

Hidalgo Elementary

10621666105746

Principal's Name: Reynaldo Villalobos

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Reynaldo Villalobos	X				
2. Chairperson - Juana Lagunas				X	
3. Secretary - Madeline Cedillo		X			
4. Co-Chairperson - Noemi Rodriguez				X	
5. Carmen Vuittonet				X	
6. Lauren Stewart		X			
7. Antonia Garcia		X			
8. Celina Sandoval				X	
9. Maria Aguilar			X		
10. Dora Morales				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Reynaldo Villalobos		3-27-19
SSC CO Chairperson	Noemi Rodriguez Juana Lagunas	Noemi Rodriguez	3-27-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	\$56,400 *
7090	LCFF Supplemental & Concentration	\$238,972
7091	LCFF for English Learners	\$113,919
3182	Comprehensive Support and Improvement	<u>\$189,000</u>
TOTAL 2019/20 ON-SITE ALLOCATION		\$598,291

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,800
Remaining Title I funds are at the discretion of the School Site Council	\$54,600
Total Title I Allocation	<u>\$56,400</u>

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Hidalgo Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)		0.802 %	2017-2018	20 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.035 %	17.813 %	2017-2018	30 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.003 %	17.974 %	2017-2018	30 %

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

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

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

Action 1:

Hidalgo implemented a balanced literacy program based on our Guaranteed Viable Curriculum in grades TK to 2, which focused on identifying student gaps and strengths of the ELA State Standards. Teachers included dedicated instructional time to address foundational skills mastery during the ELA block to ensure students are reading on grade level.

Hidalgo created a three tiered systematic response to intervention within our school, to continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier I and II levels of instruction were provided by the classroom teacher utilizing the Wonders curriculum and WonderWorks Tier III curriculum. Tier III received push in prescriptive interventions by three Teaching Fellows (contracted service providers) with our Intervention Specialist Teacher organizing the curriculum and overseeing their service.

In grades K-2 an optional 40 minute foundational skills ELA deployment was implemented to support all students in their identified needs. Teachers implemented guided reading and close reading strategies to provide small group reading instruction.

Implementation:

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

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

- The Hispanic subgroup struggled to improve from the previous year. They nearly remained the same with 0.3 change (maintained) difference from the previous year on the CA Dashboard or a 1.2% SBAC (Power BI)
- Hidalgo has 52% of students identified as English Learners and are struggling to improve in grades 3 to 6 on the ELA standards. The students proficiency rate is approximately the same as the school wide results.
- Teachers over scaffolding for students creating less rigorous expectations
- Students working in student groups "collaborative groups" for an extended period of time that did not allow for individual thinking and practice of the problem in understanding or practice for assessment.
- Ineffective implementation of tiered interventions.
- Follow through on implementation of intervention based on CFAs results has not been consistent and students need prescription lessons for areas of need.
- Limited use of intervention resources and materials in grades 3-6
- More emphasis on motivation and recognition of student reading and math accomplishments
- Chronic absenteeism of students grades K-1 keeping the students from learning the essential foundational standards
- Chronic absenteeism of Special Education students keeping the students from learning the

This ELA instruction occurred daily which included: differentiated instruction, independent practice, collaboration, push in Teaching Fellows support, small groups, prescriptive interventions, and after school tutoring with additional Teaching Fellows. The optional 40 minute foundational skills ELA deployment session ended up not being implemented due to two of the three 1st grade teachers being out due to medical leave.

Tier I and II levels of instruction were provided by the classroom teacher utilizing the Wonders curriculum and WonderWorks. The Certificated Intervention Specialist teacher provided systematic prescriptive intervention to Tier III students using curriculum. PLC's developed Common Formative assessments in ELA, analyzed the data and provided prescriptive lessons to nearly met students to meet mastery of the grade level standards.

Teachers in grades K-2 assessed their students BAS, KAIG, Interims, quarterly using the Wonders assessments, biweekly using CFAs, as well as ongoing formative assessments. Teachers continually analyzed student results and planned accordingly to differentiate instruction.

Teachers and administrators utilized the Interim results pivot tables to analyze student results and make decisions on next steps.

Prescriptive interventions were given to students based upon assessed student needs.

Reading/ELA Formative Assessments were implemented quarterly for SPED SDC and GE students.

Weekly grade level (GE and SPED together) Professional Learning Community (PLC) meetings occurred to improve instruction within all classrooms and consisted of:

-common formative assessments creation, discussion, results analysis, next steps planning.

-building shared knowledge regarding standards, instructional practices and expectations for the PLC and next course/grade level.

Results:

ELA	CA Dashboard 17-18	Change	FUSD	FUSD	%Change
		(+) Increased / (-) Declined / (=) Maintained	Power BI 16-17 Meets or Exceeds	Power BI 17-18 Meets or Exceeds	(+) Increased / (-) Declined / (=) Maintained
All Students	81.1 pts. Below Standard	2	16%	17.8%	+1.8%
English Learners	79.4 pts. Below Standard	-6.5	3.3%	6.8%	+3.5%
Homeless	NA	NA	12.5%	25%	+12.5%
Socioeconomically Disadvantaged	81.5 pts. Below Standard	2.9	NA	NA	NA

essential foundational standards.

- Inadequate implementation model of integrated and designated ELD instruction.
- Limited use of Close Reading and Guided Reading Strategies.

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

- Teachers over scaffolding for students creating less rigorous expectations
- Students working in student groups "collaborative groups" for an extended period of time that did not allow for individual thinking and practice of the problem in understanding or practice for assessment.
- Ineffective implementation of tiered interventions.
- Follow through on implementation of intervention based on CFAs results has not been consistent and students need prescription lessons for areas of need.
- Limited use of intervention resources and materials in grades 3-6
- More emphasis on motivation and recognition of student reading and math accomplishments
- Chronic absenteeism of students grades K-1 keeping the students from learning the essential foundational standards
- Chronic absenteeism of Special Education students keeping the students from learning the essential foundational standards.
- Limited use of math 5 E Resources
- Limited use of appropriate use of manipulatives for students who need scaffolds.

EL Reclassification Rate (All grade levels)

- Hidalgo has 52% of students identified as English Learners and are struggling to improve in grades 3 to 6 on the ELA standards. The students proficiency rate is approximately the same as the school wide results.
- Inadequate implementation model of integrated and designated ELD instruction.
- Chronic absenteeism of students grades K-1 keeping the students from learning the essential foundational standards
- Language barrier in the home makes homework/enrichment ELD work supports difficult.

Students with Disabilities	148 Below Standard	-7.5	NA	4.3%	NA
Hispanic	78.8 pts. Below Standard	+4.8	14.6	18.5%	+3.9%
Asian	72.9 pts. Below Standard	-21.3	28.9%	22.9%	-6%
African American	132.8 Below Standard	NA	NA	NA	NA

Intervention Teacher, Foundational Skill Deployment including the use of Teaching Fellows has proven to have an effectiveness of 56% growth of 4 or more BAS levels from Quarter 1 to Quarter 4.

Action 2:

Balanced Literacy Program 3-6

Hidalgo provided a balanced literacy program with rigorous expectations in ELA based on the guaranteed viable curriculum. Lessons were focused on essential reading standards with a high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, writing, speaking and listening. Teachers provided instruction during all content areas using school wide close reading strategies, routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers integrated foundational reading skills to develop fluency, comprehension and writing to ensure that all students are reading at grade level.

Hidalgo created a three tiered systematic response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

Implementation:

This ELA instruction occurred daily which included: differentiated instruction, independent practice, collaboration, small groups, prescriptive interventions, and after school tutoring with additional Teaching Fellows.

Tier I and II levels of instruction were provided by the classroom teacher utilizing the Wonders curriculum and WonderWorks. The Certificated Intervention Specialist teacher provided systematic prescriptive intervention to Tier III students using curriculum. PLC's developed Common Formative assessments in ELA, analyzed the data and provided prescriptive lessons to nearly met students to meet mastery of the grade level standards.

Teachers in grades 3-6 assessed their students quarterly using the Wonders assessments, Interim assessments, biweekly using CFA's, as well as ongoing formative assessments. Teachers continually analyzed student results and planned accordingly to differentiate instruction

Teachers and administrators utilized the Interim results pivot tables to analyze student results and make decisions on next steps.

Prescriptive interventions were given to students based upon assessed student needs.
 Reading Formative Assessments were implemented quarterly for SPED SDC and GE students.
 Weekly grade level (GE and SPED together) Professional Learning Community (PLC) meetings occurred to improve instruction within all classrooms and consisted of:
 -common formative assessments creation, discussion, results analysis, next steps planning.
 -building shared knowledge regarding standards, instructional practices and expectations for the PLC and next course/grade level.

Results:

ELA	CA Dashboard 17-18	Change (+) Increased / (-) Declined / (=) Maintained	FUSD Power BI 16-17 Meets or Exceeds	FUSD Power BI 17-18 Meets or Exceeds	%Change (+) Increased / (-) Declined / (=) Maintained
All Students	81.1 pts. Below Standard	2	16%	17.8%	+1.8%
English Learners	79.4 pts. Below Standard	-6.5	3.3%	6.8%	+3.5%
Homeless	NA	NA	12.5%	25%	+12.5%
Socioeconomically Disadvantaged	81.5 pts. Below Standard	2.9	NA	NA	NA
Students with Disabilities	148 Below Standard	-7.5	NA	4.3%NA	
Hispanic	78.8 pts. Below Standard	+4.8	14.6	18.5%	+3.9%
Asian	72.9 pts. Below Standard	-21.3	28.9%	22.9%	-6%
African American	132.8 Below Standard	NA	NA	NA	NA

Current Trends: ELA Interim 2 (average of grades 3-6) 23.65%

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

Action 3:

Balanced TK-6 Math program

Teachers provided math instruction to students that is high in rigor, conceptual understanding, procedural skill, application, coherence and fluency. Teachers utilized the district Go Math curriculum and other supports to teach to the standards with depth and understanding. Staff utilized common formative assessments to monitor the progress of students' performance toward meeting grade level standards.

Hidalgo created a three tiered systematic response to intervention within our school, and continually improve math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier I and II levels of instruction was provided by the classroom teacher utilizing the Go Math curriculum. Specific prescriptive interventions were provided to Tier III students either inside or outside the classroom via classroom teacher and/or Intervention teacher.

Hidalgo implemented mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention was placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports centered on professional learning, with PLC's as the drivers, the use of common formative assessments, performance tasks, and RTI.

Implementation:

Math instruction occurred daily which included: a structured Lesson Design for Mathematics, differentiated instruction, independent practice, collaboration, small groups, prescriptive interventions, and after school tutoring with additional Teaching Fellows.

Tier I and II levels of instruction were provided by the classroom teacher utilizing the GoMath curriculum. Classroom teachers provided prescriptive intervention to Tier III students using the same curriculum. PLC's developed Common Formative assessments in Math , analyzed the data and provided prescriptive lessons to nearly met students to meet mastery of the grade level standards.

Teachers in grades 3-6 assessed their students quarterly with Interim assessments, IAB assessments, Illuminate assessments, iXL assessments, biweekly using CFA's, as well as ongoing formative assessments. Teachers continually analyzed student results and planned accordingly to differentiate instruction

Teachers and administrators utilized the Interim results pivot tables to analyze student results and make decisions on next steps.

Prescriptive interventions were given to students based upon assessed student needs.

Math Formative Assessments were implemented quarterly for SPED SDC and GE students.

