

**Hamilton K-8**

10621666120125

Principal's Name: Deborah Marquez

Principal's Signature:

A handwritten signature in cursive script that reads "Deborah A. Marquez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The first letter 'D' is large and loops around the start of the name.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

<b>Table of Contents</b>		
<b>Section</b>	<b>Topic</b>	<b>Details</b>
<b>A.</b>	<b>School Quality Review Process</b>	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
<b>B.</b>	<b>Action Plan</b>	Action designed to meet the needs and accomplish the goals
<b>B.1.</b>	<b>Academic Domain</b>	Academic and Course Performance
<b>B.2.</b>	<b>Social/Emotional Domain</b>	Attendance/Suspensions/Expulsions
<b>B.3.</b>	<b>Culture and Climate Domain</b>	Goal 2 Engagement/Parent Involvement/EL Services
<b>Budget and Governance Sections</b>		
<b>C.1.</b>	<b>Budget</b>	Allocations and planned expenditures
<b>D.1.</b>	Centralized Services	N/A
<b>E.1.</b>	<b>Assurances</b>	Consolidated Program Assurances
<b>E.2.</b>	<b>School Site Council</b>	Members list
<b>E.3.</b>	<b>Required Signatures</b>	Principal and SSC Chairperson
<b>E.4.</b>	<b>Addendum</b>	Site Parent Involvement Policy/Compact/SSC Bylaws

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

## 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	34/66	45.83 %

### 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	59/68	38.98 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	35/68	27.12 %

### 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	48/68	37.03 %
<input type="checkbox"/>	Middle	CORE High School Readiness	5- High School Readiness Rate	<a href="#">2524</a>	CORE Waiver: High School Readiness	13/17	37 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	57/68	4.32 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	50/68	20 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	45/64	50 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	43/68	18.18 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	37/68	94.18 %
<input checked="" type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	<a href="#">6282</a>	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	15/17	12.5 %
<input checked="" type="checkbox"/>	Middle	Suspension	2- Disproportionality	<a href="#">5976</a>	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">5957</a>	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	12/17	30.77 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	65/67	%
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	16/17	63.06 %
<input type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	14/17	%

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 1</b>	Hamilton K-8 School will implement a comprehensive, balanced literacy program, which includes: ELA Response to Intervention model (Hurricane Hour), tiered levels of support, English Language Development, and explicit instruction of a monthly identified thinking skill. Language Arts/Literacy instruction for all students will align with common core teaching strategies and encompass all content areas to support an increase in students at or above the State reading level, as reflected through multiple reading measures.		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<ul style="list-style-type: none"> <li>Reading by Third Grade</li> </ul>	<b>Borderline Eligibility Pool</b> <ul style="list-style-type: none"> <li><b>6062</b> (Number and percentage of K-3<sup>rd</sup> grade students not on grade level who are one grade level below.)</li> <li><b>3714</b> (Number and percentage of 2-8 grade students who demonstrate on track annual growth on DRP.)</li> </ul>	<ul style="list-style-type: none"> <li>51% (6062)</li> <li>64% (3714)</li> </ul>	
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><b>SQII 3714-</b> Benchmarks (Data trends indicate a significant drop from Spring administration to EOY administration.)</p> <ul style="list-style-type: none"> <li>As measured by the Spring DRP, 2<sup>nd</sup>-8<sup>th</sup> grade “on-track” students will demonstrate an additional annual growth of 10% from 64.08% to 74.08%.</li> <li>As measured by the EOY DRP, 2<sup>nd</sup>-8<sup>th</sup> grade “on-track” students will demonstrate an annual growth of 10% from 44.48% to 54.48%.</li> </ul> <p><b>SQII 6062-</b>Benchmarks (Data trends indicate a significant drop from Spring administration to EOY administration.)</p> <ul style="list-style-type: none"> <li>As measured by the Winter (KAIG, BAS and DRP), K-3 grade students not on grade level who are one grade level below will decrease by 10% from 61.20% to 71.20%.</li> <li>As measured by the EOY (KAIG, BAS and DRP), K-3 grade students not on grade level who are one grade level below will decrease by an additional 10% from 45.83% to 55.83%.</li> </ul>			

<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>	<i>Owner(s)</i>	<i>Timeline</i>
<ol style="list-style-type: none"> <li>1. <b>DRP (2<sup>nd</sup>-8<sup>th</sup>)</b>  <ul style="list-style-type: none"> <li>-<b>4014</b> (Number and percentage of 2-8 grade students whose score declined on the most recent DRP.)</li> <li>-<b>3714</b> (Number and percentage of 2-8 grade students who demonstrate on track annual growth on DRP.)</li> </ul> </li> <li>2. DiBELs</li> <li>3. <b>BAS (K and 1<sup>st</sup>)</b>  <ul style="list-style-type: none"> <li>-<b>3985</b> (Number and percentage of 1<sup>st</sup> grade students who demonstrate growth on the most recent BAS.)</li> <li>-<b>4015</b> (Number and percentage of 1<sup>st</sup> grade students who remain flat on the most recent BAS.)</li> </ul> </li> <li>4. Language Arts grades</li> <li>5. Classroom observations</li> <li>6. <b>KAIG</b>  <ul style="list-style-type: none"> <li>-<b>4017</b> (Number and percentage of Kindergarten students who demonstrate growth on the most recent KAIG.)</li> </ul> </li> <li>7. EduText</li> <li>8. ELA Instructional Practice Guide-classroom observations/feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. RSP Teacher</li> <li>3. Teachers</li> <li>4. Teachers</li> <li>5. P/VP</li> <li>6. P/VP</li> <li>7. Teachers</li> <li>8. VP/P</li> </ol>	<ol style="list-style-type: none"> <li>1. Quarterly administration</li> <li>2. 6 week increments</li> <li>3. Quarterly administration</li> <li>4. Ongoing</li> <li>5. Ongoing</li> <li>6. Quarterly monitoring</li> <li>7. Weekly</li> <li>8. Ongoing</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I)</i></p> <ul style="list-style-type: none"> <li>• Translation provided by HSL, as needed.</li> <li>• Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>• Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>• Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.</li> <li>• Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter.</li> <li>• Each elementary teacher will specifically review each student’s reading levels and scores at the fall parent conference.</li> <li>• Middle school team will review academic progress with the families of identified At-Risk students.</li> <li>• Monthly calendar informing parents of upcoming school events and activities.</li> <li>• A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.</li> <li>• Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.</li> <li>• Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.</li> </ul>		

