Hamilton Elementary
10621666120125

Principal's Name: Debbie Marquez

Principal's Signature: Deborah Marquez

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
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.	
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

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Policy and the Parent-School Compact.
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.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Debbie Marquez	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
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 School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Debbie Marquez**		
SSC Chairperson			

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 2020/21

Hamilton - 0208

ON-SITE ALLOCATION

3010	Title I	$79,394	*
7090	LCFF Supplemental & Concentration	$284,599	
7091	LCFF for English Learners	$34,290	

TOTAL 2020/21 ON-SITE ALLOCATION   **$398,283**

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* 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	$2,247
Remaining Title I funds are at the discretion of the School Site Council	$77,147
Total Title I Allocation	$79,394

February 13, 2020

Hamilton K-8 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	41.195 %	30.21 %	2018-2019	37.21 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.655 %	21.556 %	2018-2019	28.556 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-82.4 pts	-93.3 pts	2018-2019	-78.3 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-97.9 pts	-125.2 pts	2018-2019	-110.2 pts
SBAC ELA Distance from Level 3 (Homeless)		-55.3 pts	2018-2019	-40.3 pts
SBAC Math Distance from Level 3 (Homeless)		-75 pts	2018-2019	-60 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 Common Formative Assessments aligned to Essential Standards
  - **Implementation-** Partial evidence of implementation, varies by grade level.
  - **Effectiveness-**Slightly effective, CFAs inconsistently reflect the rigor of the standard.
- Quarterly grade level planning days with a focus on the instructional cycle related to Tier 1 and Tier 2 instruction.
  - **Implementation-**Partial evidence of implementation, varies by grade level.
  - **Effectiveness-**Slightly effective, as the integration of Tier 1 and Tier 2 instruction is in the early stages.
- Data Chat conferences with analysis of iREADY with an emphasis on EL progress and students receiving SpEd services.
  - **Implementation-**Partial evidence of implementation.

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)

- Percentage of students Meeting or Exceeding
  - African-American-0% (27 students)
  - Asian-50% (14 students)
  - Hispanic/Latino-20.7% (437 students)
  - English Language Learners-0% (RFEP-41%) (60 students)
  - Homeless- 44% (9 students)
  - Foster- 50% (10 students)
  - Students receiving Special Education:
    - Disabilitiy-40% (10 students)
    - RSP- 0% (50 students)

Designated as a TSI school during 2019-20 school year.

- - **Effectiveness-**Moderately effective, chats were held two times throughout the year and the format varied from individual to grade level.
- Professional Learning focus of Data Analysis related to Tier 1 and Tier 2 instruction.
  - **Implementation-**Partial evidence of implementation.
  - **Effectiveness-**Slightly effective, not all grade levels/content areas utilized the information from the data analysis to support instruction.
- Daily incorporation of Tier 1 and Tier 2 instruction.
  - **Implementation-**Partial implementation
  - **Effectiveness-**Slightly effective
- Goal Setting, both individual and classroom, to support accountability, growth mindset, and ownership.
  - **Implementation-**Partial implementation
  - **Effectiveness-**Slightly effective
- Academic Discourse emphasis to deepen processing and communication.
  - **Implementation-**Consistent implementation
  - **Effectiveness-**Moderately effective
- Universal Design for Learning focus on student ownership and engagement to support IPG tenet 3.
  - **Implementation-**Partial implementation
  - **Effectiveness-**Slightly effective
- Blended Learning (PLi) components (Teacher led small group instruction, independent with technology, collaborative group task) implemented during Tier 1 instruction.
  - **Implementation-**Partial implementation
  - **Effectiveness-**Slightly effective
- Regional Instructional Leadership Team development of Social Emotional Learning (SEL) competencies.
  - **Implementation-**Partial implementation
  - **Effectiveness-**Slightly effective, Lead Teachers only

SBAC ELA Distance from Level 3 (Homeless)

Our current distance from Standards Met for our Homeless subgroup is -55.3 points, which is a positive change of 7.2 points. Our focus on high quality, Tier 1 and Tier 2 instruction supported the differentiated needs by removing barriers to student learning.