Weekly grade level (GE and SPED together) Professional Learning Community (PLC) meetings occurred to improve instruction within all classrooms and consisted of:

- common formative assessments creation, discussion, results analysis, next steps planning.
- building shared knowledge regarding standards, instructional practices and expectations for the PLC and next course/grade level.

Results

Math	CA Dashboard 17-18	Change	FUSD Power BI 16-17	FUSD Power BI 17-18	%Change
		(+) Increased / (-) Declined / (=) Maintained	Meets or Exceeds	Meets or Exceeds	(+) Increased / (-) Declined / (=) Maintained
All Students	78.1 pts. Below Standard	-9.2	19%	18%	-1%
English Learners	70 pts Below Standard	-7.2	4.3%	10.3%	+6%
Homeless	NA	NA	20.0%	16.7%	-3.3%
Socioeconomically Disadvantaged	78.1 pts. Below Standard	-9.5	NA	NA	NA
Students with Disabilities	121.6 pts. Below Standard	NA	NA	12.5%	NA
Hispanic	78.1 pts. Below Standard	=0.3	15.9%	17.1%	+1.2%
Asian	62.6 pts. Below Standard	-39.8	40.0%	34.4%	-5.6%
African American	NA	NA	10.0%	6.3%	-3.7%

Current Trends: Math Interim 2 (average of grades 3-6) 19.25%

EL Reclassification Rate (All grade levels)

EL Reclassification was significantly below the previous year due to the transition of the CELDT to the ELPAC assessment mid year. According to Power BI, less than 1% of Hidalgo students were Redesignated, however, the current trend and records indicate that our EL Reclassification rate is 13.3% of EL students Redesignating mid year. Our goal for year 2019-2020 is 20%.

EL students were provided Designated ELD instruction during class time as well as targeted instruction and support by the Intervention Teacher (TSA) and Teaching Fellow providers. Integrated ELA/ELD strategies were provided to EL students to access complex text and talk via the Wonders curriculum.

Additional after school support was provided for EL students through the Migrant program and English Learner District program utilizing additional Teaching Fellows for individualized learning and tutoring.

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

Within our TK-2 grade level category we failed to properly implement our 3 tiered system of support and only achieved the 2 tiered system. Also, in that same grade level category, we were not able to deploy our English Language

Development (ELD) groups as planned. These two implementation failures were caused by long term absences in teaching personnel. Two first grade teachers were out on leave thereby having a constant stream of substitutes in 2/3 of our first grade classes.

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

As a result of the analysis in Steps 1 and 2, we will focus our efforts by implementing the following in support of student learning:

- In support of Tier I Interventions, teacher knowledge and instructional practice will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Twice per year Intensive standards Institute (Unbound Ed) 40 hour training for a total of 80 hours.
- Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
- Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- Utilize district pivot teams to support with metrics.
- Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensively working with school supervisor with monitoring and implementation of all actions which includes 6-8 week action plans specific to indicators and focuses.
- Implementation of 4 IAB's /year
- Intervention Teacher will continue to support students in the (1st/2nd) grade with Tier III interventions in reading.
- Goal set for focused areas (Dashboard indicators) by conducting the following:
 - Created a metric grid for all things that triggered the CSI and report out the updated standings for Math, ELA and all student groups on a regular basis to more closely monitor and effect preventative responses before the problem becomes pervasive.

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

1 SSC:

SSC was presented with 17-18 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and 2. The following suggestions were made by the SSC for the 2019/2020 school year.

- Aides for the classrooms to assist teachers.
- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Continue with the Teaching Fellows
- Agreed with having a Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers

2 ELAC:

ELAC was presented with 17-18 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and 2. The following suggestions were made by the ELAC for the 2019/2020 school year.

- Increased academic rigor but with in class supports
- Teaching Fellow or Certificated Tutor support
- Math tutoring
- After school tutoring with teachers
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors
- Parent Involvement

3 Staff:

Staff has been closely monitoring assessment data throughout the year including 17-18 SBAC data in ELA and Math as well as Interim 1 and 2 data. Teachers have been analyzing CFA, Illuminate, BAS, KAIG and additional data along the way in PLC groups and individually in the classroom. The following suggestions were made by the staff for the 2019/2020 school year.

- Support for tier 3 students with a certificated tutor for grades 4-6
- Certificated Tutors
- Campus safety assistant
- Continue the Response to Intervention program for the students.
- Reading incentives for all students.
- District Coaching support in math, Close Reading, Guided reading and use of technology.
- Additional trainings

- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors

Action 1

Title: TK- 2 ELALiteracy Program

[Action Details:](#)

Tiered Levels of Support:

A three tiered systematic response to intervention will be implemented to continually improve ELALiteracy instruction at each level of intervention. In order to ensure that students make continuous progress and are able to demonstrate mastery of standards, students will be closely monitored by teachers and administrators. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum, iReady and WonderWorks. Tier III curriculum, WonderWorks, iReady and Khan Academy, as well as support by a certificated intervention specialist to organize instruction for tier III students.

Following a Universal screener (iReady) which will begin in August, the following Tiered levels of support will be implemented:

Tier 1

- 130 minutes of CORE ELA instruction
- TK-3 SDC classes will add an additional 50% of grade level instructional time to their Wonders instruction.
- 4-6 SDC classes will add an additional 50% of grade level instructional time to their Wonder instruction.
- Tiered Lesson Design
- Challenging Content with limited scaffolds to ensure appropriate rigor
- Student use of academic discourse of 50%
- Written and Verbal explanation of **HOW** they got the answer
- Daily CFU's with immediate feedback
- Aligned standards with rigor
- Reflection Skills
- Student goal setting
- Teachers and Admin doing metric analysis on Tier I monthly
- All students will receive foundational skills at the rigor of grade level
- Foundational Reading Skills taught outside of CORE ELA for 30 minutes daily
- Close Reading Strategies taught daily

Tier 2

- Daily CFU's with immediate feedback
- Small group instruction
- Intervention Block for unfinished learning
- Guided Reading
- Deployment (ELD)
- Teacher lead intervention strategies (1x1) (Check ins)
- Center Rotations for specific skills within standard
- Reflection skills
- ELSP notification to parents
- Students receive support of iReady personalized trainer after universal screening
- Data analysis of CFA's and planned prescriptive lessons to identified students.

Tier 3

- Clearly identified 30 minutes a day prescriptive intervention based on universal screener results.
- First in line for after school tutoring
- First in line for after school supports
- A 1.0 FTE Certificated Intervention Teacher will provide an Early Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier III students.
- Prescriptive Lessons- Wonders Interventions
- RSP Intervention (non and RSP IEP students)
- Intervention Teacher support beyond Early Literacy Program for grades 3-6
- Students receive support of iReady personalized trainer after universal screening
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. BAS, KAIG, and DRP assessment results.
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and District data reports.
6. Interim Assessments, SBAC, IAB's and Common Formative Assements.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze Interim Assessments Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. AC Data Chats
10. PLC Backwards Map Development based upon District Curriculum's CCSS Scope and Sequence
11. Grade Level PLC protocol Collection Tool

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students
10. Teacher, PLC, ILT, TSA's, Admin
11. Teacher, PLC, Admin

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly
10. Quarterly
11. Weekly

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

1. Power BI Data Analysis

2. CADashboard Data for our focus CSI areas of concern as related to Goal 1: ELA, Math, student groups of:

- Hispanic, Asian, English Learners, Students With Disabilities, African Americans, Homeless, Socioeconomically Disadvantaged.

Using all of the above indicators and data points disaggregated by student group.

Owner(s):

1. Admin, TSA's

2. Admin, TSA's

Timeline:

1. Monthly

2. Monthly

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

- Tier I Interventions will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and admin. in the area of CCSS knowledge through the twice per year standards institute Unbound Ed 40 per week training, for a total of 80 hours.
 - Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
- Tier II targeted students scoring below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI.
- Tier III targeted student scoring significantly below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI AND by the Certificated Intervention Teacher.
- Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- More Intensely working with School Supervisor with monitoring and implementation of all action which includes ongoing support such as:
 - 6-8 week action plans specific to indicators and focuses
 - conduct weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaches with intensive leadership professional development, off site classroom observations and data reviews.
- Utilize district pivot teams to support with metrics.
- Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensively working with school supervisor with monitoring and implementation of all actions which includes 6-8 week action plans specific to indicators and focuses.
- Implementation of 4 IAB's /year with analysis and develop action plans based on IAB results.
- Intervention Teacher will continue to support students in the (1st/2nd) grade with Tier III interventions in reading.
- Goal set for focused areas (Dashboard indicators)
- A 1.0 FTE Certificated Intervention Teacher will provide a Literacy Intervention program using WondersWorks Intervention program, iReady and guided reading strategies. Data collection and analysis will be shared with PLC teams.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as a McLane Region.
- Purchase WondersWorks Intervention program
- Purchase iReady Universal Screener and Personalized Trainer program
- Supplemental Pay Contracts for teacher and classified staff to provide after school tutoring.
- Supplemental Pay Contracts for teacher for tutoring, student support and additional meetings
- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Books for classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension as needed.
- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers, and other technologies to support the students in reading will be purchased as needed.
- Hardware and software to support student reading and assessment program will be purchased as needed.
- Two district provided aides will provide extra support to students in the Kindergarten classes.
- Provide subs for teachers to administer Reading Wonders Diagnostic and BAS assessments.
- Purchase supplemental materials, and training as needed to support the literacy program. Such as WonderSorks, guided reading books, and online resources.
- Students will have access to online learning for 2 to 3 hours a week with the use of a mobile computer lab.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and meetings.
- Parent supplies for parent workshops, meetings, coffee hours and Parent University will be purchased for parent support.
- Pay and provide opportunities for Certificated staff and Admin to attend conferences such as Unbound Ed and other on and offsite intensive professional development opportunities. (As funds are available)
- Provide Admin Substitutes for conferences, intensive professional development, data chats and district meetings.

- A 1.0 FTE Certificated Resource Teacher will provide an Intervention supports using specifically designed lessons to address identified students' needs.
- PLC's will analyze data from the common assignments, Interim results, IAB results, common formative assessments, DRP, Illuminate assessments, and ELPAC to improve student achievement.
- Identified EL students will be provided support through ELD and utilization of the ELD standards. Teachers will develop unit plans that address the ELD standards.
- ABilingual program that meets requirements will be offered for grades K-3 potentially continuing to 6th grade throughout the years (pending need and personnel).
- Mini-Corp Tutors will provide tutoring to migrant students during after school hours.
- District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings
- Implementation of rigorous text via District Adopted Language Arts Curriculum (GVC)
- Close Reading Strategies Complex Text, Task and Talk
- Integrated ELD Instruction
- Thinking Maps
- Interactive Read Alouds
- Guided Reading and small group instruction

Specify enhanced services for EL students:

- EL students will be first in line for after school tutoring.
- EL students will be first in line for additional after school supports (Migrant program, after school tutorials, etc.)
- PLC's will dis-aggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.
- Students needing additional support will receive Tier I intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- A 1.0 FTE Certificated Intervention TSA will support with Tier III interventions using specifically designed ELD lessons to address identified student's needs.
- PLC's will analyze EL student data from the common assignments, common formative assessments, DRP, Illuminate assessments, and ELPAC to target EL student achievement.
- ABilingual program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings
- Extended Learning Summer Program (ELSP) Summer Program Opportunities

Specify enhanced services for low-performing student groups:

Students With Disabilities (SWD) will receive the following enhanced services:

- TK-3 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonders instruction.
- 4-6 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonder instruction.
- SPED teachers will be required to meet with Principal/Admin team once per month for status check on academic student progress.
- RSP teachers will be required to meet once per month with teachers of students on caseload on IAB's and assessments.
- Tier I Instructional supports:
 - Daily CFU's with immediate feedback
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - Reflection Skills
 - Goal setting
 - Graphic organizer
 - Provide students a list of discussion questions prior to the reading/instruction
 - All students will receive foundational skills at the rigor of grade level
 - Close Reading Strategies taught daily
 - Written and Verbal explanation of **HOW** they got the answer
 - Challenging Content with appropriate scaffolds/ identified accommodations to ensure appropriate rigor
 - Small group instruction/ Centers
 - Reflection skills
 - Students receive support of iReady personalized trainer after universal screening
 - Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
 - Data analysis of CFAs and planned prescriptive lessons to identified students.