- Spring Open House

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings.
- Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

*Describe related professional learning:*

- **Reading Comprehension/Literacy**
  - **English Learners/Special Populations/sub groups- (3 hours out of 54 hours)**
    - Examining appropriate scaffolding in order to provide strategic support that moves learners toward independence.
    - Integration of CA ELD standards and CA ELA CCSS in providing English Learner instruction.
    - Tracking and monitoring academic progress of our Long Term English Learners.
- **Reading Comprehension/Literacy**
  - **Curriculum Development- (1 planning day per quarter)**
    - Planning – incorporation of ELA Adoption and monthly thinking skill.
- **Reading Comprehension/Literacy**
  - **Accountable Community - (5 hours out of 54 hours)**
    - A/C Collaboration examining the student writing in conjunction with the CC Reading and Writing Standards, aligned criteria, and intervention/enrichment.
    - Sequencing and deconstruction of CC Standards and strategies in order to increase challenging content in all areas.
    - Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community.
    - Alignment of the Thinking Skill common assignment/assessment to the revised Scope and Sequence.
    - Collaboration related to common formative assessments.
- **Reading Comprehension/Literacy**
  - **Professional Learning - (4 hours out of 54 hours)**
    - Learning By Doing – Book study
    - RtI group expectations
    - ELA Adoption implementation support
- **Reading Comprehension/Literacy**
  - **Leadership Team (ILT)**
    - DRP data analysis
    - Common assessments/assignments



- Challenging Content

- **Reading Comprehension/Literacy**
  - **Buyback Days - ( 21 hours)**
    - ELA Adoption Training (Approx. 9 hours of the 21 Buyback hours)

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All students in grades TK-6 will participate in intervention/enrichment 4 days per week for 50 minutes each day.
- The site-wide intervention will utilize teachers, RSP staff, and a certificated tutor.
- Teachers will use Illuminate assessments, BAS/DiBEL's, and common writing assessments to measure effectiveness.
- Additional rotations are provided for identified students (SPED, EL, chronically absent).
- After 10-12 weeks of intervention, students who have not made growth are referred to SST.
- Paper for RtI/Literacy instruction
- Pencils and pens for RtI/Literacy instruction
- Reward system for progress on goals
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting CELDT standards

*Specify additional targeted actions for EL students:*

- EL students will receive Designated ELD instruction during RtI (Hurricane Hour).
- EL students will receive Integrated ELD instruction during classroom instruction.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125			27,325
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250			10,929
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher to support ELA	3,429
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for ELA instruction	5,230
1	1	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sup				Admin Sub-retiree contract to support ELA	1,743
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teacher to support ELA instruction	5,713
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for supporting ELA instruction	1,046
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supp for instruction: Time for Kids, etc...	17,248
1	1	Title 1 Basic	Instruction	Materials & Supplies				Supplemental M & S-MS Agendas/Homework Folders (K-1)/	10,435
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Supplemental Technology-hardware/software	7,829

1	1	Sup & Conc	Instruction	Non Capitalized Equipment			Technology to support instruction.	15,000
1	1	Title 1 Basic	Instruction	Travel			PD/PL Workshops related to ELA	200
1	1	Sup & Conc	Instruction	Office Equipment Lease			Xerox-Ricoh Lease/Repair	8,000
1	1	Sup & Conc	Instruction	Books & Other Reference			GW & Time for Kids	500
1	1	Sup & Conc	Instruction	Direct- Graphics (Dr)			Graphics for ELA	1,000
1	1	Title 1 Basic	Instruction	Direct- Graphics (Dr)			Graphics-supplemental instructional materials for ELA	1,500
<b>Total</b>								<b>\$117,127</b>

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 2</b>	<p>Hamilton K-8 School will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content, IPG, and application of monthly Thinking Skill. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<ul style="list-style-type: none"> <li><b>SBAC -Math</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Standard Not Met/Nearly Met</b></li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>6160</b> (Number and percentage of students scoring Standard not met or Standard nearly met on the math SBAC.)</li> </ul>	<ul style="list-style-type: none"> <li>• 72%</li> </ul>	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p><b>SQII 3789-Benchmark</b></p> <ul style="list-style-type: none"> <li>• By the end of semester 1, the percentage of 2<sup>nd</sup>-8<sup>th</sup> students with a D/F in their current math class will show a 10% decrease from 30.07% to 20.07%, as measured by ATLAS Grade Report.</li> </ul> <p><b>SQII 4762-Benchmark</b></p> <ul style="list-style-type: none"> <li>• By the end of semester 2, the percentage of 2<sup>nd</sup>-8<sup>th</sup> students with a D/F in their current math class will show an additional 10% decrease from 22.54% to 12.54%, as measured by ATLAS Grade Report.</li> </ul>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. BBF Administration</li> <li>2. Classroom Assessments             <ul style="list-style-type: none"> <li>○ Pre</li> <li>○ Post</li> </ul> </li> <li>3. A/C Template Data Analysis Reflection</li> <li>4. Data Chats</li> <li>5. Mathematics Instructional Practice Guide-classroom observations/feedback</li> <li>6. Mathematics Grades             <ul style="list-style-type: none"> <li>-<b>4023</b> (Number and percentage of Kindergarten students who demonstrated growth on the most recent KAIG Math assessment.)</li> <li>-<b>3741</b> (Number and percentage of 4<sup>th</sup> -6<sup>th</sup> grade students with a D or lower in their current math class who had a C or higher in their previous year.)</li> <li>-<b>3742</b> (Number and percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students with a D or lower in their current math class who had a C or higher in their previous year.)</li> <li>-<b>3789</b> (Number and percentage of students with a D/F in semester 1 in their current math class.-Elem)</li> <li>-<b>4762</b> (Number and percentage of students with a D/F in semester 2 in their current math class- MS.)</li> </ul> </li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. Teachers</li> <li>4. P/VP/Teachers</li> <li>5. VP/P</li> <li>6. P/VP/Teachers</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Quarterly</li> <li>2. Monthly</li> <li>3. Monthly</li> <li>4. Quarterly</li> <li>5. Ongoing</li> <li>6. Quarterly Monitoring</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Translation provided by HSL, as needed.</li> </ul>			