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

Our current distance from Standards Met for our Students with Disabilities subgroup is -93.3 points, which is a positive change of 4.1 points. The on-going focus on implementation of Academic Discourse throughout grade levels and content areas, in conjunction with UDL practices assists in reducing the access barrier and allows students the ability to be an active member of the class.

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

- Planning of Common Formative Assessments aligned to Essential Standards
  - **Implementation**- Partial evidence of implementation varies by grade level
  - **Effectiveness-** slightly effective, CFAs inconsistently reflect the rigor of the standard.
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Designated as a TSI school during 2019-20 school year.

SBAC Math Distance from Level 3 (Homeless)

Our current distance from Standards Met for our Homeless subgroup is -75 points, which is a positive change of 17.2 points. Our focus on high quality, Tier 1 and Tier 2 instruction supported the differentiated needs by removing barriers to student learning. In addition to the Tier 1 and Tier 2 focus, Academic Discourse allows students to use academic vocabulary through structured peer interactions.

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

Our current distance from Standards Met for our Disabilities subgroup is -125.2 points, which is a negative change of 12.3 points. We provided Tier 2 support at the students' instructional level, but the effectiveness was greatly impacted due to the limited support with grade level content.

stages.
- Data Chat conferences with analysis of iReady with an emphasis on EL progress and students receiving SpEd services
  - **Implementation-** Partial evidence of implementation
  - **Effectiveness-** Moderately effective, chats were held two times throughout the year and the format varied from individual to grade level.
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  - **Effectiveness-** Slightly effective
- Academic Discourse emphasis to deepen processing and communication
  - **Implementation-** Consistent implementation.
  - **Effectiveness-** Moderately effective
- Universal Design for Learning focus on student ownership and engagement to support IPG Tenet 3.
  - **Implementation-** Partial of implementation.
  - **Effectiveness-** Slightly effective
- Blended Learning (PLi) components (Teacher led small group instruction, independent with technology, collaborative group task) implemented during Tier 1 instruction.
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- Regional instructional Leadership Team development of Social Emotional Learning (SEL) competencies.
  - **Implementation-** Partial evidence of implementation.
  - **Effectiveness-** Slightly effective, Lead Teachers only

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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 the components of our instructional cycle. There were two significant changes to our actions during the 2019-20 school year. The first is the training of 6th through 8th grade teachers in Math Lesson Design. Math instruction in the three grade levels implemented conceptual and procedural lessons supporting mathematical practices. The second is the district-wide implementation of iREADY, which replaced our interim assessments.

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.

Based on our existing actions and assessment results, the following changes will be incorporated into the 2020-21 Single Plan for Student Achievement:

- MLD site-wide (K-8)
- Goal setting with staff and students.
- PLi- Alignment to rigor of California Common Core State Standards (Claims and Targets)
- Alignment of International Baccalaureate's Approaches to Learning and FUSD's Social Emotional Learning Competencies

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:	**2** ELAC:	**3** Staff:
- Positive feedback related to focus on MLD, UDL, Personalized Learning, and Inclusive Practices. - Clarification requested regarding iREADY and it's use in the classroom, and it use as a diagnostic tool. - Although SEL support is a priority related to expenditures, concern was expressed about ensuring all students in need receiving services. - Concern expressed related to site having to fund one day of school psychologist, considering the number of Special Education Programs.	- LTEL explanation requested from members. - How do we prepare our students for ELPAC? - Clarification requested regarding iREADY and it's use in the classroom, and it use as a diagnostic tool. - How will iREADY support EL students?	- Based on feedback, the majority of staff are in favor of the continued funding of existing actions. - Concern expressed related to site having to fund one day of school psychologist, considering the number of Special Education Programs. - How will our site be supported now that we are a ATSI school?

