reboot
 - Academic Discourse
 - iREADY PL
 - Learning by Doing components
 - Conference opportunities which support our PLC and lesson design work.
 - Education Elements/Blended Learning (PLI Training)
 - UDL Training

Action 2

Title: MATH

Action Details:

- Hamilton K-8 School will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, common formative assessments, instructional cycles, all while utilizing PLC's as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.
 - School wide use of the Mathematical Practices.
 - Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
 - Collect and prepare a variety of data reflecting student learning using iREADY, Common Formative Assessments (CFA), Interim data, and other relevant data.
 - Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the 4 Guiding Questions.
 - Instructional Cycle Components:

- Introduction/Foundations of Universal Design for Learning (UDL) Principles. UDL training which will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
- Use of the Math Instructional Practice Guide which encompasses the core instructional practices that contribute to student learning.
- Support provided for (Tier 2/3) students by TSA, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- Maintenance on technology, equipment, building, and machines to support literacy and school environment.
- Purchase subscriptions and site licenses to digital text sources to extend use of conceptual understanding.
- Materials and supplies to support mathematics instruction.
- Extra salaries for certificated staff to provide supplemental services for mathematics.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- RCA will support students with accessing academics through SEL support.
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
- Testing administrations supported with district snack program.
- Education Elements Training, which will support high quality lesson design

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

Explain the Progress Monitoring and data used for this Action

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

- Diagnostic (iREADY) will be administered during the first two weeks of school, as appropriate.
- Diagnostic (Pre-KAIG) will be administered during the first two weeks of school.
- Quarterly Admin-Teacher Chats to monitor strengths/challenges, to set class goals, and to set grade level goals, as related to KAIG.
- Quarterly (or more) Teacher-Student Chats to set individual goals.
- Quarterly KAIG Data Chats to monitor student progress, set new goals, and create action plans.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

- Diagnostic (iREADY) - August 2019
- Diagnostic (Pre-KAIG)- August 2019
- KAIG Data Chats
 - Q1- October 2019,
 - Q2- December 2019
 - Q3- March 2020
 - Q4- June 2020

As measured by quarterly Kindergarten Assessment of Individual Growth(KAIG), On-Track students in Math will increase 10% per quarter and Mastery will increase 2% per quarter.

2019-20	Quarter 1 -KAIG Baseline Goal:	On-Track 10%	Mastery 1%
2019-20	Quarter 2- KAIG Goal:	On-Track 20%	Mastery 3%
2019-20	Quarter 3- KAIG Goal:	On-Track 30%	Mastery 5%
2019-20	Quarter 4- KAIG Goal:	On-Track 40%	Mastery 7%

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

As measured by FUSD Interim I, Fall 2019, students meeting or exceeding grade level standards on Math will increase 5%:

- 1st grade - from 40% to 45%.
- 2nd grade- from 47% to 52%.
- 3rd grade- from 33% to 38%.
- 4th grade- from 23% to 28%.
- 5th grade- from 21% to 26%.
- 6th grade- from 18% to 23%.
- 7th grade- from 1% to 10%.
- 7th grade Accl.- from 48% to 53%.
- 8th grade- from 6% to 11%.
- 8th grade Alg.- from 37% to 42%.

As measured by FUSD Interim II, Winter 2020, students meeting or exceeding grade level standards on Math will increase 5%:

- 1st grade - from 46% to 51%.
- 2nd grade- from 49% to 51%.
- 3rd grade- from 31% to 36%.
- 4th grade- from 14% to 19%.
- 5th grade- from 12% to 17%.
- 6th grade- from 8% to 13%.
- 7th grade- from 3% to 8%.
- 7th grade Accl.- from 15% to 20%.
- 8th grade- from 8% to 13%.
- 8th grade Alg.- from 33% to 38%.

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents
- Cross Functional Pivot Team

Timeline:

- August -Diagnostic
- October 2018 (Interim I)
- January 2019 (Interim II)

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

- - Tier 1:
 - Introduction of Universal Design for Learning (UDL) Instructional Model.
 - Use of iREADY, Standards Mastery.
 - Use of Inquiry questions to support rigor and ownership
 - Direct instruction
 - Academic Discourse
 - School-wide protocol for attacking word problems (Unlocking the Problem).