- Information will be shared with parents at Back to School Night regarding the Math adoption and how it will support the state standards.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
- Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2015-16 school year.
- Each teacher will specifically review each student's BBF results at the fall parent conference.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with the families of identified At-Risk students.
- Each teacher will specifically review each student's reading levels and scores at the fall parent conference.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings.
- Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

*Describe related professional learning:*

- **Mathematics**
  - **Accountable Community - (5 hours out of 54 hours)**
    - Planning for implementation of the district adopted material, Go Math, as a tool to supplement and support mathematical grade level standards.
    - Common formative assessments
    - Planning and collaboration related to continuing the development and refinement of increased rigor and challenging content.
    - Coherence and Progression of mathematics standards and instruction
    - Interim assessment sequencing and planning

- **Mathematics**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
    - Deconstructing the CA Mathematics CCSS
    - Coordination of CCSS and Coherence Map (Achievingthecore.org)
- **Mathematics**
  - **Leadership Team (ILT)**
    - Interim data analysis
    - Common assessments/assignments
    - Provide training and opportunities to determine and align site-wide grading policies.
- **Mathematics**
  - **Buyback Days - (3 out of 21 hours)**
    - Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All students in grades TK-6 will participate in classroom based instruction in alignment with grade level standards.
- Small group instruction will be provided for identified and non-identified students within the classroom to support students who are not meeting grade level criteria, (D's/F's).
- MS students with one D or one F will be flagged weekly, and teacher will meet with students to support needs.
- Support staff will provide supplemental intervention for identified students on a pull-out basis.
- Use of Inquiry questions
- Projects based learning
- Supplies for projects as seen necessary by teacher
- Binders and folders for projects and classwork
- Reflection Journals
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic skills

*Specify additional targeted actions for EL students:*

- Teachers will utilize embedded support from adopted materials.
- Translation provided to families by HSL, as needed.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher to support Math	3,429
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for Math instruction	4,649
2	1	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sup				Admin Sub- retiree contract to support Math	1,743
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teacher to support Math instruction	4,570
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental contract to support Math instruction	1,046
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics for Math	1,000
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics-supplemental instructional materials/supplies for mathematics.	1,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instruction.	15,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Supplemental technology-hardware/software	6,610

2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Maintenance and Repair	1,300
2	1	Sup & Conc	Instruction	Travel				PL/PD Workshop related to Mathematics	200
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies for Instruction: IVS (Smartboards/Tech.), etc.	11,250
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplemental notebooks, journals, whiteboards, pens, etc..	10,349
<b>Total</b>									<b>\$62,146</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<p><b>Action # 3</b></p> <p><i>Detail the action:</i> Hamilton K-8 School will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with Integrated ELD classroom instruction.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> <li><b>EL Redesignation</b></li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p><b>English Proficiency Growth</b></p> <ul style="list-style-type: none"> <li><b>6017</b> (Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessment.)</li> </ul>	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> <li>55.57%</li> </ul>	<p><i>Vendor (contracted services)</i></p>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<p><i>Reasoning:</i></p> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> SQII 6017-Benchmark (Data trends indicate a significant drop from Winter administration to EOY administration.)</p>			



<ul style="list-style-type: none"> <li>• By Winter 2017, the percentage of EL students who demonstrate expected growth on the most recent academic and language assessment will show a 10% increase from 62.35% to 72.35%, as measured by district grade level source criteria (KSEP, KAIG, BAS, DRP, CELDT).</li> <li>• By EOY 2017, the percentage of EL students who demonstrate expected growth on the most recent academic and language assessment will show a 10% increase from 45.57% to 55.57%, as measured by district grade level source criteria (KSEP, KAIG, BAS, DRP, CELDT).</li> </ul>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. DRP (2<sup>nd</sup> – 8<sup>th</sup>)</li> <li>2. DRP Chats</li> <li>3. BAS (K and 1<sup>st</sup>)</li> <li>4. DiBELs</li> <li>5. CELDT Chats</li> <li>6. CELDT -4021 (Number and percentage of English Learner students remained flat on the most recent CELDT.)</li> <li>7. Language Arts grades -5990 (Number and percentage of EL 1<sup>st</sup>-12<sup>th</sup> grade students who meet borderline eligibility criteria)</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers/Students/VP/P</li> <li>3. Teachers</li> <li>4. SpEd Team/CT</li> <li>5. CT</li> <li>6. CELDT Assessors- Fall</li> <li>7. Teachers</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Fall/Spring</li> <li>2. Fall/Spring</li> <li>3. Fall/Spring</li> <li>4. 6-8 week cycle</li> <li>5. Fall</li> <li>6. Fall</li> <li>7. Ongoing</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Translation provided by HSL, as needed.</li> <li>• Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>• Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>• Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.</li> <li>• Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter.</li> <li>• Middle school team will review academic progress with the families of identified At-Risk students.</li> <li>• Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.</li> <li>• Monthly calendar informing parents of upcoming school events and activities.</li> </ul>		

- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings.
- Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning

*Describe related professional learning:*

- **ELD/Literacy**
  - **English Learners/Special Populations/sub groups- ( 3 hours out of 54 hours)**
    - Examining appropriate scaffolding in order to provide strategic support that moves learners toward independence.
    - Integration of CA ELD standards and CA ELA CCSS in providing English Learner instruction.
    - Collaboration regarding academic progress of our Long Term English Learners.
- **ELD/Literacy**
  - **Accountable Community - (5 hours out of 54 hours)**
    - CELDT Data analysis
    - DRP Chats
    - A/C Collaboration examining the EL student writing.
    - Implementation of CC ELA and ELD Standards and strategies in order to increase challenging content in all areas.
    - Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community.
    - Implementing the cycle of continuous improvement with EL data.
- **ELD/Literacy**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
- **ELD/Literacy**
  - **Leadership Team (ILT)**
    - DRP data analysis
    - Common assessments/assignments

▪ Challenging Content

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

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

*Specify additional targeted actions for EL students:*

- EL students will receive Designated ELD instruction through RtI (Hurricane Hour).