- Extended Learning Summer Program (ELSP) Summer School Program Opportunities
- Extended School Year (ESY) Special Education Summer School Program Opportunities

Tier II Instructional supports:

- A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
- Daily CFU's with immediate feedback
- IAB Assessments expectations and implementation for all SDC classrooms/students.
- Small group instruction
- Line Length Guides (as necessary)
- Peer note taking (as necessary)
- Graphic organizers
- A photocopy of the text so that they can highlight and/or take notes on the text as necessary.
- Assisted cued writing prompts
- Intervention Block for unfinished learning
- 1 x 1 with Paraprofessional aide
- Small group instruction with Paraprofessional aide
- Guided Reading
- Teacher lead intervention strategies (1x1) (Check ins)
- Center Rotations for specific skills within standard
- Students receive support of iReady personalized trainer after universal screening
- Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
- Data analysis of CFAs and planned prescriptive lessons to identified students.
- Extended Learning Summer Program (ELSP) Summer School Program Opportunities
- Extended School Year (ESY) Special Education Summer School Program Opportunities

Tier III Instructional supports:

- First in line for after school tutoring
- First in line for after school supports
- IAB Assessments expectations and implementation for all SDC classrooms/students.
- A 1.0 FTE Certificated Intervention Teacher will provide an Early Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier III students.
- A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
- Prescriptive Lessons- Wonders Interventions
- Intervention Teacher support beyond Early Literacy Program for grades 3-6
- Students receive support of iReady personalized trainer after universal screening
- Corrective Reading Placement Test and Spelling Mastery Placement test for RSP and SDC students.
- Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
- Additional IEP Team meetings to monitor develop plans for student success for identified students.
- Peer note taking (as necessary)
- Graphic Organizers
- Oral or written responses by student (as necessary)
- Text with audio and visual tracking (as necessary)
- Extended Learning Summer Program (ELSP) Summer School Program Opportunities

- Extended School Year (ESY) Special Education Summer School Program Opportunities

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

- Incoming kindergarten parents will be invited to a Kindergarten Readiness Workshop prior to summer break.
- Each teacher will review each student's reading levels, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents informed of current levels and students' progress.
- Parent involvement will be addressed through Back-to-School, Open House, Parent Conferences, and special events throughout the year (such as Parent Appreciation Luncheon). Communication with parents and guardians on grades, attendance, behavior, and positive reinforcement will be addressed through, phone calls, both automated and personal, and/or home visits.
- Flyers, newsletters, Edutext, Parent Portal, Hidalgo Website and School Messenger system will be used to notify families of school wide activities.
- Parent literacy workshops provided by the site, Parent University and other organizations.

Describe Professional Learning related to this action:

- Tier I Interventions will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and admin. in the area of CCSS knowledge through the twice per year (beginning and advanced) standards institute Unbound Ed 40 per week training, for a total of 80 hours.
 - Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
 - District provided ELD Professional Development
- Administrators will be more Intensely working with School Supervisor in the monitoring and implementation of all actions which includes ongoing supports such as:
 - 6-8 week action plans specific to indicators and focuses
 - conducting weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaching with intensive leadership professional development, off site classroom observations and data reviews.
- Administrators and Site Team will be working with FUSD Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.)
- Ongoing Professional Learning opportunities to refine the implementation of: Instructional Practice Guide (IPG) to increase instruction toward the tenets.
- ELA/ELD Framework
- Close Reading Strategies in all subject areas
- Integrated and Designated ELD Instruction in all subject areas.
- Complex text, talk, task, and increasing the rigor of lessons.
- Utilization of Guaranteed Viable Curriculum.
- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Guided reading content and strategies.
- Coaching provided by district Instructional Coaches, when available.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

Action 2

Title: 3-6 ELA/Literacy Program

Action Details:

Tiered Levels of Support:

A three tiered systematic response to intervention will be implemented to continually improve ELA/Literacy instruction at each level of intervention. In order to ensure that students make continuous progress and are able to demonstrate mastery of standards, students will be closely monitored by teachers and administrators. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum, iReady and WonderWorks. Tier III curriculum, WonderWorks, iReady and Khan Academy, as well as support by a certificated intervention specialist to organize instruction for tier III students.

Following a Universal screener (iReady) which will begin in August, the following Tiered levels of support will be implemented:

Tier 1

- 130 minutes of CORE ELA instruction
- Tiered Lesson Design
- Challenging Content with limited scaffolds to ensure appropriate rigor

- Student use of academic discourse of 50%
- Written and Verbal explanation of **HOW** they got the answer
- Daily CFU's with immediate feedback
- Aligned standards with rigor
- Reflection Skills
- Student goal setting
- Teachers and Admin doing metric analysis on Tier I monthly
- All students will receive foundational skills at the rigor of grade level
- Foundational Reading Skills taught outside of CORE ELA for 30 minutes daily
- Close Reading Strategies taught daily

Tier 2

- Daily CFU's with immediate feedback
- Small group instruction
- Intervention Block for unfinished learning
- Guided Reading
- Deployment (ELD)
- Teacher lead intervention strategies (1x1) (Check ins)
- Center Rotations for specific skills within standard
- Reflection skills
- ELSP notification to parents
- Students receive support of iReady personalized trainer after universal screening
- Data analysis of CFA's and planned prescriptive lessons to identified students.

Tier 3

- Clearly identified 30 minutes a day prescriptive intervention based on universal screener results.
- First in line for after school tutoring
- First in line for after school supports
- A 1.0 FTE Certificated Intervention Teacher will provide a Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier III students.
- Prescriptive Lessons- Wonders Interventions
- RSP Intervention (non and RSP IEP students)
- Intervention Teacher support beyond Early Literacy Program for grades 3-6
- Students receive support of iReady personalized trainer after universal screening
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. DRP, Interim Assessments, SBAC assessment results.
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and District data reports.
6. IAB's and Common Formative Assessment results.
7. ELD Progress, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze Interim Assessments Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. AC Data Chats
10. PLC Backwards Map Development based upon District Curriculum's CCSS Scope and Sequence
11. Grade Level PLC protocol Collection Tool

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students
10. Teacher, PLC, ILT, TSA's, Admin
11. Teacher, PLC, Admin

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly
10. Quarterly
11. Weekly

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

As a result of the analysis in Steps 1 and 2, we will focus our efforts by implementing the following in support of student learning:

- In support of Tier I Interventions, teacher knowledge and instructional practice will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and admin. in the area of CCSS knowledge through the twice per year standards institute Unbound Ed 40 per week training, for a total of 80 hours.
 - Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
- Tier II targeted students scoring below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI.
- Tier III targeted student scoring significantly below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI AND by the Certificated Intervention Teacher.
- Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- More Intensely working with School Supervisor with monitoring and implementation of all action which includes ongoing support such as:
 - 6-8 week action plans specific to indicators and focuses
 - conduct weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaches with intensive leadership professional development, off site classroom observations and data reviews.
- Utilize district pivot teams to support with metrics.
- Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensively working with school supervisor with monitoring and implementation of all actions which includes 6-8 week action plans specific to indicators and focuses.
- Implementation of 4 IAB's /year with analysis and develop action plans based on IAB results.
- Intervention Teacher will continue to support students in the with Tier III interventions in reading.
- Goal set for focused areas (Dashboard indicators)
- A 1.0 FTE Certificated Intervention Teacher will provide a Literacy Intervention program using WondersWorks Intervention program, iReady and guided reading strategies. Data collection and analysis will be shared with PLC teams.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as a McLane Region.
- Purchase WondersWorks Intervention program
- Purchase iReady Universal Screener and Personalized Trainer program
- Supplemental Pay Contracts for teacher and classified staff to provide after school tutoring.
- Supplemental Pay Contracts for teacher for tutoring, student support and additional meetings

- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Books for classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension as needed.
- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers, and other technologies to support the students in reading will be purchased as needed.
- Hardware and software to support student reading and assessment program will be purchased as needed.
- Two district provided aides will provide extra support to students in the Kindergarten classes.
- Provide subs for teachers to administer Reading Wonders Diagnostic and BAS assessments.
- Purchase supplemental materials, and training as needed to support the literacy program. Such as WonderSorks, guided reading books, and online resources.
- Students will have access to online learning for 2 to 3 hours a week with the use of a mobile computer lab.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and meetings.
- Parent supplies for parent workshops, meetings, coffee hours and Parent University will be purchased for parent support.
- Pay and provide opportunities for Certificated staff and Admin to attend conferences such as Unbound Ed and other on and offsite intensive professional development opportunities. (As funds are available)
- Provide Admin Substitutes for conferences, intensive professional development, data chats and district meetings.
- A 1.0 FTE Certificated Resource Teacher will provide an Intervention supports using specifically designed lessons to address identified students' needs.
- PLC's will analyze data from the common assignments, Interim results, IAB results, common formative assessments, DRP, Illuminate assessments, and ELPAC to improve student achievement.
- Identified EL students will be provided support through ELD and utilization of the ELD standards. Teachers will develop unit plans that address the ELD standards.
- A Bilingual program that meets requirements will be offered for grades K-3 potentially continuing to 6th grade throughout the years (pending need and personnel).
- Mini-Corp Tutors will provide tutoring to migrant students during after school hours.
- District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings
- Implementation of rigorous text via District Adopted Language Arts Curriculum (GVC)
- Close Reading Strategies Complex Text, Task and Talk
- Integrated ELD Instruction
- Thinking Maps
- Interactive Read Alouds
- Guided Reading and small group instruction

Specify enhanced services for EL students:

- EL students will be first in line for after school tutoring.
- EL students will be first in line for additional after school supports (Migrant program, after school tutorials, etc.)
- PLC's will dis-aggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.
- Students needing additional support will receive Tier I intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- A 1.0 FTE Certificated Intervention TSA will support with Tier III interventions using specifically designed ELD lessons to address identified student's needs.
- PLC's will analyze EL student data from the common assignments, common formative assessments, DRP, Illuminate assessments, and ELPAC to target EL student achievement.
- A Bilingual program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.