- Graphics to support implementation of Mathematics.
- TSA's will assist in communicating the goals, procedures and objectives of the math program to staff, students, and members of the public.
- Materials and Supplies to support mathematics.
- Technology to support mathematics
- Copy machine lease/maintenance
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- All students K-8 will participate in Blended Learning/Personalized Learning.
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Smartboard, ELMO, laptop and whiteboard for teacher instruction
- Use of graphic organizers for activities that require scaffolds
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math charts.
- Tier 2:
 - Response to Intervention support within each classroom at students' level..
 - Use of iREADY, Teacher Toolkit.
 - RCA will support students with accessing academics through SEL support..
 - After-school tutoring for students in grades K-6 significantly below grade level on KAIG, Interim, and DRP through supplemental contracts with teachers.
 - Incentives, rewards, or incentive field trips for students for achievement in mathematics .
 - Targeted Action Team (COST)
 - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
 - SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Tier 3:
 - Intervention targets more specific academic deficits and more individual students
 - Targeted Action Team (COST)
 - Special Education Assessment/IEP

Specify enhanced services for EL students:

- Implementation of UDL instructional model.
- Academic Discourse
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math.
- ELPAC Goal Setting

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Flexible set-up in classrooms.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.

Explain the 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 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 teacher will specifically review each student's iREADY Diagnostic 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:
 - Targeted Action Team (COST) 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.

- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Describe Professional Learning related to this action:

- **Mathematics:**
 - PLC:
 - Tier 1 versus Tier 2 instruction
 - Data Analysis and Goal Setting
 - Planning
 - Instruction
 - Assessment
 - Curriculum Development- 1 planning day per quarter
 - Planning- Essential standards instructional cycle planning
 - Mathematics Professional Learning:
 - Conference opportunities which support our PLC work.
 - Conceptual Learning
 - Application to IPG Tenets 1-3
 - Academic Discourse
 - Professional learning on the 5E's model for math instruction as seen in the adopted materials and to support past professional learning offered at district level in math
 - Educational Elements/Blended Learning (PLi Training)
 - UDL Training

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	K-8 TSA	65,225.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction - No Food/Incentives	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			iReady : iReady consulting services to support Tier 1 and Tier 2 in ELA and Math.	31,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel for conferences for PLC, Lesson Design, Inclusion, Leadership, and instruction.	20,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Xerox lease and repair	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for all students to support instruction and school programs	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements to support PLI and lesson design	11,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0687		8,980.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts	1,083.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for EL students	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology refresh	14,268.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,000.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0313		4,089.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support.	1,498.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology: tablets, headphones, Smartboards, projectors, etc.	7,214.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observations, SSTs, IEPs	34,705.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	542.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	49,903.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology: hardware refresh	48,145.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology to support instruction.	1,300.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Technology- admin refresh	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for planning, data chats, peer observations, SSTs, IEPs	2,029.00

\$325,238.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	79.014 %	42.809 %	2017-2018	50.809 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

According to the 2017-18 ATLAS report, there has been a 28% participation rate of Hamilton K-8 grade students.

- Team Sports (football, volleyball, cross country, basketball, softball)
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- Field Trips
 - **Implementation**-Fully implemented
 - **Effectiveness**-Very effective
- Student Leadership
 - **Implementation**-No evidence of implementation
 - **Effectiveness**-Not at all effective
- Kpop Club
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective
- Spirit Club
 - **Implementation**-Minimal evidence of implementation
 - **Effectiveness**-Slightly effective
- Yearbook Club
 - **Implementation**-Partial/some evidence of implementation
 - **Effectiveness**-Slightly effective
- Band
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- Strings
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective

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

Goal 2 Participation Rate

Data pulled from the 2017-18 ATLAS report shows the following percent for each subgroup:

- African American - 46%
- Asian - 35%
- Foster Youth - 18%
- Hispanic/Latino - 33%
- Students with disabilities - 22%
- White - 46%

The subgroup with significant disproportionality is our Foster Youth. The needs for this identified group are being supported through monthly student engagement clubs for all students, as well as, strategic recruiting. One of the major factors to impact our Student Engagement was the lack of entering students' names into the ATLAS system. We found this to be an issue site-wide.