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Non Capitalized Equipment				Technology (Hardware/Software) to support EL students	8,601
								Total	\$8,601

<b>Domain</b> <input type="checkbox"/> Rates	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation</b>	<input checked="" type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<p><i>Detail the action:</i>                      The purpose behind the implementation of school wide attendance incentives will be to promote perfect attendance, with a focus on chronic absenteeism. By establishing good school 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 facilitate parent outreach and Spanish Interpretation for parents.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> <li><b>Middle School Readiness</b></li> </ul>	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> <li><b>EIIS Green Zone Rate</b></li> <li><b>6038</b> (Number and percentage of TK-8 grade students with 95% or higher attendance.)</li> <li><b>6381</b> (Number and percentage of 2<sup>nd</sup> -6<sup>th</sup> grade students meeting EIIS attendance, behavior and academic criteria (green zone). 2<sup>nd</sup> grade excluded from Q1 and Q2 calculations.</li> </ul>	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> <li>65% of TK-8 grade students with 95% or higher attendance.</li> </ul>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> <li>Family Foundations (Counseling/Fee)</li> <li>Funworks (rallies)</li> <li>Young Men’s Alliance/CLEAR</li> </ul>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input checked="" type="checkbox"/> <i>Research-based</i>    <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By May 2017, the number and percentage of 2<sup>nd</sup> -6<sup>th</sup> grade students meeting EIIS attendance, behavior and academic criteria (green zone) will increase by 20% from 45.86% to 65.86%, as measured by ATLAS Attendance Chronic Absence Elementary Report. The 20% increase will positively impact the 95% or higher attendance goal.</li> </ul>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>Attendance Records- <b>5959</b> (Number and percentage of TK-8 grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester.)</li> <li>Attendance Admin Meeting</li> <li>Parent/Teacher Conferences</li> <li>Health Office Referrals</li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>Attendance Clerk/Teachers</li> <li>Attendance Clerk/VP/Principal</li> <li>Teachers</li> <li>Nurse</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>Daily</li> <li>As needed</li> <li>As needed</li> <li>As needed</li> <li>As needed</li> <li>As needed</li> </ol>

<ol style="list-style-type: none"> <li>5. Home Visits</li> <li>6. A2A/SART Meetings</li> <li>7. Student Engagement (Goal 2 Activities)</li> </ol>	<ol style="list-style-type: none"> <li>5. Attendance Clerk/HSL/Child Welfare and Attendance Specialist (DPI)/VP/Principal</li> <li>6. VP/Principal –Bi-monthly</li> <li>7. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>7. Quarterly</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Translation provided to families by HSL, as needed.</li> <li>• Information will be shared with parents at Back to School Night regarding the Math adoption and how it will support the state standards.</li> <li>• Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>• Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>• Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2015-16 school year.</li> <li>• Each teacher will specifically review each student’s BBF results at the fall parent conference.</li> <li>• Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter.</li> <li>• Middle school team will review academic progress with the families of identified At-Risk students.</li> <li>• Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.</li> <li>• Monthly calendar informing parents of upcoming school events and activities.</li> <li>• A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.</li> <li>• Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.</li> <li>• Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.</li> <li>• Spring Open House</li> </ul> <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings.</li> <li>• Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.</li> <li>• The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.</li> </ul>		

*Describe related professional learning:*

- 
- Review and refine Hamilton Hooray participation guidelines.
- Conferences/Workshops related to professional growth.
- **Social-Emotional/Absenteeism/Suspension**
  - **Accountable Community - ( 3 hours out of 54 hours)**
    - Data analysis from surveys
    - Data analysis from absentee trends-ATLAS Attendance Snapshot
    - Implementation of Hamilton Hooray participation guidelines.
- **Social-Emotional/Absenteeism/Suspension**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
    - Update staff on attendance rates
    - Review and refine Hamilton Hooray participation guidelines.
- **Social-Emotional/Absenteeism/Suspension**
  - **Leadership Team (ILT)**
    - Attendance trends- Elementary and MS
- **Social-Emotional/Absenteeism/Suspension**
  - **Institute Days - ( 2 hours)**
    - Review policies and procedures for daily attendance at Institute Day.
    - Review policies and procedures for office health referrals at Institute Day.

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- Through site focus on students' attendance, all students will have the opportunity to earn the monthly Hamilton Hooray, a school-wide incentive which promotes attendance.
- The “Manageable” absenteeism is addressed through phone calls from Attendance Clerk, Home School Liaison and Teachers.
- The “Chronic” absenteeism is addressed through home visits, scheduled A2A/SART meetings, and consultation with the Child Welfare and Attendance Specialist.
- Use of common assignments around restorative practices
- Monitoring of other SQII indicators that supports the overall goal
- Reflective journals students

- Walkthrough Data shows increase in Culture-Joy for learning from both students and staff
- Quarterly misbehavior data
- Student meeting behavior goals increase through counselor meetings
- Implementation of CHAMPs is evident in every classroom
- End of the year student and parent surveys show a higher number of students feeling more connected to our school and staff

*Specify additional targeted actions for EL students:*

- Home School Liaison will support the families whose primary language is Spanish.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action:</i> Hamilton K-8 School will continue effective implementation of Safe and Civil components and on-going revisions related to the Tiered System of Social-Emotional Supports, which directly relates to suspension and expulsion rates, stakeholder surveys, and attendance rates. In a proactive measure to promote social emotional competencies and growth, we will focus with intentionality, addressing student and staff social emotional needs in order to promote a decline in misbehavior across grade levels and within the Fresno High Region around restorative practices.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> <li>• <b>Suspension</b></li> </ul>	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> <li>• <b>Disproportionality</b></li> <li>• <b>5976</b> (Number and percentage of middle school students with 1 or more total suspension incidents who are more than 10% negatively disproportionate.)</li> <li>• <b>6302</b> (Number of TK-6<sup>th</sup> grade students who have at least 1 suspension incident (on campus or out of school) and have an appropriate ATLAS portfolio entry.)</li> </ul>	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> <li>• Decrease Males of color suspension rate to 39%.</li> </ul>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> <li>• Family Foundations (Counseling/Fee)</li> <li>• Funworks (rallies)</li> <li>• Young Men’s Alliance/CLEAR</li> </ul>