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), 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 4-6 week cycles.
    - Assessment related to the intended learning outcomes measured by Illuminate, IABs, 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.
  - Continued training related to 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, Academic Discourse and Rigor.
  - 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.
  - Students supported during testing administrations with nutritious snacks.
  - Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of International Baccalaureate (IB) Approaches to Learning (ATL).
  - On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

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

Explain the Progress Monitoring and data used for this Action

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

- 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:
  - On-going training related to Universal Design for Learning (UDL) Instructional Model.
  - All students K-8 will participate in Goal Setting.
  - Use of iREADY for Tier 1 (Standards Mastery).
  - Use of Inquiry questions to support rigor and ownership
  - Direct instruction

Owner(s):

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

Timeline:

August -Diagnostic

October 2018 (Interim I)

January 2019 (Interim II)

- Academic Discourse
- School-wide protocol for annotating text (CLOSE Reading).
- Graphics to support implementation of ELA.
- TSA's 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 Tier 2 (On-line and Teacher Toolkit)
  - After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures .
  - 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 Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
  - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
  - Students receiving SpEd services 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 Support Team (TST)
  - Special Education Assessment/IEP
  - Behavior Intervention Specialist to support academics.

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.
  - Implementation of Swun Math Lesson Design which matches the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students.
  - 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), 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 4-6 week cycles.
  - Assessment related to the intended learning outcomes measured by Illuminate, IABs, 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.
- Continued training related to 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.
- Students supported during testing administrations with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of International Baccalaureate (IB) Approaches to Learning (ATL).
- On-going training related to Blended Learning (Personalized Learning) components which support Tier 1 instruction.

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

Explain the Progress Monitoring and data used for this Action

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

- 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.

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%

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

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:
    - Site-wide implementation of Swun Math Lesson Design which will be supported through FUSD' Math Coaches and Swun Math Consultants.
    - On-going training of Universal Design for Learning (UDL) Instructional Model.
    - All students K-8 will participate in Goal Setting.
    - Use of iREADY for Tier 1 (Standards Mastery).
    - Use of Inquiry questions to support rigor and ownership
    - Direct instruction
    - Academic Discourse

- 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 for Tier 2 (On-line Instruction and Teacher Toolkit).
    - RCA will support students with accessing academics through SEL support..
    - After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures .
    - Incentives, rewards, or incentive field trips for students for achievement in mathematics.
    - Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
    - MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support needs.
    - Students receiving SpEd services 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 Support Team (TST)
    - Special Education Assessment/IEP
    - Behavior Intervention Specialist to support academics.

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.
- 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.
- 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.
- 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:

- **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

2020-2021 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 Split - 0.50 FTE Hamilton Title I / 0.50 District Title I All Goal 1	67,752.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction.- No Food, No Incentives.	1,404.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation	1,517.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for professional learning conferences: IB, CADA, Math, PLC, etc...	27,408.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Zerox 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			*Other* Theresa Blanchard- UDL : Universal Design for Learning PL	11,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contract	1,096.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology refresh	7,802.00
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	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,517.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology: tablets, headphones, smartboards, projectors, etc...	7,267.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observation, SSTs, IEPs, Conferences, PL, and Climate and Culture.	35,650.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	3,903.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction: iREADY, GW, Art, etc.	46,002.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology: hardware refresh	64,663.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance for technology to support instruction.	1,300.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment			: Admin tech refresh	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observations, SSTs, IEPs, conferences, PL, and Climate and Culture.	2,021.00

$303,559.00

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	50.809 %	47.56 %	2018-2019	54.56 %

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

Goal 2 Participation Rate
 	
 GOAL 2 Participation Rate
 	
 According to Power BI (June 2019), our actual participation rate was 48.6%.
 	