- Choir
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- 4th grade recorders
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- After-school program
 - **Implementation**-Evidence of consistent implementation
 - **Effectiveness**-Moderately effective
- Special Olympics
 - **Implementation**-Fully implemented
 - **Effectiveness**-Extremely effective
- Grade Level Performances
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective
- School-Wide Special Assemblies
 - **Implementation**-Partial/some evidence of implementation and/or inconsistent implementation
 - **Effectiveness**-Slightly effective

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Although we did not meet the 79% target, we did make significant improvement in our participation rate. During the 2017-18 school year, we had a 28% participation rate and we currently have a 42% participation rate, thus an increase of 14%. We will continue to dedicate funds to improve our participation rate during the 2019-20 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Considering the 14% increase in participation rate, we will continue to dedicate funds to our existing programs/clubs/activities. Our efforts for the 2019-20 school year will be to utilize survey information from students in order to facilitate activities in their identified areas of interest. We will ascertain interests identified by our targeted subgroups in order to ensure there is an area of interest.

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

1 SSC:

- Requested clarification between 2018-19's budget allocation

2 ELAC:

- LTEL explanation requested from members.

3 Staff:

- What is the SPED percentage here compared to other

and 2019-20's allocation.

- iREADY - Explanation of program and use was requested.
- RCA position- How it supports SEL? Explanation provided.
- Interested in folding in ELAC with SSC voiced from SSC.
- Positive feedback related to UDL, Personalized Learning, and Inclusive Practices.

- How will iREADY support EL students? Explanation of program and use was provided.

schools in the region?

- Since SPED will be a focus for next year, will in-class SPED support be consistent next year? Many teachers expressed frustration with RSP and other SPED supports not being consistently present in the classrooms each day of the week.
- How many TSI schools will there be in total, next year?
- Will there be funding next year for smaller class sizes?

Action 1

Title: STUDENT ENGAGEMENT

Action Details:

- Hamilton K-8 School will implement and encourage the development and building of relationships with students to demonstrate the importance of a caring adult. In addition to the Social-Emotional component, the Universal Design for Learning (UDL) instructional shift, makes learning more accessible in general education classrooms, thus encouraging students to make choices and have ownership in their learning. As students' academic motivation increases, the opportunity and interest in extracurricular activities is heightened. All goal 2 efforts, are meant to provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students.
 - Students will participate in bimonthly elective activities (Club Hamilton) provided by staff members to engage students and to provide opportunities for students and staff to build positive relationships.
 - Teachers will also hold weekly Class Meetings/Morning Meetings (a minimum of 30 minutes), where a variety of topics will be discussed to ensure that students feel safe at school.
 - Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
 - All students will be encouraged to participate in a broad range of arts, activities and athletics.
 - Supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct and supervise students in clubs, and other activities, outside the instructional day.
 - Implement full offering of sports for elementary and middle school students, including football, basketball, volleyball, softball, cross country, and Special Olympics events throughout the year.
 - Extra salaries for certificated staff to provide supplemental services related to student engagement.
 - Extra salaries for classified staff to provide supplemental services related to student engagement.
 - Contract provided to support Intramural Sports during lunch recess for grades 4-6.
 - A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Student Leadership, band, strings, choir, after-school program, 4th Grade Recorders, Robotics, Animation, Coding Club, Gardening Club, Drawing and Arts Clubs, Hands-on Science Club, Crazy 8's Clubs, Campus Beautification Club, and other topics addressing STEAM+ areas.
 - Teacher outreach to students and parents via phone calls, emails, and notes home.
 - Tiered levels of support: Attendance interventions supported by Home School Liaison and Behavior Intervention Specialist, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
 - Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
 - All student will have the opportunity to earn awards and incentives to encourage academic success.
 - Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
 - Mentor assigned to Tier 3 students, provided by various classified/certificated staff members.
 - Various events/activities to improve educational outcomes for students to support preparation for college and careers.
 - 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.
 - 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 Targeted Action Team (COST).
 - 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.

- Provide Conflict Resolution Training for identified students.
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- PowerPoints and access to the internet to access videos or data related to social emotional skills
- RCA will support students with accessing academics through SEL support..
- Substitutes provided to support planning..

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team
- Monitor at-risk students to ensure engagement in school extracurricular activities.
- Monitor SpEd students to ensure engagement in school extracurricular activities.
- Monitor Socioeconomically Disadvantaged students to ensure engagement in school extracurricular activities.