Specify enhanced services for low-performing student groups:

Students With Disabilities (SWD) will receive the following enhanced services:

- TK-3 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonders instruction.
- 4-6 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonder instruction.
- SPED teachers will be required to meet with Principal/Admin team once per month for status check on academic student progress.
- RSP teachers will be required to meet once per month with teachers of students on caseload on IAB's and assessments.
- Tier I Instructional supports:
 - Daily CFU's with immediate feedback
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - Reflection Skills
 - Goal setting

- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
 - District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
 - Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings
 - Extended Learning Summer Program (ELSP) Summer Program Opportunities
- Graphic organizer
 - Provide students a list of discussion questions prior to the reading/instruction
 - All students will receive foundational skills at the rigor of grade level
 - Close Reading Strategies taught daily
 - Written and Verbal explanation of **HOW** they got the answer
 - Challenging Content with appropriate scaffolds/ identified accommodations to ensure appropriate rigor
 - Small group instruction/ Centers
 - Reflection skills
 - Students receive support of iReady personalized trainer after universal screening
 - Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
 - Data analysis of CFA's and planned prescriptive lessons to identified students.
 - Extended Learning Summer Program (ELSP) Summer School Program Opportunities
 - Extended School Year (ESY) Special Education Summer School Program Opportunities
- Tier II Instructional supports:
 - A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
 - Daily CFU's with immediate feedback
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - Small group instruction
 - Intervention Block for unfinished learning
 - 1 x 1 with Paraprofessional aide
 - Small group instruction with Paraprofessional aide
 - Guided Reading
 - Line Length Guides (as necessary)
 - Peer note taking (as necessary)
 - Graphic organizers
 - A photocopy of the text so that they can highlight and/or take notes on the text as necessary.
 - Assisted cued writing prompts
 - Teacher lead intervention strategies (1x1) (Check ins)
 - Center Rotations for specific skills within standard
 - Students receive support of iReady personalized trainer after universal screening
 - Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
 - Data analysis of CFA's and planned prescriptive lessons to identified students.
 - Extended Learning Summer Program (ELSP) Summer School Program Opportunities
 - Extended School Year (ESY) Special Education Summer School Program Opportunities
- Tier III Instructional supports:
 - First in line for after school tutoring
 - First in line for after school supports
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - A 1.0 FTE Certificated Intervention Teacher will provide an Early Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier III students.

- A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
- Prescriptive Lessons- Wonders Interventions
- Intervention Teacher support beyond Early Literacy Program for grades 3-6
- Students receive support of iReady personalized trainer after universal screening
- Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
- Additional IEP Team meetings to monitor develop plans for student success for identified students.
- Extended Learning Summer Program (ELSP) Summer School Program Opportunities
- Extended School Year (ESY) Special Education Summer School Program Opportunities

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

Parent involvement will be addressed through Back-to-School, Open House, Parent Conferences, and special events throughout the year (such as Parent Appreciation Luncheon).

Communication with parents and guardians on grades, attendance, behavior, and positive reinforcement will be addressed through, phone calls, both automated and personal, and/or home visits. Flyers, newsletters, Edutext, Parent Portal, Hidalgo Website and School Messenger system will be used to notify families of school wide activities. Parent literacy workshops provided by the site, Parent University and other organizations

Describe Professional Learning related to this action:

Ongoing Professional Learning opportunities to refine the implementation of:

- ELA/ELD Framework
- Instructional Practice Guide (IPG) to increase instruction toward the tenets
- Close Reading Strategies in all subject areas Integrated and Designated ELD Instruction in all subject areas.
- Complex text, talk, task, and increasing the rigor of lessons.
- Guaranteed Viable Curriculum Aligned lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Coaching provided by district Instructional Coaches, when available.

Action 3

Title: TK-6 Math program

Action Details:

Teachers will provide math instruction to students that is high in rigor, conceptual understanding, procedural skill, application, coherence and fluency. Teachers will utilize the district Go Math curriculum and other supports to teach to the standards with depth and understanding. Staff will utilize common formative assessments to monitor the progress of students' performance toward meeting grade level standards.

Hidalgo will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports will center on professional learning, with PLC's as the drivers, the use of common formative assessments, performance tasks, and RTI.

Hidalgo will create a three tiered systematic response to intervention within our school, and continually improve math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the GoMath curriculum. Designated TSA Resource Teacher will provide support of the systematic intervention system to Tier III students.

Tiered Levels of Support:

A three tiered systematic response to intervention will be implemented to continually improve ELA/Literacy instruction at each level of intervention. In order to ensure that students make continuous progress and are able to demonstrate mastery of standards, students will be closely monitored by teachers and administrators. Tier I and II levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum, iReady and WonderWorks. Tier III curriculum, WonderWorks, iReady and Khan Academy, as well as support by a certificated intervention specialist to organize instruction for tier III students.

Following a Universal screener (iReady) which will begin in August, the following Tiered levels of support will be implemented:

Tier 1

- 120 minutes of CORE Math instruction
- Lesson Design for Mathematics

- Tiered Supports Lesson Design
- Challenging Content with limited scaffolds to ensure appropriate rigor
- Student use of academic discourse of 50%
- Written and Verbal explanation of **HOW** they got the answer
- Daily CFU's with immediate feedback
- Aligned standards with rigor
- Student goal setting
- Reflection Skills
- Teachers and Admin doing metric analysis on Tier I monthly
- All students will receive foundational skills at the rigor of grade level
- Word Problems taught daily

Tier 2

- Daily CFU's with immediate feedback
- Small group instruction
- Intervention Block for unfinished learning
- Deployment
- Teacher lead intervention strategies (1x1) (Check ins)
- Center Rotations for specific skills within standard
- Reflection skills
- ELSP notification to parents
- Students receive support of iReady personalized trainer after universal screening
- Data analysis of CFA's and planned prescriptive lessons to identified students.

Tier 3

- Clearly identified 30 minutes a day prescriptive intervention based on universal screener results.
- First in line for after school tutoring
- First in line for after school supports
- A 1.0 FTE Certificated Resource Teacher will provide Mathematics Intervention program using the Go Math curriculum intervention to Tier III students in grades 4/5.
- A 1.0 FTE Certificated Intervention Teacher will provide Mathematics Intervention program for grade 1.
- Prescriptive Lessons- Go Math Interventions
- RSP Intervention (non and RSP IEP students)
- Intervention Teacher support to targeted students
- Students receive support of iReady personalized trainer after universal screening
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. BAS, KAIG, and DRP assessment results.
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and District data reports.
6. Interim Assessments, SBAC, IAB's and Common Formative Assessments.
7. EL Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze Interim Assessments Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. AC Data Chats
10. PLC Backwards Map Development based upon District Curriculum's CCSS Scope and Sequence
11. Grade Level PLC protocol Collection Tool

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students
10. Teacher, PLC, ILT, TSA's, Admin
11. Teacher, PLC, Admin

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly
10. Quarterly
11. Weekly

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

As a result of the analysis in Steps 1 and 2, we will focus our efforts by implementing the following in support of student learning:

- In support of Tier I Interventions, teacher knowledge and instructional practice will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and admin. in the area of CCSS knowledge through the twice per year standards institute Unbound Ed 40 per week training, for a total of 80 hours.
 - Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
- Tier II targeted students scoring below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI.
- Tier III targeted student scoring significantly below established benchmarks will be provided targeted reading interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI AND by the Certificated Intervention Teacher.
- Schedule District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- More Intensely working with School Supervisor with monitoring and implementation of all action which includes ongoing support such as:
 - 6-8 week action plans specific to indicators and focuses
 - conduct weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaches with intensive leadership professional development, off site classroom observations and data reviews.
- Utilize district pivot teams to support with metrics.
- Accountability system will continue with the TSA Intervention Teacher with monitoring and goal setting, monthly data chats and accountability.
- More intensively working with school supervisor with monitoring and implementation of all actions which includes 6-8 week action plans specific to indicators and focuses.
- Implementation of 4 IAB's /year with analysis and develop action plans based on IAB results.
- Intervention Teacher will continue to support students in the with Tier III interventions in reading.
- Goal set for focused areas (Dashboard indicators)
- A 1.0 FTE Certificated Intervention Teacher will provide an Intervention program, iReady and guided reading strategies. Data collection and analysis will be shared with PLC teams.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as a McLane Region.
- Purchase iReady Universal Screener and Personalized Trainer program
- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades 3-6 with small group instruction to identified students using evidence based materials in ELA and math. The RT will also perform other duties as assigned such as coaching, professional development, admin support and goal 2 activities. (District Provided)
- Implementation of Go Math as the core curriculum and supplemental materials to support teaching of math standards. Teachers will provide differentiated classroom instruction that is aligned to the Math State Standards.
- Purchase professional learning books for staff.

- Students will spend two to three hours a week focused on online learning to develop math skills aligned to meeting grade level standards.
- Students will utilize the iReady math program, Personal trainer, that is standards and grade level based.
- Awards and incentives for students will be purchased to improve their math skills.
- Teachers and Administrators will monitor the progress.
- Lessons focused on technology standards will be taught by classroom teachers.
- Provide sub-release time for classroom visitation, conferences and professional development, data chats.
- Provide opportunities for Certificated staff and Admin. to attend conferences such as professional Development such as Unbound Ed, Learning Communities at Work and RTI at Work institutes. (As funds are available)
- Copier Maintenance/Lease
- Supplemental Pay Contracts for teacher and classified staff to provide after school tutoring.
- Supplemental Pay Contracts for teacher for tutoring, student support and additional meetings
- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Books for classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers, and other technologies to support the students in reading will be purchased as needed.
- Two district provided aides will provide extra support to students in the Kindergarten classes.
- Students will have access to online learning for 2 to 3 hours a week with the use of a mobile computer lab.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and meetings.
- Parent supplies for parent workshops, meetings, coffee hours and Parent University will be purchased for parent support.
- Pay and provide opportunities for Certificated staff and Admin to attend conferences such as Unbound Ed and other on and offsite intensive professional development opportunities. (As funds are available)
- Provide Admin Substitutes for conferences, intensive professional development, data chats and district meetings.
- A 1.0 FTE Certificated Resource Teacher will provide an Intervention supports using specifically designed lessons to address identified students' needs.
- PLC's will analyze data from the common assignments, Interim results, IAB results, common formative assessments, DRP, Illuminate assessments, and ELPAC to improve student achievement.
- A Bilingual program that meets requirements will be offered for grades K-3 potentially continuing to 6th grade throughout the years (pending need and personnel).
- Mini-Corp Tutors will provide tutoring to migrant students during after school hours.
- District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- Small group instruction

Specify enhanced services for EL students:

- EL students will be first in line for after school tutoring.
- EL students will be first in line for additional after school supports (Migrant program, after school tutorials, etc.)
- PLC's will dis-aggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.
- Students needing additional support will receive Tier I intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- A 1.0 FTE Certificated Intervention TSA will support with Tier III interventions using specifically designed ELD lessons to address identified student's needs.
- PLC's will analyze EL student data from the common assignments, common formative assessments, DRP, Illuminate assessments, and ELPAC to target EL student achievement.
- A Bilingual program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.