<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By May 2017, out of school suspension incidents per 100, as related to males of color, will decrease from 59.26% to 39.26%, as measured by ATLAS Suspension Report.</li> </ul>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>
<ol style="list-style-type: none"> <li>Classroom/Office Referrals-<b>3684</b> (Number and percentage of TK-8<sup>th</sup> grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester.)</li> <li>Data Chats</li> <li>MAC(PreK-K)/CHAMPS(1-8) Implementation</li> <li>“Teach our Expectations” Assemblies/Powerpoints</li> <li>ATLAS Entries</li> <li>Class Meetings</li> <li>Second Step Lessons</li> <li>Student Engagement (Goal 2 Activities)</li> <li>SQII <b>6109</b> (Number and percentage of students who have been suspended and/or expelled.)</li> <li>SEL Parent Survey Results</li> <li>SEL Student Survey Results</li> </ol>		<ol style="list-style-type: none"> <li>Teachers</li> <li>VP/Principal</li> <li>Safe and Civil Team</li> <li>Teachers</li> <li>Teachers/TSA/VP/Principal</li> <li>Teachers</li> <li>Teachers</li> <li>Teachers/TSA</li> <li>P/VP/TSA</li> <li>Test Coordinator- Spring 2017</li> <li>Test Coordinator- Spring 2017</li> </ol>	<ol style="list-style-type: none"> <li>Ongoing</li> <li>Quarterly</li> <li>Ongoing</li> <li>August/January/March</li> <li>Ongoing</li> <li>Weekly implementation/Quarterly monitoring</li> <li>Weekly implementation/Quarterly monitoring</li> <li>Quarterly</li> <li>Quarterly monitoring</li> <li>Annually</li> <li>Annually</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>Translation provided to families by HSL, as needed.</li> <li>Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.</li> </ul>			



- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with the families of identified At-Risk students.
- Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.
- Spring Open House

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings.
- Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

*Describe related professional learning:*

- **Social-Emotional/Absenteeism/Suspension**
  - **Accountable Community - ( 3 hours out of 54 hours)**
    - Levels of misbehavior
    - CHAMP’s
  
- **Social-Emotional/Absenteeism/Suspension**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
    - OLWEUS/ Class Meetings
    - CHAMPs
    - Social-Emotional Presentations by site Counselor
  
- **Social-Emotional/Absenteeism/Suspension**
  - **Leadership Team (ILT)**
    - Levels of misbehavior
    - Safe and Civil Refinement

- Regional Restorative Practices Training
- **Social-Emotional/Absenteeism/Suspension**
  - **Buyback Day/Institute Days - ( 2 hours)**
    - Hamilton Discipline: Rules/Expectations for school-wide implementation.
    - Levels of misbehavior
    - MAC
    - CHAMPS
    - OLWEUS/ Class Meetings
    - ATLAS
    - Positive Behavior Assemblies/Powerpoints

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs, Hamilton's disproportionality is reflected in males of color, in relation to suspensions.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6<sup>th</sup> graders
- WEB meeting with 6<sup>th</sup> grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly to track progress
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide
- Young Men's Alliance/Leadership program for 6<sup>th</sup> grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power /Leadership Program for 6<sup>th</sup> grade girls falling under tier 2 and 3 of RTI pyramid
- Restorative practices Training for students
- Utilize and implementation of Restorative practices
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects

- Access to laptops or tablets for group and individual math projects
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

*Specify additional targeted actions for EL students:*

- Counseling opportunities available for EL students who are experiencing social-emotional challenges that are impacting student attendance and success at school.
- Translation provided to families by HSL, as needed.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher to support SEL and Culture	3,429
5	2	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sup				Admin sub- retiree contract to support SEL	1,394
5	2	Sup & Conc	Instructional Supervision & Administration	Prof/Consulting Svc & Operating			Other* - Golf Cart Central Service (Repairs)	Golf Cart - maintenance/repairs	500
5	2	Sup & Conc	Instructional Supervision & Administration	Non Capitalized Equipment				Golf cart	4,500
5	2	EL	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Family Foundation Services	A portion of 21 hours per week for 38 weeks total 798 hrs at \$50/hr= \$39900.00	2,000
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics for Safe & Civil/SEL	1,000

5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee for Counseling	798
5	2	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies for structures/routines/attendance: Fitness Finders, Pin Mart, A-Mark, etc.	22,500
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Family Foundation Services	Majority of 21 hours per week for 38 weeks total 798 hrs at \$50/hr= \$39900.00	37,900
								<b>Total</b>	<b>\$74,021</b>

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>	
<b>Action # 6</b>	<p><i>Detail the action:</i> Hamilton K-8 School will provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for families. A Home School Liaison for 3.5 hours each day will facilitate parent outreach and Spanish Interpretation for parents.</p>						
<i>SQII Element:</i>	<ul style="list-style-type: none"> <li><b>Suspension</b></li> </ul>		<i>SQII Sub-element(s):</i>	<b>Appropriate Behavior Intervention</b>		<i>Site Growth Target:</i> <ul style="list-style-type: none"> <li>90% of parents that respond “Agree” or “Strongly Agree” to “I feel respected and welcomed at my child’s school”</li> </ul>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>					
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By Spring 2016-17, the percent of parents that respond “Agree” or “Strongly Agree” to “I feel respected and welcomed at my child’s school” will increase 5% from 88.06% to 90+%, as measured by the annual district parent surveys.</li> </ul>							
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)				<i>Owner(s)</i>	<i>Timeline</i>		