Owner(s):

- Certificated personnel
- Classified personnel
- Administrators
- Parents
- Community Members
- Cross Functional Pivot Team

Timeline:

December 2019

June 2020

By June 2020, the number of TK-8th grade students who are engaged in Goal 2 activities will increase 10% from 50% to 75% as measured by ATLAS Student Engagement Tool.

Benchmarks:

By the end of semester 1, TK-8 grade students who are engaged in Goal 2 activities will increase 12%, from 50% to 62%, as measured by ATLAS Student Engagement Tool.

By the end of semester 2, TK-8 grade students who are engaged in Goal 2 activities will increase 10%, from 62% to 74%, as measured by ATLAS Student Engagement Tool.

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

- Tier 1:
 - Hamilton Hooray
 - Club Hamilton
 - Music (K-6)
 - 6th Camp
 - WOW Passes
 - Rallies
 - Assemblies
 - Materials and supplies to support clubs, athletics, arts, and activities
 - Graphics to support implementation and advertisement of Goal 2 activities
 - Maintenance for playground and fields used by clubs Incentives and awards for engagement for students in a wide array of activities

- Classroom and individual incentives for attendance.
- Materials and supplies for goal-setting and monitoring attendance with students.
- Tier 2:
 - Music (MS)
 - Student Valets
 - Intramural Sports during lunch recess for grades 4-8.
 - Coaching in athletics for 4-6 students within district organized sports programs
 - Materials and supplies to support designated clubs, athletics, arts, and activities outside the school day.
 - Technology to support Goal 2 and STEM topics in clubs.
 - RCA will support students with accessing academics through SEL support..
 - WEB Leaders
 - Peer Buddies
 - Tournament of Technology
 - Art Hop Showcase
 - Leadership Classes
 - Middle School Dances
 - Supplemental/Extra pay contracts for certificated and/or classified employees to offer a wide array of choices for student engagement outside of the school day.
- Tier 3:
 - African-American Leadership Cohort-UC Merced
 - Middle School Ambassadors
 - Social Skills
 - Special Olympics-Basketball

Specify enhanced services for EL students:

- HSL and CWAS work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2-Student Engagement data for the following sub-groups: SpEd and Socioeconomically Disadvantaged.

Specify enhanced services for low-performing student groups:

- **Specify enhanced services for SpEd students:**
 - Provide social inclusion opportunities with same-age peers.
 - Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
 - Universal accommodations are for all students, not just students with IEPs or 504s.
 - Teachers and students will work together to set individual goals.
 - Increased motivation through engagement.
 - SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
 - Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
 - In school relationships facilitated between students with disabilities and their typical peers.
 - Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- PTA facilitates various family nights to support engagement (Reading Around the World, Arts and Craft Night).

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

- Translation provided by HSL, as needed, related to Goal 2 information.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students, which provides Goal 2 information.
- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.

Describe Professional Learning related to this action:

- WEB Leader training. Additional staff will be trained as WEB advisers and coordinators to create a comprehensive yearlong program to serve middle school students.
- Professional Learning related to arts, activities, and athletics.
- Conferences to support Goal 2 (CADA).
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and monitor progress.
- ATLAS Training for Goal 2 use.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Food			Food as treats	200.00

\$200.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	97.872 %	2017-2018	100 %
Exposure to Careers - 4th Grade	7 %	92.593 %	2017-2018	99.593 %
Exposure to Careers - 6th Grade	100 %	93.814 %	2017-2018	100 %
Exposure to Careers - 8th Grade	43.134 %	94.118 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Field Trip

- Fresno Art Museum
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- Scout Island School
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- Bricks for Kids (2 times)
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective

School:

- Philharmonic Performance
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective

Exposure to Careers - 4th Grade

Field Trip:

- Young Chef's Academy
 - **Implementation**- Evidence of consistent implementation
 - **Effectiveness**-Very effective
- Monterrey Bay Aquarium

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

Exposure to Careers - 3rd Grade

There was no disproportionality found within any subgroup

Exposure to Careers - 4th Grade

Data reflects significant disproportionality found with 4th grade, however all 4th grade students participated in events. Data reflected is incorrect.