Specify enhanced services for low-performing student groups:

Students With Disabilities (SWD) will receive the following enhanced services:

- TK-3 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonders instruction.
- 4-6 SDC classes will add an additional 50% of grade level instructional time to their Go Math and Wonder instruction.
- SPED teachers will be required to meet with Principal/Admin team once per month for status check on academic student progress.
- RSP teachers will be required to meet once per month with teachers of students on caseload on IAB's and assessments.
- Tier I Instructional supports:
 - Daily CFU's with immediate feedback
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - Reflection Skills
 - Goal setting
 - Use of manipulatives
 - Graphic organizer
 - Provide students a list of discussion questions prior to the reading/instruction
 - All students will receive foundational skills at the rigor of grade level
 - Close Reading Strategies taught daily
 - Written and Verbal explanation of **HOW** they got the answer

- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings
- Extended Learning Summer Program (ELSP) Summer Program Opportunities
- Challenging Content with appropriate scaffolds/ identified accommodations to ensure appropriate rigor
- Small group instruction/ Centers
- Reflection skills
- Students receive support of iReady personalized trainer after universal screening
- Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
- Data analysis of CFAs and planned prescriptive lessons to identified students.
- Extended Learning Summer Program (ELSP) Summer School Program Opportunities
- Extended School Year (ESY) Special Education Summer School Program Opportunities
- Tier II Instructional supports:
 - A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
 - Daily CFU's with immediate feedback
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - Small group instruction
 - Intervention Block for unfinished learning
 - 1 x 1 with Paraprofessional aide
 - Small group instruction with Paraprofessional aide
 - Guided Reading
 - Line Length Guides (as necessary)
 - Peer note taking (as necessary)
 - Graphic organizers
 - A photocopy of the text so that they can highlight and/or take notes on the text as necessary.
 - Assisted cued writing prompts
 - Teacher lead intervention strategies (1x1) (Check ins)
 - Center Rotations for specific skills within standard
 - Students receive support of iReady personalized trainer after universal screening
 - Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
 - Data analysis of CFAs and planned prescriptive lessons to identified students.
 - Extended Learning Summer Program (ELSP) Summer School Program Opportunities
 - Extended School Year (ESY) Special Education Summer School Program Opportunities
- Tier III Instructional supports:
 - First in line for after school tutoring
 - First in line for after school supports
 - IAB Assessments expectations and implementation for all SDC classrooms/students.
 - A 1.0 FTE Certificated Intervention Teacher will provide an Early Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier III students.
 - A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
 - Prescriptive Lessons- Wonders Interventions
 - Intervention Teacher support beyond Early Literacy Program for grades 3-6
 - Students receive support of iReady personalized trainer after universal screening

- Students will receive additional time for universal screener (iReady) that will allow for personalized trainer sessions for students.
- Additional IEP Team meetings to monitor develop plans for student success for identified students.
- Peer note taking (as necessary)
- Graphic Organizers
- Oral or written responses by student (as necessary)
- Text with audio and visual tracking (as necessary)
- Extended Learning Summer Program (ELSP) Summer School Program Opportunities
- Extended School Year (ESY) Special Education Summer School Program Opportunities

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

- Parent University Classes
- Parent Math workshops
- Newsletters
- Teachers will review students' math progress and grades during parent/teacher conferences.
- Title 1, SSC, and ELAC Meetings will be held to keep parents informed on various topics

Describe Professional Learning related to this action:

- Tier I Interventions will be improved upon through Intensive Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and admin. in the area of CCSS knowledge through the twice per year (beginning and advanced) standards institute Unbound Ed 40 per week training, for a total of 80 hours.
 - Other Professional Learnings both onsite and offsite for teachers and administrators to support teacher instruction.
 - District provided Math Professional Development
- Administrators will be more Intensely working with School Supervisor in the monitoring and implementation of all actions which includes ongoing supports such as:
 - 6-8 week action plans specific to indicators and focuses
 - conducting weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaching with intensive leadership professional development, off site classroom observations and data reviews.
- Administrators and Site Team will be working with FUSD Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.)
- Ongoing Professional Learning opportunities to refine the implementation of: Instructional Practice Guide (IPG) to increase instruction toward the tenets.
- Close Reading Strategies in all subject areas
- Integrated and Designated ELD Instruction in all subject areas.
- Complex text, talk, task, and increasing the rigor of lessons.
- Utilization of Guaranteed Viable Curriculum.
- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Guided reading content and strategies.
- Coaching provided by district Instructional Coaches, when available.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for SST's, admin/teacher data chats, BAS testing. Also applies to G1A2, G1A3, G4A1, G4A2	3,530.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Interpreters. Also applies to G1A2, G1A3, G4A1	1,998.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for instructional posters etc. Also applies to G1A2, G1A3.	300.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries. Also applies to G1A1, G1A3, G1A4, G2A1	4,821.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. Also applies to G1A1, G1A3 (No Incentives/Food)	2,565.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: Books and Reference Materials for Teachers to improve instruction. Also applies to G1A1, G1A3, G1A4, G4A2	100.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iReady software agreement. Site Licensing. Also applies to G1A1, G1A3.	20,559.00
G1A2	ESSA School Imp	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady Professional Development. Also applies to G1A1, G1A3	4,500.00
G1A2	Sup & Conc	Instruction	Ins Aide-Ext			Extra time Classified- Also applies to G1A1, G1A3	625.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books, Reference materials, software/licenses. Also applies to G1A1, G1A3, G1A4, G4A2.	100.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for instruction. Also applies to G1A1, G1A3, G1A4	14,283.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology. Also applies to G1A1, G1A3, G1A4	500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/repair. Also applies to G1A1, G1A3, G4A1	500.00
G1A2	Sup & Conc	Other Instructional Resources	Othr CRT-Reg	Teacher, Resource	0.4400	G1A1, G1A3, G3A2, G3A3	61,665.00
G1A2	LCFF: EL	Other Instructional Resources	Othr CRT-Reg	Teacher, Resource	0.5600	G1A1, G1A3, G3A2, G3A3	78,483.00
G1A3	ESSA School Imp	Instruction	Teacher-Subs			Teacher Subs for Travel to intensive professional development. Also applies to G1A1, G2A2,G1A4	15,294.00
G1A3	ESSA School Imp	Instruction	Travel			: Travel/registration for Intensive Professional Development for teachers, relevant TSA's and administration. Also applies to G1A1, G1A2, G1A4, G4A2.	145,017.00
G1A3	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs for Instensive Professional development. Also applies to G1A1, G1A2,	3,530.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instructional Supervision & Admin	Crt Supr-Sub			G1A4, G4A2	3,530.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease. Also applies to G1A1, G1A2, G2A1, G3A1, G4A1, G4A2	2,500.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maintenance/repair. Also applies to G1A1, G1A2, G2A1, G3A1, G4A1, G4A2	500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books, Reference, Licensing, Software etc. Also applies to G1A1, G1A3, G1A2, G4A2.	600.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for instruction. Also applies to G1A1, G1A3, G1A2	10,003.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Technology.	1,500.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Involvement Interpreters/Babysitters. Also applies to G4A1 G1A1, G1A2, G1A3, G3A2,	1,999.00
G1A4	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			HSL Extra time. Also applies to G4A1	208.00

\$375,680.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	19.694 %	14.37 %	2017-2018	21.37 %

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

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

Goal 2 Participation Rate

Action 1:

Students engaged in Goal 2 activities

All students were encouraged to participate in a broad range of arts, activities and athletics including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts were provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities. The district provides field trips for all grade levels to participate locally or off campus to create experiences. Students participate on trips to Monterey Bay Aquarium, California Tech Museum and Camping Experience.

Implementation:

Results/Why?:

Participation was good, however the failure factors were due to failure to input the students names into ATLAS for engagements. The total is much higher at 75% or higher once the students are inputted into the system.

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

Goal 2 Participation Rate

- The key factors was failure to input the students names into ATLAS for engagements. The total is much higher at 75% or higher once the students are inputted into the system.
- All students had a chance to participate in activities regardless of specific sub-group. Some activities were limited to certain grade levels however
- All students in grades 5 and 6 are encouraged to participate in the sports teams, But several students have poor grades and do not meet the guidelines to participate in a sport.
- Students are not willing to stick with the music program all year in which the groups decreased.
- Students in primary grades do not have a variety of options to participate in goal 2 activities.

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

The major differences on the implementation of the actions is completing the data input into the ATLAS system to account for the students participating into the Goal 2 activities.

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

There will be more accountability of the students participating in at least one Goal 2 activity during the school year.
Teachers ATLAS portfolio will be reviewed for student input of the activities by the Admin team to ensure accountability.
Identify students not participating in an activity and encourage the student to participate in a club, sport and or field trips.

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

1 SSC:

- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Agreed with having a full time Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers
- Incentives from teachers to students
- Clubs (art, music, dance)
- Psychologist, Counselors

2 ELAC:

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, and/or dance)
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being involved
- Send all important documents in mail, not with students
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers

3 Staff:

- Campus Safety Assistant
- Certificated Tutors
- Intervention Teacher
- Resource Teacher
- Reading program to motivate students to read inside and outside of school.
- Hidalgo shirts and folders for each student.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- CWAS
- Eliminate RCA Position
- Social Worker
- Parent Involvement Classes
- Parent outreach through Remind app, School Messenger
- Teachers use Donor's choose for special projects
- Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z

Action 1

Title: Students Engaged in Goal 2 activities

Action Details:

All students will be encouraged to participate in a broad range of arts, activities and athletics including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities.

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

Explain the Progress Monitoring and data used for this Action

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

Administrators will conduct walk-throughs during class meetings and the bimonthly elective activities focusing on student engagement.

Owner(s):

Teachers, Safe and Civil Team, Principal, Vice Principal

Timeline:

Monthly

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

Review and analyze Panorama Education student surveys on Number and percentage of students that responded "Most of the time" or "All of the time" to "There is a teacher or some other adult who really cares about me." question.

Owner(s):

Teachers, Culture and Climate Team, Principal, Vice Principal

Timeline:

Yearly

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

Review and analyze Panorama Education survey students data of Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school question.

Owner(s):

Teachers, Culture and Climate Team, Principal, Vice Principal

Timeline:

Yearly

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

Review and analyze Panorama Education survey students data of students that responded "Most of the time" or "All of the time" to "I feel like I am part of this school" question.

Owner(s):

Teachers, Culture and Climate Team, Principal, Vice Principal

Timeline:

Yearly

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

Use of ATLAS engagement tool of adding students to each engagement school wide.

Owner(s):

Teachers, Principal, VP and Support Staff

Timeline:

Monthly

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

Goal 2 PowerBI percentage of students participating in Goal 2 activities. Review indicators offered to our students by grade level and significant sub-groups.

Owner(s):

Principal and VP

Timeline:

Quarterly

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

- Student opportunities such as field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
- Provide Transportation (bus cost) to local events for students to participate.
- Materials and supplies to support student engagement will be purchased including materials from the graphics department.
- Incentives, awards, and student recognition for a variety of accomplishments in class and school wide will be purchased.
- Transportation for Goal 2 events will be purchased if not purchased by district.
- Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
- Supplies for Student of the Month recognition
- Book Fair
- Materials and Supplies for Read to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, Men of Character, Leadership and other goal 2 clubs.

- Supplemental Contracts for clubs and electives out side the duty day.
- Appropriate equipment and supplies for specific sports, enrichments, art and club activities not limited to balls, bats, gloves, arts and craft supplies, gardening supplies and equipment.

Specify enhanced services for EL students:

Foster/Disadvantaged/EL:

Hidalgo will provide Men of Character and Girl Power groups to build relationships with students and how to make good decisions.

K-Kids Community Service Club on campus that works closely with the East Fresno Kiwanis Club to have student volunteers and perform community service.

Encourage students to participate in the Talent Show, Peach Blossom.Sports, After School Program and other lunch clubs.

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

Updates provided at SSC, ELAC and Parent University meetings

Parents will be encouraged to monitor their child's grades EduText and ATLAS systems.

Parents are encouraged to attend all IEPs/SSTs and Parent Teacher Conferences regarding student progress in math and language arts.