<p>Parent attendance throughout the school year:</p> <ol style="list-style-type: none"> <li>1. Back to School Night-sign-ins</li> <li>2. Parent/Student Conferences- sign-in             <ul style="list-style-type: none"> <li>-Elem -<b>6302</b> (Number of TK-6<sup>th</sup> grade students who have at least 1 suspension incident –on campus or out of school, and have an appropriate ATLAS portfolio entry.)</li> <li>-MS- <b>6282</b> (Number of 7-8<sup>th</sup> grade students who have at least 1 or more suspension incident –on campus or out of school, and have an appropriate ATLAS portfolio admin entry.)</li> </ul> </li> <li>3. ELAC/SSC- sign-ins/agendas/minutes</li> <li>4. PTA-sign-ins</li> <li>5. Parent University Courses-sign-ins</li> <li>6. Family Engagement Events-sign-ins</li> <li>7. Student Performances</li> <li>8. Events/Activities</li> <li>9. SEL Survey Results             <ul style="list-style-type: none"> <li>-<b>356</b> (Number and percentage of parents that responded “Agree” or “Strongly Agree” to “I feel respected and welcomed at my child’s school.”)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. VP/TSA</li> <li>4. PTA President</li> <li>5. HSL/TSA</li> <li>6. HSL/TSA/VP</li> <li>7. TSA/VP/P</li> <li>8. TSA/VP/P</li> <li>9. Teachers/TSA</li> </ol>	<ol style="list-style-type: none"> <li>1. August 2016</li> <li>2. October 2016</li> <li>3. Quarterly</li> <li>4. Quarterly</li> <li>5. As scheduled</li> <li>6. As scheduled</li> <li>7. As scheduled</li> <li>8. Ongoing</li> <li>9. Annually</li> </ol>
---	---	---

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

- Translation provided to families 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.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Middle school team will review academic progress with the families of identified At-Risk students.
- Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will also be invited to student celebrations/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.

<ul style="list-style-type: none"> <li>• Spring Open House</li> </ul> <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings.</li> <li>• Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.</li> <li>• The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.</li> </ul>
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will be provided information and updates regarding parent outreach activities, events, courses and opportunities for school engagement.</li> </ul>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• HSL conducts parent meetings, organizes parent communication, and facilitates conferences as assigned for the purpose of gaining information and/or discussing needs applicable to all students and their families.</li> <li>• HSL coordinates with attendance clerk and administrators regarding home visits and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families.</li> <li>• HSL to support EL students and families through interpreting, outreach, home visits and related services.</li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.</li> </ul>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			12,602
6	2	EL	Parent Participation	Classified Support-Supplemental				Translation and Babysitting	587
6	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translation and Babysitting	528
6	3	Sup & Conc	Instruction	Direct-Food Services (Dr)				FUSD Food Services for parent mtgs.	200

6	3	EL	Instruction	Materials & Supplies				Save Mart PO, Mat/Supplies for parent involvement	11,602
6	3	Title 1 Basic	Parent Participation	Materials & Supplies				Mat/Supp to support parent involvement. NO FOOD	2,000
								<b>Total</b>	<b>\$27,519</b>

<b>Domain</b>	<input type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 7</b>	<i>Detail the action:</i> Hamilton K-8 School will provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students. Students will be encouraged to connect to school and the adults on campus through the use of social skills building, connecting to students interests, and providing opportunities for them to explore and expand their interests.		
	<i>SQII Element:</i> <ul style="list-style-type: none"><li><b>Student Engagement</b></li></ul>	<i>SQII Sub-element(s):</i> <ul style="list-style-type: none"><li><b>Overall Student Participation</b></li><li><b>2080</b> (Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics).</li></ul>	<i>Site Growth Target:</i> <ul style="list-style-type: none"><li>100% participation</li></ul>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> <ul style="list-style-type: none"><li>By May 2017, the number of TK-8<sup>th</sup> grade students who are engaged in Goal 2 activities will increase 42% from 58.57% to 100%, as measured by ATLAS Engagement Tool.</li></ul>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ol style="list-style-type: none"><li>Attendance</li><li>Student Surveys (4<sup>th</sup>-8<sup>th</sup>)</li></ol>		<i>Owner(s)</i> <ol style="list-style-type: none"><li>Teachers/Attendance Clerk/HSL</li><li>Test Coordinator</li></ol>	<i>Timeline</i> <ol style="list-style-type: none"><li>Ongoing</li><li>Annually</li><li>Ongoing</li></ol>

<ol style="list-style-type: none"> <li>3. Office Referrals</li> <li>4. Class Meetings</li> <li>5. Goal 2 Activities/Student Engagement</li> <li>6. CLUB Hamilton Involvement-100%</li> </ol>	<ol style="list-style-type: none"> <li>3. Teachers/TSA/VP/P</li> <li>4. Teachers</li> <li>5. Teachers</li> <li>6. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>4. Daily/Weekly/Bi-Monthly</li> <li>5. Ongoing</li> <li>6. Bi-monthly involvement/Quarterly monitoring</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Translation provided to families by HSL, as needed.</li> <li>• Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>• Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>• Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.</li> <li>• Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter.</li> <li>• Middle school team will review academic progress with the families of identified At-Risk students.</li> <li>• Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.</li> <li>• Monthly calendar informing parents of upcoming school events and activities.</li> <li>• A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.</li> <li>• Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.</li> <li>• Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.</li> <li>• Spring Open House</li> </ul> <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings.</li> <li>• Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.</li> <li>• The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Social-Emotional/Absenteeism/Suspension</b> <ul style="list-style-type: none"> <li>○ <b>Accountable Community - ( 2 hours out of 54 hours)</b> <ul style="list-style-type: none"> <li>▪ Levels of misbehavior</li> </ul> </li> </ul> </li> </ul>		



- CHAMP's
  - Student Engagement (Goal 2 Activities)
  - Review Goal 2 Student Engagement participation
- **Social-Emotional/Absenteeism/Suspension**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
    - OLWEUS/ Class Meetings
    - CHAMPS
    - Social-Emotional Presentations by site Counselor
    - MAC(PreK-K)/CHAMPS(1-8) Implementation Review
- **Social-Emotional/Absenteeism/Suspension**
  - **Leadership Team (ILT)**
    - Levels of misbehavior
    - Safe and Civil Refinement
    - Regional Restorative Practices Training
- **Social-Emotional/Absenteeism/Suspension**
  - **Buyback Day/Institute Days - ( 2 hours)**
    - Hamilton Discipline: Rules/Expectations for school-wide implementation.
    - Levels of misbehavior
    - MAC
    - CHAMPS
    - OLWEUS/ Class Meetings
    - ATLAS
    - Positive Behavior Assemblies/Powerpoints

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All student will have the opportunity to earn awards and incentives to encourage academic success. In addition, recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities. All students in grades TK-8 will participate in a minimum of one extracurricular club per semester, which will meet two times per month.

- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship, strategic involvement in peer mediation, and strategic involvement in Young Men's Alliance (CLEAR).
- Students/families continuing to struggle with attendance and connectivity to school will be linked with HSL, Child Welfare Attendance Specialist, and/or counselor.
- All students will receive continued effective implementation of Safe and Civil components.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SSTs, Hamilton's disproportionality is reflected in males of color, in relation to suspensions.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB students to lead incoming 6<sup>th</sup> graders
- WEB meeting with 6<sup>th</sup> grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly to track progress
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide
- Young Men's Alliance/Leadership program for 6<sup>th</sup> grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power /Leadership Program for 6<sup>th</sup> grade girls falling under tier 2 and 3 of RTI pyramid
- Restorative practices Training for students
- Utilize and implementation of Restorative practices
- Provide Peer Mediation/Conflict resolution training for identified students
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Binders and folders for projects and classwork
- Reflection Journals
- Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops or tablets for group and individual math projects
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Materials & Supplies				Materials/Supp to support school connectivity: American Music, Funworks, Young Men's Alliance/CLEAR, Resource Connection, etc.	22,500
Total									\$22,500

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	<p><i>Detail the action:</i> Hamilton K-8 School will implement a comprehensive English language acquisition program focusing on EL students who score in the Intermediate range on CELDT and are at, or approaching, grade level criteria for DRP/BAS to support re-designation to RFEP. Designated ELD instructional time will be provided through RtI deployment, along with Integrated ELD classroom instruction.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<ul style="list-style-type: none"> <li><b>EL Redesignation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Borderline Eligibility Pool</b></li> <li><b>5990</b> (Number and percentage of English Learner 1<sup>st</sup>-12<sup>th</sup> grade students who meet borderline eligibility criteria.)</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of 20% of EL students will be Redesignated.</li> </ul>	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>			
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li>By Winter 2016, we will continue to meet or exceed the English Learner district Redesignation rate of 14% and decrease the At-Risk and Long Term English Learner rate by 10% from 44.9% to 34.9%, as measured by the ATLAS EL Redesignation Goal Setting Report.</li> <li>By EOY 2017, we will continue to meet or exceed the English Learner district Redesignation rate of 14% and decrease the At-Risk and Long Term English Learner rate by 10% from 49.04% to 39.04%, as measured by the ATLAS EL Redesignation Goal Setting Report.</li> </ul>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. DRP (2<sup>nd</sup> – 8<sup>th</sup>)</li> <li>2. DRP Chats</li> <li>3. BAS (K and 1<sup>st</sup>)</li> <li>4. CELDT Chats</li> <li>5. CELDT</li> <li>6. Language Arts grades</li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. Teachers</li> <li>4. Teacher/CT</li> <li>5. CELDT Assessors</li> <li>6. Teachers</li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li>1. Fall/Spring</li> <li>2. Fall/Spring</li> <li>3. Fall/Spring</li> <li>4. Annually</li> <li>5. Fall</li> <li>6. Teachers-Ongoing</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Translation provided to families by HSL, as needed.</li> <li>• Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.</li> <li>• Hamilton families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.</li> <li>• Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-17 school year.</li> <li>• Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-16 school year, during the summer break, and School Messenger reminders.</li> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter.</li> <li>• Middle school team will review academic progress with the families of identified At-Risk students.</li> <li>• Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.</li> <li>• Monthly calendar informing parents of upcoming school events and activities.</li> <li>• A minimum of four SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.</li> <li>• Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.</li> <li>• Parent University will work in conjunction with Hamilton to offer on-going parent education provided by the district office.</li> <li>• Spring Open House</li> </ul> <p>The following will be provided to further support students and families:</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings.</li> <li>• Individualized Educational Plan (IEP) Meetings for students identified with learning discrepancies.</li> <li>• The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.</li> </ul>		
<p><i>Describe related professional learning:</i></p>		

- **ELD/Literacy**
  - **English Learners/Special Populations/sub groups- (4 hours out of 54 hours)**
    - Examining appropriate scaffolding in order to provide strategic support that moves learners toward independence.
    - Integration of CA ELD standards and CA ELA CCSS in providing English Learner instruction.
    - Collaboration regarding academic progress of our Long Term English Learners.
    - Support teachers in utilizing EL Redesignation and Goal Setting Reports.
    - Continued development and support with progress monitoring and identification of potential at-risk and long term EL students.
    - Provide training in Integrated and Designated ELD instructional strategies and best practices.
    - CELDT Data Chats
  
- **ELD/Literacy**
  - **Accountable Community - (2 hours out of 54 hours)**
    - CELDT Data analysis
    - DRP Chats
    - A/C Collaboration examining the EL student writing.
    - Implementation of CC ELA and ELD Standards and strategies in order to increase challenging content in all areas.
    - Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community.
    - Implementing the cycle of continuous improvement with EL data.
  
- **ELD/Literacy**
  - **Professional Learning - (3 hours out of 54 hours)**
    - Learning By Doing – Book study
  
- **ELD/Literacy**
  - **Leadership Team (ILT)**
    - DRP data analysis
    - Common assessments/assignments
    - Challenging Content

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- All EL students will participate in Integrated and Designated ELD instruction.
- All EL students will participate in CELDT Data Chats with teachers.
- DRP Data Chats to be conducted with students who meet the CELDT criteria for Redesignation.
- LTEL students who are At-Risk (grades and attendance) will be referred for SST meetings.
- Identified EL students will participate in CELDT Data Chats with administrator.

- After 6-8 week intervention, LTEL students will be referred for SST meetings, if no progress has been made.
- Paper for goal setting and chats
- Pencils and pens for goal setting and chats
- Reward system for progress on goals
- PowerPoint presentations for goal settings and chats
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use with RtI/ELD literacy program
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting CELDT standards

*Specify additional targeted actions for EL students:*

- EL students will receive Designated ELD instruction through RtI (Hurricane Hour).