Exposure to Careers - 6th Grade

There was no disproportionality found within any subgroup

Exposure to Careers - 8th Grade

There was no disproportionality found within any subgroup

- o **Implementation-** Evidence of consistent implementation
- o **Effectiveness-**Very effective

School:

- 4th grade Link Up Concert
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective
- Philharmonic Performance
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective

Exposure to Careers - 6th Grade

Field Trip:

- 6th grade camp
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective
- Community College visit
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective

School

- Science: Kids Invent
 - o **Implementation-** Partial/some evidence of implementation
 - o **Effectiveness-**Moderately effective
- Roosevelt School of Arts-Founding Fathers Show
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective
- Philharmonic Performance
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective

Exposure to Careers - 8th Grade

Field Trip:

- Building Your Future- Fresno Convention Center
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective

School

- Fresno High
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective
- Monterey State University
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective
- Change Makers
 - o **Implementation-** Evidence of consistent implementation
 - o **Effectiveness-**Very effective

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The intended implementation and the actual implementation were aligned. There were a number of site funded field trips that were added to the calendar.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As funds allow, we will continue to supplement district funded learning trips. These will be documented in the Goal 3 actions.

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

1 SSC:

- Requested clarification between 2018-19's budget allocation and 2019-20's allocation.
- iREADY - Explanation of program and use was requested.
- RCA position- How it supports SEL? Explanation provided.
- Interested in folding in ELAC with SSC voiced from SSC.
- Positive feedback related to UDL, Personalized Learning, and Inclusive Practices.

2 ELAC:

- LTEL explanation requested from members.
- How will iREADY support EL students? Explanation of program and use was provided.

3 Staff:

- What is the SPED percentage here compared to other schools in the region?
- Since SPED will be a focus for next year, will in-class SPED support be consistent next year? Many teachers expressed frustration with RSP and other SPED supports not being consistently present in the classrooms each day of the week.
- How many TSI schools will there be in total, next year?
- Will there be funding next year for smaller class sizes?

Action 1

Title: BUILDING CHARACTER

Action Details:

- Hamilton K-8 School will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace.
 - Inclusive Practices awareness
 - Extra salaries for certificated staff to provide supplemental services related to building character..
 - Extra salaries for classified staff to provide supplemental services related to building character.
 - Professional Learning

- o FHS Learner Profile
- o Kindness Week
- o Red Ribbon Week
- o Read Across America Week
- o MS Readiness
- o HS Readiness
- o Quarterly Recognition
- o Chaplain Program-character counts
- o School Wide Jobs
- o WOW Awards
- o Pennies for Patients
- o FUSD provided Career Ready Field Trips/Career Assemblies
- o Goal 2 Field Trips
- o Bullying Prevention Assembly
- o Tournament of Technology

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development
- Student participation in college and/or career related events

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2019/Spring 2020
- On-going events

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

Tier 1

- Teaching the attributes of informal and formal environments.
- Possible monthly focus related to character building
- Having healthy habits and avoiding risk behaviors
- Competencies of conflict resolution, and acting appropriately for the context.
- Support critical thinking and reasoning skills
- Introduction to high school feeder's Learner Profile (Fresno High School)
- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Assemblies for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.

Tier 2

- RCA will support students with accessing academics through SEL support.
- TSA's will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- HSL and RCA will work with families as struggling students.
- Behavior Contracts
- Peer tutoring
- Social Skills group
- Conflict Resolution
- Mentoring
- Re-Engagement Center
- Calming centers

Tier 3

- Therapist
- Target Action Team referral
- Pull out supports
- Functional Behavior Assessments
- Supplemental reading/math
- Behavior Improvement Plans (BIP)
- More intensive schedule/class change

Specify enhanced services for EL students:

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic skills required for understanding
- Interaction and communication which promotes the speaking, listening, and cultural skills essential for success
- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.

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

- Title I Parent Meeting and Back to School Night will be opportunities to inform parents/guardians of importance of character building.
- Parent University will work in conjunction with Hamilton to inform parents of the building of character instruction, events, and/or opportunities.

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students to ensure an understanding of the importance of character building.
- PTA facilitates various family nights to support character building.