Communication through:

- Report Cards
- Progress Reports
- Open House
- Back To School Night
- Carnival
- Multicultural Fair
- SSC/Title I/ ELAC meetings
- Parent University sessions
- Parent/Teacher Conferences
- Monthly Newsletter
- School Messenger

Specify enhanced services for low-performing student groups:

Hidalgo will provide Men of Character and Girl Power groups to build relationships with students and how to make good decisions.

K-Kids Community Service Club on campus that works closely with the East Fresno Kiwanis Club to have student volunteers and perform community service.

Encourage students to participate in the Talent Show, Peach Blossom.Sports, After School Program and other lunch clubs.

Describe Professional Learning related to this action:

- Eric Jensen- Engaging Students in Poverty training.
- Unbound Ed Standards Institute

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for field trips, activities, incentives etc. Also applies to G4A1, G4A2, G1A1, G1A2,G1A3, G1A4.	600.00

\$600.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	97.647 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

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

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

Exposure to Careers - 3rd Grade

Bricks for Kids experiences and field trips opportunities.

All 3rd grade students were exposed and participated with the Bricks for Kids experience twice a last year. The students participated at the San Joaquin River Parkway field trip to gain science knowledge of the river environment. The implementation of the expected outcomes was complete.

Exposure to Careers - 6th Grade

Field trips and speakers about career opportunities.

The 6th grade students participated on a Field Trip to the Fresno City College. Career speakers presented to the students of the opportunities available when they graduate from High School.

Full Implementation occurred for the expected outcomes for the students.

Exposure to Careers - 4th Grade

Field trips and speakers about career opportunities.

The 4th grade students had the opportunity to attend a tour of BitWise corporation and

4th graders experienced attending Monterey Bay Aquarium and Mission San Juan Bautista

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

Exposure to Careers - 3rd Grade

High percentage of students were exposed to 3rd grade careers by the district CTE program.

The students that did not attend were because the school did not receive a signed permission slip from guardian.

Exposure to Careers - 6th Grade

High percentage of 6th grade students were exposed to careers by the district CTE program.

The students that did not attend were because the school did not receive a signed permission slip from guardian.

Exposure to Careers - 4th Grade

High percentage of 5th grade students that were exposed to careers by district CTE program.

The students that did not attend were because the school did not receive a signed permission slip from guardian.

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

There are no major differences of the intended and actual implementation of actions and budget expenditures to meet the goal. The CTE office provided all of the supports and expenses for the students to participate on College

and Career goals.

Hidalgo had an action for improved study skills for students in grades 3 to 6. This action was not fully implemented in all grade levels in preparing the students to have improved organization skills

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

There will be no changes to our goal. Hidalgo has met the goal with a minimum of 98% participation by students.

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

1 SSC:

- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Agreed with having a full time Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers
- Incentives from teachers to students
- Clubs (art, music, dance)
- Psychologist, Counselors
- Iors

2 ELAC:

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being involved
- Send all important documents in mail, not with students
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers

3 Staff:

- Campus Safety Assistant
- Certificated Tutors
- Intervention Teacher
- Resource Teacher
- Reading program to motivate students to read inside and outside of school.
- Hidalgo shirts and folders for each student.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- CWAS
- Eliminate RCA Position
- Social Worker
- Parent Involvement Classes
- Parent outreach through Remind app, School Messenger
- Teachers use Donor's choose for special projects
- Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z)

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors. Also Applies to G1A1, G1A2	6,500.00

\$6,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	95.814 %	93.634 %	2017-2018	95.814 %
Chronic Absenteeism	14.709 %	23.634 %	2017-2018	14.709 %
Suspensions Per 100	12.176 %	18.287 %	2017-2018	12.176 %

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

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

Chronic Absenteeism

1.0 FTE Child Welfare Specialist (CWAS)

Hidalgo hired additional time for a full time Child Welfare Attendance Specialist to promote attendance to families and children to be successful at school. Our current data demonstrates that the CWAS has been effective on decreasing the overall Chronic absenteeism.

Our current data demonstrates that the CWAS has been effective on decreasing the overall Chronic absenteeism.

Chronic Absenteeism	CA Dashboard 17-18	FUSD Power BI 18-19	%Change
All Students	24.4%	15.6%	-8.8%
English Learners	13.7%	8.1%	-5.6%
Homeless	54.8%	87.5%	+32.7%*
Socioeconomically Disadvantaged	24.4%	15.6%	-8.8%
Students with Disabilities	30.1%	24.7%	-5.4%
Hispanic	22.4%	14.0%	-8.4%
Asian	17.9%	9.8%	-8.1%
African American	36.5%	33.3%	-3.2%

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

Chronic Absenteeism

During the 18-19 school year all subgroups demonstrated a decrease in chronic absences by an average of 8.8%. There is a continued concern with the African American and Students with Disabilities subgroups having a rate over 20%.

African American Subgroup (33.3% Chronic 18-19) families have been transient families that have history of chronic absenteeism when enrolled at Hidalgo. A family of 3 was having family hardships that kept them out of school over 10 days.. Some African American individuals have been suspended for several days which increases the chronic absence for these students.

Homeless (87.5% 18-19) families have a history of chronic absenteeism due to them moving around a lot. Hidalgo had a temporary housing complex for families reunited from foster care and other emergency situation. The families were housed for 3 months until a permanent residence was found. The CWAS and Social Worker made frequent home visits to ensure the attendance of the students.

Student with Disabilities subgroup (24.7% 18-19), students are chronically absent due to numerous health issues may have attributed to the high absences. These students could be out for two treatments or weeks for surgery and be considered chronically absent.

Overall

All grade levels decreased in chronic absence but Kindergarten. Hidalgo will continue to focus on the Kindergarten students for next year. The Kindergarten families attended a specific parent meeting for Kindergarten students at the beginning of the year and the importance of coming to school during the early years. The CWAS frequently monitors the Kindergarten students absences and meets with the families to improve the absences.

Currently the SDC kindergarten class has been identified with 50% of students chronically absent. This class has students placed from another school due to transiency. Three students have improved to a

*The big discrepancy on the Homeless is currently the number of chronic homeless students is 7 out of 8 students versus 17 out of 31 for 17-18 school year.

Suspensions Per 100

Suspensions Per 100	FUSD Power BI 17-18	FUSD Power BI 18-19	%Change
All Students	18.92%	6.75%	-12.17
English Learners	8.51	3.51	-5
Homeless	29.41	110.0	+ 81
Socioeconomically Disadvantaged	NA	NA	NA
Students with Disabilities	25.0	17.17	-7.83
Hispanic	17.48	5.42	-12.06
Asian	17.07	6.85	-10.22
African American	31.48	23.91	-7.51

Suspension Rate (State Data) – Students that have been suspended at least once in a given school year.

Suspension Rate	CA Data Dashboard	FUSD Power BI 18-19	%Change
All Students	7.3%	2.4%	-4.9%
English Learners	3.8%	1.7%	-2.1%
Homeless*	16.2%	25%	+8.8%
Socioeconomically Disadvantaged	7.5%	2.4%	-5.1%
Students with Disabilities	10.4%	5.8%	-4.6%
Hispanic	6.4%	1.8%	-4.6%

benchmark of 90% nearly out of chronic.

During the 2019-2020 school year, attention and focus must be made toward the attention of Kindergarten and Special Education students. Kindergarten is considered optional so the absences for these students has no consequences for the families that are frequently absent.

Suspensions Per 100

African American students: During the 17-18 school year African American students had a rate of 31.48 suspension per 100. Currently 18-19 with a 23.91 suspensions per 100. These students had a variety of supports to keep them from being suspended. Restorative Practice counselor assisted on behavior modifications. 4 out of the 5 AF students suspended were students in the primary grades. Men of Character has been established for students in the intermediate grades to support the intermediate students on improving their misbehaviors.

Students with Disabilities: During the 17-18 school year Students with Disabilities had a rate of 25.0 suspensions per 100. Currently in the 18-19 school year with 18.8 suspensions per 100. These students were provide several interventions prior to suspension. These students with disabilities have demonstrated behaviors that warranted suspension.

Homeless

During the 17-18 school year the Homeless students had multiple social emotional issues with behaviors that warranted suspensions. The temporary housing complex housed these students for 3 months until a permanent residence was found. County and District Social Workers worked with these families to improve their home and school environment. During the 18-19 school year there are only 8 students identified as homeless versus 31 from the previous year.

ADA Attendance

Currently the lowest ADA attendance is the kindergarten classes with 94.7% attendance by grade level. The ADA attendance actions for kindergarten will be the focus. The parents will have attendance meetings on the importance of their child attending school every day. The ADA attendance is directly related to the chronic absent percentage in Kindergarten.

Asian	6.1%	0.0%	-6.1%
African American	17.0%	15.0%	-2%

Homeless Subgroup = 8 Students

Resource Counseling Assistant (1.0 FTE)

A Resource Counseling Assistant (RCA) was hired at the beginning of the year to counsel students with social or emotional problems, to provide students access to high quality learning options, alternatives and various activities in order to achieve their personal best; work with teachers and counselors to provide cultural expertise during counseling sessions. The new RCA resigned in late November. Hidalgo was unable to rehire for this position for the remainder of the school year. The Hidalgo team feels the decrease in misbehaviors and suspensions occurred without this support and plan to discontinue it for the SPSA.

Campus Safety Assistant (.4375 FTE)

The Campus Safety Assistant (CA) provided support with the daily safety on site; to provide students high quality options and a variety of activities; patrol and monitor the campus to maintain order and safety to provide a safe, clean and orderly learning and working environment; ensure student compliance with school and District policies and regulations.

The CA was instrumental on building relationships with students, encouraging to stay in their classroom and assisted when students were disturbing the learning environment. He provided the students alternative ways to cool down before returning to the classroom.

Counseling services provided by an outside contractor On-Site Counseling.

Two days a week of counseling services were provided to students that have had trauma in their life and has affected their learning. The counselor is instrumental on keeping the students on track on their learning before becoming a misbehavior in class. The counselor met with the site-counseling team bi-weekly to discuss progress and case manage students in need of alternative counseling.

Social Worker 1.0 FTE

FUSD provides a full time Social Worker to provide daily supports with our social emotional students.

The social worker develops plans and strategies to improve students' academic performance and social development; work with students to deal with problems such as aggressive behavior, bullying or frequent absences from school. School Social Worker develops self-regulation strategies and skills for the students to perform well social and academically in the classroom. Provide resources to parents and students from outside agencies

The school social worker provides group individual and group sessions for 38 students during the school year. She schedules meetings with parents to discuss family supports and follows up with district as supports. She provides supports for emergency basis for students having issues at home and emotional issues of not going to class.

Home School Liaison (.4375 FTE)

The Home School Liaison perform liaison duties between school and families; communicate with families regarding student attendance, behavior, academic achievement, health and medical problems; refer to local

agencies or school services as appropriate to provide students and families a variety of high quality learning options in support of student achievement. Contacts Spanish speaking parents and does home visits, as necessary to promote positive attendance. Home School Liaison translates for meetings, parent conferences, SST meetings, and whenever needed to support the communication to parents of school activities.

Office Assistant (.4375 FTE)

The Office Assistant performs a variety of general clerical duties in support of assigned school office; answer phones and greet and assist students, families, staff and visitors in a reasonable, timely manner to deliver professional quality services as assigned. Assisted with the organization and communication with families and staff. Assisted on the documentation of student suspensions and absences to support the office staff.

Professional Learning

The decrease in suspensions is due to Professional Training during the school year with staff on classroom management, interventions, restorative practices, culture responsive teaching, social emotional needs, and trauma based strategies.