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	EL	Instruction	Teacher-Substitute Salaries				Substitutes for EL teachers	513
8	3	EL	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for supporting EL students	1,511
8	3	EL	Instruction	Direct-Other (Dr)				REA Charges for CELDT Assessors (3-5 days)	3,500
<b>Total</b>									<b>\$5,524</b>

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Hamilton - 0208

**ON-SITE ALLOCATION**

3010	Title I	\$65,428 *
7090	LCFF Supplemental & Concentration	\$212,767
7091	LCFF for English Learners	\$39,243
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$317,438</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,423
Remaining Title I funds are at the discretion of the School Site Council	\$64,005
Total Title I Allocation	\$65,428

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.



# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0208 Hamilton (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teacher to support ELA instruction	5,713.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for supporting ELA instruction	1,046.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Supplemental M & S-MS Agendas/Homework Folders (K-1)/	10,435.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Supplemental Technology- hardware/software	7,829.00
1	1	Title 1 Basic	Instruction	Travel			PD/PL Workshops related to ELA	200.00
1	1	Title 1 Basic	Instruction	Direct-Graph			Graphics-supplemental instructional materials for ELA	1,500.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313		27,325.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher to support ELA	3,429.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for ELA instruction	5,230.00
1	1	Sup & Conc	Instruction	Bks & Ref			: GW & Time for Kids	500.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supp for instruction: Time for Kids, etc...	17,248.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction.	15,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: Xerox-Ricoh Lease/Repair	8,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA	1,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sup			Admin Sub-retiree contract to support ELA	1,743.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.125		10,929.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teacher to support Math instruction	4,570.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contract to support Math instruction	1,046.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental notebooks, journals, whiteboards, pens, etc..	10,349.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Supplemental technology-hardware/software	6,610.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics-supplemental instructional materials/supplies for mathematics.	1,000.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher to support Math	3,429.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for Math instruction	4,649.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies for Instruction: IVS (Smartboards/Tech.), etc.	11,250.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction.	15,000.00
2	1	Sup & Conc	Instruction	Travel			PL/PD Workshop related to Mathematics	200.00
2	1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair	1,300.00
2	1	Sup & Conc	Instruction	Direct-Graph			: Graphics for Math	1,000.00
2	1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sup			Admin Sub- retiree contract to support Math	1,743.00
3	1	EL	Instruction	Nc-Equipment			: Technology (Hardware/Software) to support EL students	8,601.00
5	2	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher to support SEL and Culture	3,429.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies for structures/routines/attendance: Fitness Finders, Pin Mart, A-Mark, etc.	22,500.00
			Instruction	Direct-Graph				

5	2	Sup & Conc	Instruction	Direct-Graph		: Graphics for Safe & Civil/SEL	1,000.00
5	2	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sup		Admin sub- retiree contract to support SEL	1,394.00
5	2	Sup & Conc	Instructional Supervision & Admir	Nc-Equipment		: Golf cart	4,500.00
5	2	Sup & Conc	Instructional Supervision & Admir	Cons Svc/Oth		Other* - Golf Cart Central Service (Repairs) : Golf Cart - maintenance/repairs	500.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements		Counseling: Family Foundation Services : Majority of 21 hours per week for 38 weeks total 798 hrs at \$50/hr= \$39900.00	37,900.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other		2% REA Evaluation Fee for Counseling	798.00
5	2	EL	Guidance & Counseling Services	Subagreements		Counseling: Family Foundation Services : A portion of 21 hours per week for 38 weeks total 798 hrs at \$50/hr= \$39900.00	2,000.00
6	2	Title 1 Basic	Parent Participation	Cls Sup-Sup		Translation and Babysitting	528.00
6	3	Title 1 Basic	Parent Participation	Mat & Supp		Mat/Supp to support parent involvement. NO FOOD	2,000.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	12,602.00
6	3	Sup & Conc	Instruction	Direct-Food		FUSD Food Services for parent mtgs.	200.00
6	3	EL	Instruction	Mat & Supp		: Save Mart PO, Mat/Supplies for parent involvement	11,602.00
6	2	EL	Parent Participation	Cls Sup-Sup		Translation and Babysitting	587.00
7	3	Sup & Conc	Instruction	Mat & Supp		: Materials/Supp to support school connectivity: American Music, Funworks, Young Men's Alliance/CLEAR, Resource Connection, etc.	22,500.00
8	3	EL	Instruction	Teacher-Subs		Substitutes for EL teachers	513.00
8	3	EL	Instruction	Teacher-Supp		Supplemental contracts for supporting EL students	1,511.00
8	3	EL	Instruction	Direct-Other		REA Charges for CELDT Assessors (3-5 days)	3,500.00

\$317,438.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,428.00
Sup & Conc	7090	\$212,767.00
EL	7091	\$39,243.00
<b>Grand Total</b>		<b>\$317,438.00</b>

Domain Totals	Budget Totals
Academic	\$187,874.00
Culture & Climate	\$41,826.00
Social/Emotional	\$87,738.00
<b>Grand Total</b>	<b>\$317,438.00</b>

E.1. Assurances

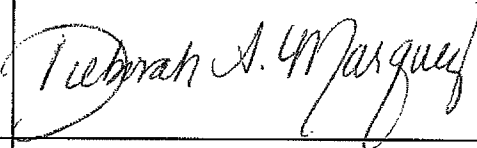
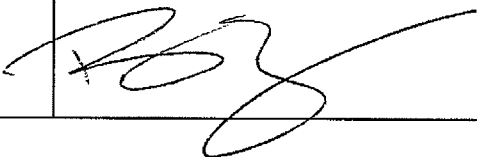
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Deborah Marquez</b>	X				
2. <b>Chairperson - Brittany Diaz</b>				X	
3. <b>Mirna Garcia</b>				X	
4. <b>Rebecca Olmeda</b>				X	
5. <b>Monica Rodriguez</b>				X	
6. <b>Jose Rodriguez</b>				X	
7. <b>Vice Chairperson- Cecilia Romero</b>				X	
8. <b>Aline Kaufman</b>		X			
9. <b>Tama Gilbert</b>		X			
10. <b>Darlene Smith</b>		X			
11. <b>Eugenia Rose</b>		X			
12. <b>Madeline Contreras</b>			X		
13.					
14.					
15.					
<input checked="" type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: <b>Hamilton Elementary</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Deborah Marquez		4/1/16
SSC Chairperson	Brittany Diaz		4/1/16

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