Describe Professional Learning related to this action:

- Awareness of character building components
- Lesson design related to character building lessons.
- Support staff attendance at conferences related to building characters.
- Skills and competencies related to college and/or career related success in the following areas:

- Upcoming school events/activities communicated to families through a variety of methods (Hamilton website, marquee, flyers, monthly calendar, School Messenger).
- Translation provided by HSL, as needed, related to building character
- Physical development
- Psychological development
- Social development
- Cognitive development

Action 2

Title: EXPOSURE TO CAREERS

Action Details:

- Hamilton K-8 School will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgements, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.
 - Field Trips
 - College and Career Fair
 - Career Cruising
 - Guest presenters
 - Goal setting
 - Academic Discourse
 - Conflict Mediation/Restorative Practices
 - RCA will support students with accessing academics through SEL support.
 - Thinking Skills
 - Discussions about future plans (college or career)

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

Explain the Progress Monitoring and data used for this Action

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

- Data related to attendance percentage for career building field trips.
- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development
- Individual goal setting
- Attendance monitoring

Owner(s):

- Teachers
- TSA's
- Administrators
- Parents

Timeline:

As data is received:

- Monthly
- Weekly
- Quarterly

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

- Field trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers

- RCA will support students with accessing academics through SEL support.
- Technology-Media literacy
- Technology-Digital literacy

Specify enhanced services for EL students:

- HSL translation of career based information
- Topics related to careers presented to parents through Parent University
- Language stems
- Collaborative conversations

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

- Home School Liaison to support parent contact and translation
- Parent Outreach with Admin Team
- Information distribution through School Messenger, Flyers, newsletters, monthly calendars, and marquee
- School to Home Communication on developing Character Counts traits and Growth Mindset, encouraging the connection between home and school
- Parent English Classes, ELAC, and SSC meetings to increase parent involvement and awareness of career focus.
- TSA's will assist in communicating the goals, procedures and objectives of the exposure to careers initiatives to staff, students, and members of the public.

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

Specify enhanced services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in career exposure, to engage parents in understanding the importance of career competencies.

Describe Professional Learning related to this action:

- Introduction of work world expectations to students
- Introduction to online opportunities to explore careers.
- Technology-Media literacy
- Technology-Digital literacy

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	13.51 %	15.9 %	2017-2018	10.9 %
Suspensions Per 100	22.122 %	21.443 %	2017-2018	20.443 %
Chronic Absenteeism (Students with Disabilities)		21.8 %	2017-2018	19.8 %
Suspension Rate (Students w/Disabilities)		14.9 %	2017-2018	11.9 %
Chronic Absenteeism (Socioeconomically Disadvantaged)		17 %	2017-2018	15 %
Suspension Rate (Socioeconomically Disadvantaged)		12.9 %	2017-2018	9.9 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The chronic absenteeism rate of Hamilton K-8 School is slightly below the district average. Key factors supporting the current rate can be contributed to:

- Positive connections with staff and students
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- CWA support
- Incentives for attendance
- Goal 2 Field Trips
- College/ Career Readiness
- A2A meetings with Admin team
- Parent meetings
- Awards Assemblies
- School Wide Engagements (See Goal 3)

Suspensions Per 100

Analysis of key factors that have contributed to the performance outcomes have included:

- Weekly class meetings school wide
- Re-Engagement Strategies
- Additional counseling support (site funded)

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

Chronic Absenteeism

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- Students with disabilities - 11%
- ELL- 14%
- Low SES- 14%
- Hispanic/Latino - 15%
- White - 9%

According to the Core Index Matrix, there are no significant disproportionality for any subgroups.

Suspensions Per 100

Data pulled from the Core Index Matrix shows the following % for significant subgroup:

- Students with disabilities- 32%
- ELL- 12%
- Low SES- 20.2%
- African American - 20%
- Hispanic/Latino - 18.7%
- White - 20%

The significant subgroup with significant disproportionality is Students with Disabilities. The needs for this

- Clubs
- Positive Incentives
- Strategic job assignments

Chronic Absenteeism (Socioeconomically Disadvantaged)

Metric/Area of support was not addressed in the 2018-19 plan.

Chronic Absenteeism (Students with Disabilities)

Metric/Area of support was not addressed in the 2018-19 plan.

Suspension Rate (Socioeconomically Disadvantaged)

Metric/Area of support was not addressed in the 2018-19 plan.

Suspension Rate (Students w/Disabilities)

Metric/Area of support was not addressed in the 2018-19 plan.

identified group are being supported though individual IEP's and targeted instruction.

Chronic Absenteeism (Socioeconomically Disadvantaged)

Metric/Area of support was not addressed in the 2018-19 plan.