 • Extra/Co-Curricular
     ○ **Implementation-**Partial
     ○ **Effectiveness-**Slightly
 • Innovative Clubs
     ○ **Implementation-**Partial
     ○ **Effectiveness-**Slightly
 • Trips/Transitions
     ○ **Implementation-**Consistent
     ○ **Effectiveness-**Moderate
	Goal 2 Participation Rate
	
	 Data pulled from Power BI (June 2019)-Students participation by subgroup
	
	 • African-American-52.3% (23 out of 44 students)
	 • Asian-47.8% (11 out of 23 students)
	 • Foster Youth-46.7% (7 out of 15 students)
	 • Homeless-33.3% (4 out of 12 students)
	 • Hispanic/Latino-49.8% (329 out of 660 students)
	 • Students with disabilities-36.4% (40 out of 110 students)
	 • White-41.6 (47 out of 113 students)
	 • ELL-44.8% (43 out of 96 students)
	
	 The subgroup reflecting disproportionality is our Students with Disabilities. The inconsistent data collection contributed to our gap.

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

The adult promotion and participation in Goal 2 activities has been limited. The inconsistent data collection of actual participants contributed to our gap.

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.

A change in Campus Culture Director has significantly improved participation, by both adult and student. The frequency of activities, in addition to student voice, expanded choices, and more opportunities for a variety of grade levels and subgroup to engage in, will increase student engagement.

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:	**2** ELAC:	**3** Staff:
• Parents inquired about how all grade levels, and students with disabilities will be offered opportunities to engage.	• Parents inquired about the active recruitment of EL students and their families.	• The challenges of data collection were expressed by staff.

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.
    - 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.
    - Data collected and monitored to ensure high levels of participation.
    - 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.
    - Participation by 1-3 staff members in the California Association of Directors of Athletics (CADA) Conference supporting the teaching and developing of leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families
    - 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 2 and 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.
    - 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 transition for incoming 7th graders.
  - 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
  - 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 facilities 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.

2020-2021 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 Services	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 %	93.407 %	2018-2019	100 %
Exposure to Careers - 4th Grade	99.593 %	96.774 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	92.208 %	2018-2019	99.208 %
Exposure to Careers - 8th Grade	100 %	1.587 %	2018-2019	8.587 %

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

Exposure to Careers -3rd Grade

Field Trip/Assemblies

- Lost Lake
    - **Implementation-** Consistent
    - **Effectiveness-** Very effective
- Bricks 4 Kids
    - **Implementation-** Consistent
    - **Effectiveness-** Very effective
- Fresno Art Museum
    - **Implementation-** Consistent
    - **Effectiveness-** Very effective
- Reading Heart Assembly
    - **Implementation-** Consistent
    - **Effectiveness-** Very effective
- Wild About Reading
    - **Implementation-** Consistent
    - **Effectiveness-** Very effective

Exposure to Careers - 4th Grade

Exposure to Careers -4th Grade

Field Trip/Assemblies

---

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

Exposure to Careers - 3rd Grade

Disproportionality was not reflected within any subgroup.

Exposure to Careers - 4th Grade

Disproportionality was not reflected within any subgroup.

Exposure to Careers - 6th Grade

Disproportionality was not reflected within any subgroup.

Exposure to Careers - 8th Grade

Disproportionality was not reflected within any subgroup.

- CTE Trip- Chaffee Zoo
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Monterey Bay Aquarium
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Link Up Concert
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Reading Heart Assembly
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Wild About Reading
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective

Exposure to Careers - 6th Grade

Exposure to Careers -6th Grade

Field Trip/Assemblies

- Calvin Crest -Outdoor School
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Edison Computech
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Blackbeard's
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Community College Visit
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High School -Band Recruitment Visit
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High School- Orchestra Festival
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective

Exposure to Careers - 8th Grade

Exposure to Careers -8th Grade

Field Trip/Assemblies

- CTE Ticket to the Future
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Monterey CSU Visit
  - **Implementation-** Consistent

- - **Effectiveness-** Very effective
- Wild Water
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Poverello House- Leadership Quarterly Visit
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High Showcase
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High School -Band Recruitment Visit
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High- Move Up
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Fresno High School- Orchestra Festival
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Roosevelt School of Arts- Middle School Band Festival
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Tech Museum (San Jose)
  - **Implementation-** Consistent
  - **Effectiveness-** Very effective
- Special Olympics
  - **Implementation-** Consistent
  - **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 trips/assemblies 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:	**2** ELAC:	**3** Staff:
SSC inquired about the ability to disperse field trips across the course of the year, rather than majority taking place during the spring.	ELAC wanted to ensure access to field trips for all English Learners.	Staff appreciated the variety of opportunities provided to our students.