Monthly Climate and Culture team meetings are set and planned to review the progress of classroom supports, strategies and school wide procedures to improve the climate of the school. The team reviews the data for suspension, misbehaviors and referrals to develop a plan for areas of concern for improvement.

The teachers will provide their classrooms with:

- Clear Classroom expectations, CHAMPS, Class meetings and a Cool Down area in the classroom.
- Continue building relations with students on a daily basis,
- Consistent 3 to 1 positive interactions by all staff members
- Implement school wide structures and routines.
- Complete and follow classroom management plan for the year reviewed and reflected by administrators.

ADA Attendance

Average Daily Attendance	FUSD Power BI 17-18	FUSD Power BI 18-19	%Change
All Students	93.85%	95.42%	+1.57
English Learners	95.42%%	96.72%	+1.3%%
Homeless	84.33%%	84.04%%	0
Socioeconomically Disadvantaged	NA	NA	NA
Students with Disabilities	91.92%	93.34%	1.42%
Hispanic	94.03%	95.56%	1.53%
Asian	95.51%	96.47%	0.96%

African American 91.92% 92.53% -61%

ADA Improvement

High number of Chronic absent students affected the barely meeting the ADA of 95%.

A decrease number of suspended students relates to the improved ADA

The Kindergarten and 1st grade students had the highest number of absenteeism.

Temporary housing complex was closed and transient students has decreased due to the closure.

The CWAS provided assistance to the students with chronic absences that have been successful.

- Attendance awards to classes that have completed 10 days of perfect attendance. Students receive a reward each time 10 days of attendance is complete without tardies.
- Each month a classroom in primary, intermediate and Special Education are rewarded a prize for the best ADA each month.
- CWAS conducts one to one sessions with the chronic absent students. She provides incentives and reflection on being at school every day.
- Meets with students that are nearly chronic to provide rewards and incentives to improve their attendance.
- Parent meetings and home visits are documented with parents to ensure the students are attending school every day.
- Provide Nearly chronic and Chronic students opportunities to attend and be part of clubs and activities to be involved with the school.

Home School Liaison (.4375 FTE)

The Home School Liaison perform liaison duties between school and families; communicate with families regarding student attendance, behavior, academic achievement, health and medical problems; refer to local agencies or school services as appropriate to provide students and families a variety of high quality learning options in support of student achievement. Contacts Spanish speaking parents and does home visits, as necessary to promote positive attendance. Home School Liaison translates for meetings, parent conferences, SST meetings, and whenever needed to support the communication to parents of school activities.

Office Assistant (.4375 FTE)

The Office Assistant performs a variety of general clerical duties in support of assigned school office; answer phones and greet and assist students, families, staff and visitors in a reasonable, timely manner to deliver professional quality services as assigned. Assisted with the organization and communication with families and staff. Assisted on the documentation of student suspensions and absences to support the office staff.

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

The only major difference on our plan was that the Resource Counseling Assistant was inconsistently provide services at the beginning of the school year and resigned in November. A full implementation of the RCA supports was not fully utilized. Even without this support, Hidalgo's suspensions decreased during the year with the other supports provided by Social Worker, CWAS and On-Sited Counselor. Hidalgo will not fund a 1.0 FTE Resource Counseling Assistant for next year.

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

Attendance – Goal 96%

Hidalgo will monitor daily attendance of all the classrooms with a specific focus on grades TK-2. Attendance Clerk, Office Manager, Child Welfare Attendance Specialist (CWAS) and administration will monitor teachers taking attendance. Daily review of the list of students absent as reported by the school messenger report will be reviewed by the principal. Parent conferences/home visits will be conducted of students that have more than 10 days of absences. Principal/VP will make home visits to parents that he/she have not been able to contact via phone or letter regarding their attendance. Provide incentives to students to improve attendance (including quarterly raffles for perfect attendance). Encourage Chronic and Manageable absent students to attend school everyday. Students will be recognized for improved attendance.

Awards:

- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies.
- Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.
- Highest ADA per Intermediate, Primary and SPED classes monthly to receive a reward and trophy for attendance.
- Classrooms complete an ATTENDANCE card for coloring a letter for each day classroom has all students on time in class in the morning.

Ensure students participate in a GOAL 2 activities to promote coming to school to participate on a daily basis.

Suspensions- 5%per 100 and less than 2%of students having at least 1 suspension.

Continue with supports with Child Welfare Attendance Specialist, School Social Worker, Campus Security Assistant and Professional Learning on Climate and Culture.

Provide more in-depth training to Noon-Time Assistants as they supervise students during the lunch periods quarterly.

Identify the students that have more than 2 suspensions and provide interventions and supports to keep the suspensions at a minimum. Provide supports and incentives to perform socially and emotionally.

Increase the Campus Safety Assistant from .4375 FTE to 1.0 FTE to provide support for staff with student misbehavior, support safety around campus from homeless people and ensure the campus is safe at all times.

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

1 SSC:

- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Agreed with having a full time Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers
- Incentives from teachers to students
- Clubs (art, music, dance)
- Psychologist, Counselors

2 ELAC:

- Increased academic rigor but with in class supports
- Interested on Dual Immersion program
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being involved
- Send all important documents in mail, not with students
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers

3 Staff:

- Campus Safety Assistant
- Certificated Tutors
- Intervention Teacher
- Resource Teacher
- Reading program to motivate students to read inside and outside of school.
- Hidalgo shirts and folders for each student.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- CWAS
- Eliminate RCA Position
- Social Worker
- Parent Involvement Classes
- Parent outreach through Remind app, School Messenger
- Teachers use Donor's choose for special projects
- Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z)

Action 1

Title: Chronic Absenteeism and Attendance Rate

Action Details:

Hidalgo will review and identify the list of chronic absent students at the beginning of the school year of students who were chronically absent during the 18-19. school year. Targeted actions with identified students will be provided by the Child Welfare Attendance Specialist (CWAS):

- Parent and student conferences will be held at the beginning of the 19-20 school year.
- Parent supports, training and guidelines will be provided to parents for identified students.
- Incentives, support groups, and contracts will be provided to these students to improve their attendance.
- CWAS will require Kindergarten parents to attend an attendance meeting at beginning of the year to discuss the importance of attendance. The highest chronic absences are in Kindergarten General Education and the Kindergarten students with disabilities class.
- Home visits to families when a student reaches a 5th day of absence.
- Chronic identified students will be required to attend the Saturday Academy session to remove an absence from their attendance record.
- Provide incentives to Chronic and Manageable absent students to attend school everyday.
- Chronic Absent students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit

- Students will be recognized for improved attendance during the school year.

Hidalgo will monitor daily attendance of all the classrooms with absences TK-6:

- Attendance Clerk, Office Manager, Child Welfare Attendance Specialist (CWAS) and administration will monitor the attendance and the students cleared of attendance.
- Daily review of the list of students absent, as reported by the school messenger report will be reviewed by the principal.
- Parent conferences/home visits will be conducted of students that have 5 days absences and a history of chronic absences.
- Principal/MP will make home visits to parents that he/she have not been able to contact via phone or letter regarding their attendance.
- Hidalgo will provide incentives to students to improve attendance with one to one chats, group discussions, parent meetings and parent conferences (including quarterly raffles for perfect attendance).
- Provide incentives to Chronic and Manageable absent students to attend school everyday.
- Students will be recognized for improved attendance during the school year.
- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies.
- Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.
- Highest ADA per Intermediate, Primary and SPED classes monthly to receive a reward and trophy for attendance.
- Classrooms complete an ATTENDANCE card for coloring a letter for each day classroom has all students on time in class in the morning.

Supervisor and/or designee conducts weekly coaching/support/monitoring of the SPSA goals, actions and outcomes.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
----------------------------------	---	--	---

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

1. ATLAS attendance report. School Messenger Attendance report

Owner(s):

Office Manager, Office Assistant, CWAS, Principal, VP

Timeline:

Daily

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Chronic Absence report

Owner(s):

CWAS, Office Assistant, Home School Liaison, Principal, VP

Timeline:

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Review Power BI Attendance indicators by subgroups and grade level.

Owner(s):

CWAS, Office Assistant, Principal, VP

Timeline:

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Coordination of Services (COST) Team will meet Bi-Monthly to review and analyze the attendance data of students school wide and individually. Review actions placed with individual students.

Owner(s):

CWAS, Office Assistant, Home School Liaison Principal, VP

Timeline:

BiMonthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

School site team and Cross Functional (CF) Pivot Team will monitor, review and implement action plans aligned with the SPSA Will complete a root cause and analysis and determine areas of focus.

Owner(s):

School site team and Cross Functional (CF) Pivot Team

Timeline:

BiMonthly

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

Supervisor and/or designee conducts weekly coaching/support/monitoring of the SPSA goals, actions and outcomes.

Owner(s):

Supervisor, Principal and Vice Principal

Timeline:

Weekly

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

- Purchase an additional .50 FTE for additional hours of the district provided Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance.
- One .4375 FTE Home School Liaison will contact Spanish speaking parents and do home visits, as necessary to promote positive attendance.
- One .4375 FTE office assistant will contact parents and do home visits, as necessary to promote positive attendance.'
- **A Substitute for the Culture and Climate Team to meet and plan will be available as funds allow.**
- Counseling Services will be provided to identified students by an outside agency Purchased On Site Counseling (Vendor)
- Incentives such as awards, certificates and prizes will be purchased for students with perfect attendance.
- Perfect attendance awards will be given to classes that have colored in all of the letters on the ATTENDANCE sign.
- Awards will be given to students that have improved their attendance percentage over a 3 month period.
- Vendor PeaceWorks to purchase awards and incentives for students.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.

Tiered Levels of Support:

There is a disproportionately of all sub groups. The highest subgroup that can be significantly affected are the SPED subgroup and Students in grades K and 4 have demonstrated poor daily attendance.

Tier 1

- Attendance incentives; Classrooms with 10 days of perfect attendance completing a card with the letter for ATTENDANCE will win a prize for each completed card.
- Awards and certificates for good attendance and recognition
- Engaging activities for students,
- Classroom incentives - Best ADA by Primary, Intermediate and SPED classes receive the attendance trophy for their class.
- Parent presentation of attendance at coffee hour, ELAC, SSC, and Kindergarten meetings
- Parent to School Connections - PTA, Carnival, Muffins with parents, Coffee Hour meeting.
- Perfect attendance students will be recognized with a medal for having perfect attendance for the year.

Tier 2

CWAS provides interventions for near chronic students

86%- 90% Attendance:

- Attendance Incentive Chart
- 1:1 Attendance Chat
- Attendance/Mentoring Group
- Monthly Parent Contact/Home visit
- Parent attendance conference meetings
- Attend the Saturday Academy session to remove an absence from their attendance record.

Tier 3

CWAS provides interventions for severe chronic students.

85% and below

- Incentive Chart
- 1:1 Attendance Chat,
- Attendance/Mentoring Group
- Weekly Parent Contact/Home visit
- Attendance intervention with parents
- District provided supports
- SARB
- Attend the Saturday Academy session to remove an absence from their attendance record.

Specify enhanced services for EL students:

A Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance. These supports will be provided

- Incentive Chart
- 1:1 Attendance Chat,
- Attendance/Mentoring Group
- Weekly Parent Contact/Home visit
- Attendance intervention with parents
- District provided supports
- SARB
- School Social worker parent /child intervention

Provide a .4375 FTE Home School Liaison to communicate with families.