Chronic Absenteeism (Students with Disabilities)

Metric/Area of support was not addressed in the 2018-19 plan.

Suspension Rate (Socioeconomically Disadvantaged)

Metric/Area of support was not addressed in the 2018-19 plan.

Suspension Rate (Students w/Disabilities)

Metric/Area of support was not addressed in the 2018-19 plan.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2018-19 plan supported the social-emotional needs of students through the funding of a significant portion of our site counselor. The intended and actual implementation of actions and budget was aligned.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In the 2019-20 plan, the metric/area of support will reflect Chronic Absenteeism for the subgroups of Socioeconomically Disadvantaged and Students with Disabilities. In addition, the metric/area of support will reflect the Suspension Rate for the subgroups of Socioeconomically Disadvantaged and Students with Disabilities. These actions will be documented in the Goal 4 portion of the document.

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

1 SSC:

- Requested clarification between 2018-19's budget allocation and 2019-20's allocation.
- iREADY - Explanation of program and use was requested.
- RCA position- How it supports SEL? Explanation provided.
- Interested in folding in ELAC with SSC voiced from SSC.
- Positive feedback related to UDL, Personalized Learning,

2 ELAC:

- LTEL explanation requested from members.
- How will iREADY support EL students? Explanation of program and use was provided.

3 Staff:

No feedback provided

and Inclusive Practices.

Action 1

Title: ATTENDANCE

Action Details:

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. We will work together to provide a comprehensive, tiered system of supports to students and families that address the reasons for student absences. Saturday Academy will provide extended learning opportunities for students, and recover lost instructional time for absentee students. 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.

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-8
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- School wide Climate and Culture procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports: Re-Engagement Center or strategies, social skills/counseling provided for (tier 2/3) students by staff, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- RCA will support students with accessing academics through SEL support..
- Extra salaries for certificated staff to provide supplemental services related to attendance..
- Extra salaries for classified staff to provide supplemental services related to attendance..
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.
- Saturday Academy

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

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Weekly monitoring of attendance

Owner(s):

- Teachers
- ILT/CCT
- Cross Functional Pivot Team
- Administrators
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
 - Hamilton Hooray
 - Club Hamilton
 - Attendance Hot Line Magnets

- TSAs will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
- Chronic absences monitored
- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Materials and supplies to support social-emotional learning.
- Graphics to support attendance
- Opportunity for Saturday Academy attendance for absent students.
- Ice Cream –ATTENDANCE classroom board
-
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance
 - Individual outreach
 - Site Counselor
 - Attendance Site Meeting
 - RCA will support students with accessing academics through SEL support..
 - CWA- Social Worker
 - Middle School Readiness
 - High School Readiness
- Tier 3:
 - School Psychologist, increase of one day per week. (.20 FTE) to collaborate regarding high risk students
 - Home visits made by office staff
 - Legal intervention-SARB

Specify enhanced services for EL students:

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

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

- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach with Admin team/TSA's
- Student/Parent Handbook through Graphics for parent communication

Specify enhanced services for low-performing student groups:

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-8
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by ASB funds.
- Tiered levels of supports: Re-Engagement Center or strategies, social skills/counseling provided for (tier 2/3) students by staff, school site counselor, in collaboration with additional time (.20 FTE) funded for school psychologist.
- RCA will support students with accessing academics through SEL support..
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs to at-risk students, in order to positively connect them to school or an adult.
- Saturday Academy

Describe Professional Learning related to this action:

- School Climate and Culture ongoing training
- Support staff attendance at conferences related to Climate and Culture.
- Social Emotional Learning training and coaching support from school counselor, Climate and Culture Team, Admin Team, and DPI personnel.
- Continued Growth Mindset and Emotional Intelligence PL for staff
- Saturday School training for personnel

Action 2

Title: SUSPENSIONS

Action Details:

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. With the support of a Resource Counseling Assistant, Hamilton will implement a Re-Engagement Center, which will support strategies for struggling students, and actively support at-risk students with behavior modification and self management. Family Foundations will continue to provide support to students, with an overarching goal of keeping students in the classroom, rather than suspending, as appropriate. Hamilton will continue to develop/refine tier 1 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).