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
    - Conflict Mediation
    - Career Fair
    - 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
    - Awareness of FHS Learner Profile
    - Kindness Week
    - Red Ribbon Week
    - Read Across America Week
    - Quarterly Recognition
    - Chaplain Program-character counts
    - School Wide Jobs
    - WOW Awards
    - Pennies for Patients
    - FUSD provided Career Ready Field Trips/Career Assemblies
    - Goal 2 Field Trips
    - Bullying Prevention Assembly
    - 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 support families with struggling students.
- Behavior Contracts
- Peer tutoring
- Social Skills group
- Conflict Resolution
- Mentoring
- Re-Engagement Center
- Calming centers

Tier 3

- Therapist
- Target Support Team (TST) referral
- Change of class schedule
- Pull out supports
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

Specify enhanced services for EL students:

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic skills required for understanding

Specify enhanced services for low-performing student groups:

Specify enhanced services for SpEd students:

- Provide social inclusion opportunities with same-age peers.

- 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.

- 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 facilities various family nights to support character building.

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.
- 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

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:
    - 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 judgments, 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..
    - 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

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.

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

Describe Professional Learning related to this action:

- 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.

- 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	10.9 %	15.09 %	2018-2019	13.09 %
Suspensions Per 100	20.443 %	17.893 %	2018-2019	16.893 %
Chronic Absenteeism (Students with Disabilities)	19.8 %	22.2 %	2018-2019	20.2 %
Suspension Rate (Students w/Disabilities)	11.9 %	12.3 %	2018-2019	9.3 %
Chronic Absenteeism (Homeless)		19.4 %	2018-2019	17.4 %
Suspension Rate (Homeless)		27 %	2018-2019	24 %

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

Key factors supporting the current rate can be contributed to the following actions:

- Child Welfare Attendance Specialist support
- Attendance Clerk consistently communicating with families regarding attendance expectations.
- Home School Liaison consistently communicating with families regarding attendance expectations.
- Home visits
- SNRO may support a home visit, as needed.
- Incentives for attendance
- Goal 2 Field Trips
- A2A Meetings with Hamilton Team
- TST Meetings- case manager assignment
- School-wide Engagement (see Goal 3)
- Opportunity for Saturday Academy attendance

Chronic Absenteeism (Homeless)

Key factors supporting the current rate can be contributed to the following actions:

- Child Welfare Attendance Specialist support
- Attendance Clerk consistently communicating with families regarding attendance expectations.
- Home School Liaison consistently communicating with families regarding attendance expectations.

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

Chronic Absenteeism

Data extracted from the Power BI shows the following % for significant subgroup:

- Students with disabilities - 16%
- ELL- 2.2%
- Homeless- 0%
- Foster- 0%
- Hispanic/Latino - 10.23%
- White - 14.29%
- African-American- 12.82%
- Asian -5.8%

The significant subgroup with significant disproportionality is Students with Disabilities.