- 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 Target Action Team (COST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Trauma Informed Sensitivity Training in conjunction with Kaiser Permenente Grant
- 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
- On-boarding for new middle school students coming to Hamilton on a transfer.
- Inclusive Practices
- Quarterly Behavior Assemblies/Events to reteach expectations school wide.
- Provide Conflict Resolution Training for identified students, as needed.
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult.
- RCA will support students with accessing academics through SEL support..

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of suspensions and office referral data to identify at risk students
- Use of the Planned Discussion Protocol from DPI with students with multiple suspensions.
- Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements

Owner(s):

- Teachers
- ILT
- Administrators
- Cross Functional Pivot Team
- TSA's
- Office personnel
- parents

Timeline:

- Weekly
- Monthly
- Quarterly

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

- Tier 1:
 - Guidelines of Success

- WOW Passes
- Middle School Readiness
- High School Readiness
- Class Meetings/Morning Meetings
- Behavior Expectation Assemblies
- Progressive Discipline System
- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Tier 2:
 - Incentives for behavior contracts, classroom incentives for attendance and academic performance.
 - TSA's will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
 - Re-Engagement Center
 - RCA will support students with accessing academics through SEL support.
 - TSA's will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Hamilton's Guidelines of Success to staff, students, and members of the public.
 - Site Counselor
 - Job assignments
 - Strategically Assigned Mentors
 - Targeted Action Meeting (COST)
- Tier 3:
 - School Psychologist, supplement with half day (.10 FTE) funding to support 5 days per week of services, to collaborate regarding high risk students.
 - Targeted Action Meeting (COST)
 - Multi-disciplinary Team (ICET)

Specify enhanced services for EL students:

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

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

- Home School Liaison to support parent contact and translation for at-risk students
- Parent outreach with Admin team/TSA's
- Student/Parent Handbook through Graphics for parent communication

Specify enhanced services for low-performing student groups:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies
- Additional supports from Cross Functional Pivot Team, as identified.

Describe Professional Learning related to this action:

- Tiered Levels of Misbehavior
- School Climate and Culture ongoing training
- Inclusive Practices Training
- Support staff attendance at conferences related to Climate and Culture.
- Social Emotional Learning training and coaching support from school counselor, Climate and Culture Team, Admin Team, and DPI personnel.
- Continued Growth Mindset and Emotional Intelligence PL for staff
- Trauma Informed Sensitivity Training

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0208 Hamilton (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and translating	999.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation: magnets, PO's, parent newsletter - No Food/Incentives	2,454.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		7,960.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting and translating for parent participation	1,998.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		5,970.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations	39,900.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		7,465.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		5,599.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Classified supplemental for SEL support	500.00

\$72,845.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0208 Hamilton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	K-8 TSA	65,225.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction - No Food/Incentives	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			iReady : iReady consulting services to support Tier 1 and Tier 2 in ELA and Math.	31,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel for conferences for PLC, Lesson Design, Inclusion, Leadership, and instruction.	20,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Xerox lease and repair	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for all students to support instruction and school programs	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements to support PLi and lesson design	11,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0687		8,980.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contracts	1,083.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for EL students	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology refresh	14,268.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL students	500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,000.00
G1A1	LCFF: EL	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.0313		4,089.00
G1A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support.	1,498.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology: tablets, headphones, Smartboards, projectors, etc.	7,214.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observations, SSTs, IEPs	34,705.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	542.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	49,903.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology: hardware refresh	48,145.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology to support instruction.	1,300.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			Technology- admin refresh	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for planning, data chats, peer observations, SSTs, IEPs	2,029.00
G2A1	Sup & Conc	Instruction	Direct-Food			Food as treats	200.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and translating	999.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation: magnets, PO's, parent newsletter - No Food/Incentives	2,454.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		7,960.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting and translating for parent participation	1,998.00
G4A1		Attendance & Social Work Service	Cls Sup-Reg		0.1875		5,970.00

G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	5,970.00	
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			39,900.00	
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500	7,465.00	
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	5,599.00	
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			500.00	
						Classified supplemental for SEL support	500.00
							\$398,283.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,892.00
Sup & Conc	7090	\$279,100.00
LCFF: EL	7091	\$42,291.00
Grand Total		\$398,283.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$325,238.00
G2 - All students will engage in arts, activities, and athletics	\$200.00
G4 - All students will stay in school on target to graduate	\$72,845.00
Grand Total	\$398,283.00