Chronic Absenteeism (Homeless)

- Homeless- 0%

Chronic Absenteeism (Students with Disabilities)

- Home visits
- SNRO may support a home visit, as needed.
- Incentives for attendance
- Goal 2 Field Trips
- A2A Meetings with Hamilton Team
- TST Meetings- case manager assignment
- School-wide Engagement (see Goal 3)
- Opportunity for Saturday Academy attendance

In addition to the supports listed above, the following supports are implemented to assist with homelessness:

- On-going communication with Project Access Social Worker.
- Check in-check out with CWAS, or assigned adult.
- RCA will support students with accessing academics through SEL support.
- Attendance contracts

Chronic Absenteeism (Students with Disabilities)

Key factors supporting the current rate can be contributed to the following actions:

- Child Welfare Attendance Specialist support
- Attendance Clerk consistently communicating with families regarding attendance expectations.
- Home School Liaison consistently communicating with families regarding attendance expectations.
- Home visits
- SNRO may support a home visit, as needed.
- Incentives for attendance
- Goal 2 Field Trips
- A2A Meetings with Hamilton Team
- TST Meetings- case manager assignment
- School-wide Engagement (see Goal 3)
- Opportunity for Saturday Academy attendance
- On-going communication with Project Access Social Worker.
- Check in-check out with CWAS, or assigned adult.
- RCA will support students with accessing academics through SEL support.
- Attendance contracts

In addition to the supports listed above, the following supports are implemented to assist with students receiving Special Education:

- Attendance addressed/promoted during IEP Meetings.
- School Psychologist on-going contact with parent/guardian.

Suspension Rate (Homeless)

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

- Weekly class meetings school wide
- Re-Engagement Strategies utilized by support staff
- Additional therapist support (Family Foundations-site funded)
- Clubs
- Positive Incentives
- Strategic job assignments

Data extracted from the Power BI shows the following % for significant subgroup:

- Students with disabilities - 16%

The needs for this identified group are being supported though individual IEP's and targeted supports.

Suspension Rate (Homeless)

- Homeless- 1%

Suspension Rate (Students w/Disabilities)

- Students with disabilities - 13.7%

The needs for this identified group are being supported though individual IEP's and targeted supports, such as BIPs, ERMS, etc...

Suspensions Per 100

Data extracted from the Power BI shows the following % for significant subgroup:

- Students with disabilities - 13.7%
- ELL- 9.76%
- Homeless- 1%
- Foster-1%
- Hispanic/Latino - 73%
- White - 9%
- African-American- 6.5%
- Asian- 0%

The significant subgroup with significant disproportionality is Hispanic. The needs for this identified group are being supported though home visits and parent engagements.

- Trauma Informed Sensitivity Training provided to staff by Family Foundations.
- On-boarding of new students (Expectations, Guidelines for Success, etc...)

In addition to the supports listed above, the following supports are implemented to assist with homelessness:

- On-going communication with Project Access Social Worker.
- Check in-check out with CWAS, or assigned adult.
- RCA will support students with accessing academics through SEL support.
- Formal/informal Behavior Contracts

Suspension Rate (Students w/Disabilities)

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

- Weekly class meetings school wide
- Re-Engagement Strategies utilized by support staff
- Additional therapist support (Family Foundations-site funded)
- Clubs
- Positive Incentives
- Strategic job assignments
- Trauma Informed Sensitivity Training provided to staff by Family Foundations.
- On-boarding of new students (Expectations, Guidelines for Success, etc...)
- On-going communication with Case Manager.
- Check in-check out with CWAS, or assigned adult.
- RCA will support students with accessing academics through SEL support.
- Formal/informal Behavior Contracts

In addition to the supports listed above, the following supports are implemented to assist with students receiving Special Education:

- Behavior addressed/promoted during IEP Meetings.
- School Psychologist on-going contact with parent/guardian.
- ERMS referral, as needed.

Suspensions Per 100

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

- Weekly class meetings school wide
- Re-Engagement Strategies utilized by support staff
- Additional therapist support (Family Foundations-site funded)
- Clubs
- Positive Incentives
- Strategic job assignments
- Trauma Informed Sensitivity Training provided to staff by Family Foundations.
- On-boarding of new students (Expectations, Guidelines for Success, etc...)

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

Our 2019-20 plan supported the social-emotional needs of students through the funding of Family Foundation Counseling Services. The intended and actual implementation of actions and budge 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.

Existing actions will continue to be implemented during the 2020-21 school year. In addition, our site will be involved in the All 4 Youth Counseling Program and the Discipline Guidelines Training through FUSD.

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:	**2** ELAC:	**3** Staff:
SSC acknowledged the improvement in attendance and suspension data.	ELAC validated the importance of attendance for all students.	Staff expressed concern about tardies and the possibility of implementing a Transition Room.

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
- Parent Meetings related to Attendance.
- Home visits
- 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
  - Attendance Hot Line Magnets
  - TSA's 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.
- Tier 2:
  - Incentives for behavior contracts, classroom incentives for attendance and academic performance
  - Individual outreach
  - Therapist
  - Academic Counselor-MS
  - Attendance Site Meeting
  - RCA will support students with accessing academics through SEL support..
  - CWAS

- Tier 3:
  - School Psychologist, increase of one day per week. (.20 FTE) to collaborate regarding high risk students
  - Home visits made by support staff (Wellness Checks)
  - Legal intervention-SARB

Specify enhanced services for EL students:
- Use of HSL for parent communication with parents of English Learners

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

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

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).

- 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 Support Team (TST).
- 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 7th graders
- Mentors assigned for check-in/check-out
- On-boarding for new middle school students coming to Hamilton on a transfer.
- Inclusive Practices
- 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
  - Class Meetings/Morning Meetings
  - 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.
  - Mentors assigned for check-in/check-out
  - 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 Support Meeting (TST)

- 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 Support Meeting (TST)
  - Multi-disciplinary Team (ICET)
  - Tier 3 Behavior Intervention Specialists

Specify enhanced services for EL students:

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

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.

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

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

2020-2021 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	Mat & Supp			: Materials and supplies for parent participation: magnets, POs, etc.. - No Food, No Incentives.	1,454.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	All Goal 4	10,743.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500	All Goal 4 SEL	7,930.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting and translation for parent participation	2,085.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	All Goal 4	8,059.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	All Goal 4 SEL	5,947.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Therapist services	43,890.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000		13,910.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			SEL and Attendance support	506.00

$94,524.00

05/15/2020

2020-2021 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 Split - 0.50 FTE Hamilton Title I / 0.50 District Title I All Goal 1	67,752.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction.- No Food, No Incentives.	1,404.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting and Translation	1,517.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for professional learning conferences: IB, CADA, Math, PLC, etc...	27,408.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Zerox 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			*Other* Theresa Blanchard- UDL : Universal Design for Learning PL	11,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental contract	1,096.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	757.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology refresh	7,802.00
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	Other Pupil Services	Oth Cls-Supp			Additional EL/ELPAC support	1,517.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology: tablets, headphones, smartboards, projectors, etc...	7,267.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observation, SSTs, IEPs, Conferences, PL, and Climate and Culture.	35,650.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	3,903.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction: iREADY, GW, Art, etc.	46,002.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology: hardware refresh	64,663.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance for technology to support instruction.	1,300.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			: Admin tech refresh	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning, data chats, peer observations, SSTs, IEPs, conferences, PL, and Climate and Culture.	2,021.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Food Services	200.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent participation: magnets, POs, etc.. - No Food, No Incentives.	1,454.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500	All Goal 4	10,743.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500	All Goal 4 SEL	7,930.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting and translation for parent participation	2,085.00
G4A1		Attendance & Social Work Service	Cls Sup-Reg		0.1875		

G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875	All Goal 4	8,059.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	All Goal 4 SEL	5,947.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Therapist services	43,890.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000		13,910.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			SEL and Attendance support	506.00

							$398,283.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$79,394.00
Sup & Conc	7090	$284,599.00
LCFF: EL	7091	$34,290.00
Grand Total		**$398,283.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$303,559.00
G2 - All students will engage in arts, activities, and athletics	$200.00
G4 - All students will stay in school on target to graduate	$94,524.00
Grand Total	**$398,283.00**

05/15/2020