One .4375 FTE office assistant will contact parents and do home visits, as necessary, to promote positive attendance.

Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings

Specify enhanced services for low-performing student groups:

Homeless - Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance. These supports will be provided:

- Incentive Chart
- Immediate supports for prior year chronic students
- 1:1 Attendance Chat,
- Attendance/Mentoring Group
- Weekly Parent Contact/Home visit
- Attendance intervention with parents
- District provided supports
- SARB
- School Social worker parent /child intervention
- Student Success Team Meeting (SST)
- Identified students will be required to attend the Saturday Academy session to remove an absence from their attendance record.

African American - Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance. These supports will be provided

- Incentive Chart
- Immediate supports for prior year chronic students
- 1:1 Attendance Chat,
- Attendance/Mentoring Group
- Weekly Parent Contact/Home visit
- Attendance intervention with parents
- District provided supports
- SARB
- School Social worker parent /child support
- Student Success Team Meeting (SST)
- Identified students will be required to attend the Saturday Academy session to remove an absence from their attendance record.

Students with Disabilities - Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance. These supports will be provided

- Incentive Chart
- Immediate supports for prior year chronic students
- 1:1 Attendance Chat,
- Attendance/Mentoring Group
- Weekly Parent Contact/Home visit
- Attendance intervention with parents

- District provided supports
- School Nurse parent/child supports
- Collaboration with health services support
- Student Success Team Meeting (SST)

Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.

One .4375 FTE office assistant will contact parents and do home visits, as necessary, to promote positive attendance.

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

Parent/Teacher Communication will be done by these processes:

- School Messenger Monthly Newsletter
- School Site Council/ELAC/Parent University
- Parent/Teacher Conferences
- Title 1 meetings
- Student Success Team Meetings (SST)
- Home Visits
- Parent attendance meetings for students that are classified as Chronic or Severe will be held.
- A District provided Child Welfare & Attendance Specialist will provide counseling and build relationships with the parents of students demonstrating poor attendance.
- One .4375 FTE Home School Liaison will contact Spanish speaking parents and do home visits, as necessary to promote positive attendance.
- One .4375 FTE office assistant will contact parents and do home visits, as necessary, to promote positive attendance.

Action 2

Title: Suspension Rate

Action Details:

Hidalgo will provide a safe, nurturing and anti-bully environment to all students with these actions:

- Hire a 1.0 FTE Social Emotional MTSS -TSA to work directly with Tier 1, 2, and 3 students and teachers to provide support on social emotional needs in support of academics.
- Hire a 1.0 FTE Campus Safety Assistant to ensure the campus is safe from homeless people, monitor students on campus and supervise problem areas.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of the SPSA goals, actions and outcomes.
- Provide counseling by School Psychologist, Social Worker, Campus Welfare Attendance Specialist, and an outside vendor counseling.
- Ongoing professional learning provided by the district Climate and Culture Specialist
- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.
- Teachers will submit Classroom Management Plans at the beginning of the school year
- The ATLAS behavior system will be utilized to document students' positive and negative behaviors.
- Culture and Climate team will meet monthly to review progress of structure routines of the site, suspension and misbehavior data,
- Weekly Morning meetings conducted every first day of the week and class meetings once a week.
- Restorative practices strategies will be implemented school wide.
- Subs will be provided to release teachers to participate in Student Study Team meetings, IEP's, classroom observations, and Professional Learning.
- Teachers, with the support of administrators, will develop a Function-Based Intervention plan for students who chronically misbehave.
- Coordination of Services Team (COST) meets every other week to review student cases and assign case managers to identified students in need of social emotional supports by Social Worker, CWAS, TSA Behavioral Specialist, Psychologist, On-Site Counselor, VP and Principal.
- Phone call Friday - Positive messages to parents by staff on the progress of their students

Describe Professional Learning related to this action:

Eric Jensen- Engaging Students in Poverty PL

Professional Learning for the site leaders and teachers focused on CSI identified students

Teachers will receive professional development in the following areas:

- PL provided by Culture Climate Team Specialist
- Bully Prevention
- Class Meetings/ Morning meetings
- Restorative Practices
- Building relationships with students.
- Safe and Civil practices
- CHAMPS strategies
- Goal 2 Activities
- Use of Teacher's Encyclopedia and Interventions for Behavior Modification

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Review and analyze the PowerBI Misbehavior App for suspension indicators: number students suspended, reasons for referral, types of misbehavior and location of misbehavior.

Owner(s):

Climate and Culture Team, Principal, Vice Principal

Timeline:

Bi-Monthly

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

Teachers will complete and submit Comprehensive Classroom Plan at the beginning of the year and reviewed mid-year.

Owner(s):

Safe and Civil Team/ Principal

Timeline:

Twice a Year

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

Culture and Climate team meets a minimum of once a month and reviews the data of suspension, misbehaviors and Tier 3 students to develop action plans for professional learning/coaching.

Owner(s):

Climate and Culture Team, Vice Principal / Principal

Timeline:

Monthly

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

Class meetings verification forms will be turned in quarterly.

Owner(s):

Principal, Teachers

Timeline:

Quarterly

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

Number of referrals in office by teacher will be monitored

Owner(s):

Climate and Culture Team, Principal, Vice Principal

Timeline:

Weekly

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

Class meeting information with dates and topics will be turned into site administration by each teacher.

Owner(s):

Climate and Culture Team, Principal, Vice Principal

Timeline:

Monthly

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

The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

Teachers, Principal, Vice Principal.

Timeline:

Yearly

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

Coordination of Services (COST) Team will meet Bi-Monthly to review the data of the identified Tier 2 and 3 students they serve. Discuss intervention, progress of students and additional services to provide students.

Owner(s):

CWAS, Social Worker, Psychologist, Principal, Vice-Principal

Timeline:

Bi-Monthly

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

School site team and Cross Functional (CF) Pivot Team will monitor, review and implement action plans aligned with the SPSA Will complete a root cause and analysis and determine areas of focus.

Owner(s):

School site team and Cross Functional (CF) Pivot Team

Timeline:

BiMonthly

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

Supervisor and/or designee conducts weekly coaching/support/monitoring of the SPSA goals, actions and outcomes.

Owner(s):

Supervisor, Principal, Vice Principal

Timeline:

Weekly

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

- District provided 1.0 FTE Social Worker
- A 1.0 FTE Campus Safety Assistant will be provided to support admin and teachers for Tier 3 students.
- Hire a 1.0 FTE Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school
- A District Provided Restorative Practice Counselor two days a week.
- All students will be encouraged to participate in a broad range of arts, activities and athletics, including: Clubs focused on leadership, art, music, dance, culture, drama and social events.
- Supplemental pay contracts will be provided to teachers and extra pay contracts for paraprofessionals to instruct and supervise students in these activities.
- Supplemental pay contracts will be provided to certificated and paraprofessionals to fund the extended day. Intramural and organized athletic teams and activities will be made available pending volunteers.
- Monthly Character Counts traits will be highlighted with "We Care Wednesdays" to promote a Character Counts trait. Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards.
- Admin will provide support through noontime recognition and quarterly assemblies, character behavior assemblies provided by outside vendors such as Fun Works,
- Purchase of incentives, awards, certificates, T-shirts, and books to improve students behaviors on site.
- Bully prevention lessons will be taught during weekly class meetings.
- School wide incentive and expectations program.
- Substitutes will be provided for teachers to attend SST and IEP meetings.

Tier 2 supports include:

- Principal and Vice Principal will provide behavioral support to struggling students through counseling as time permits.
- Social Worker will case managed with individual students and provide group support.
- Vendor, On-Site Counseling provide counseling to students with poor social/emotional skills.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- At-risk students will be referred to after-school programs and organized activities.
- Student Study Teams will provide parents, teachers and students with information and support services.
- Substitutes will be provided to release teacher for SST meetings.

Tier 3 supports - In addition to Tier 2 supports these supports will be provided:

- School psychologist will consult with both teachers and administrative team to provide input on behavior structures for Tier III intensive students.
- Level II and III Behavior Support Plans will be developed for students who continue to struggle with inappropriate behaviors.
- On-site Counselors (vendor) for identified students.
- School Social worker provides direct services to identified students and families.
- Referral to the Interagency Child Empowerment Team (ICET) for Tier III Intensive Intervention supports.

Specify enhanced services for EL students:

- 1.0 FTE Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school. Assistance to students needing attitudinal individualized support in behavior modification. Provides restorative practice circles and coping strategies to perform well in the classroom.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe from homeless people, monitor students on campus and supervise problem areas.
- A District Provided Restorative Practice Counselor two days a week
- Social Worker

Specify enhanced services for low-performing student groups:

African American Students will be provided with these supports:

- Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.
- Comprehensive Behavior Plan
- A District Provided Restorative Practice Counselor two days a week
- Social Worker

- Child Welfare Attendance Specialist
- Student Success Team

- Child Welfare Attendance Specialist
- Student Success Team
- Girl power group
- Men of Character program
- Encouraged to participate in clubs and sports during the school year.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.

Homeless:

- Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.
- Comprehensive Behavior Plan
- A District Provided Restorative Practice Counselor two days a week
- Social Worker
- Child Welfare Attendance Specialist
- Student Success Team
- Girl power group
- Men of Character program
- Encouraged to participate in clubs and sports during the school year.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.

Students with Disabilities:

- Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.
- Comprehensive Behavior Plan
- A District Provided Restorative Practice Counselor two days a week
- Social Worker
- Child Welfare Attendance Specialist
- Student Success Team
- Girl power group
- Men of Character program
- Encouraged to participate in clubs and sports during the school year.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.
- Special Education Behavioral Interventions and support personnel.

Hispanic:

- Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.
- Comprehensive Behavior Plan
- A District Provided Restorative Practice Counselor two days a week

- Social Worker
- Child Welfare Attendance Specialist
- Student Success Team
- Girl power group
- Men of Character program
- Encouraged to participate in clubs and sports during the school year.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.
- Special Education Behavioral Interventions and support personnel.
- Translator for parents.
- Encourage attendance at parenting classes.

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

- Student Study Teams will provide parents, teachers and students with information and support services available.
- Restorative Practice counselor will provide parent workshops on parenting using restorative practices.
- Coffee Hour meetings will be provided to discuss the Climate and Culture of Hidalgo.
- Parent University classes on campus offered by the District.
- Open House
- PTA provides family activities during the year
- School Carnival
- ELAC
- SSC
- Volunteering
- Americorp Vista Volunteer

Describe Professional Learning related to this action:

- Professional Learning for the site leaders and teachers focused on CSI identified students
- Eric Jensen- Engaging Students in Poverty training.
- OLWEUS Bullying Prevention Program lessons will be provided by Climate and Culture Specialist
- Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by Culture and Climate Team and Specialist.
- Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Culture and Climate Team.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works- Incentives/rewards. Also applies to G1A1, G1A2, G1A3, G4A1, G4A2	400.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	G4A1, G1A1, G1A2, G1A3, G3A1, G3A3 Office Assistant	11,678.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Elem CWA	39,928.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	G3A1, G2A1, G1A1	14,626.00
G4A2	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.2100	MTSS/SEC TSA. Also supports G4A1, G1A1, G1A2, G1A3, G2A1,	26,196.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling Services Also impacts to G4A1, G2A1, G1A2, G3A2	17,290.00
G4A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.6650	MTSS/SEC TSA. Also supports G4A1, G1A1, G1A2, G1A3, G2A1,	82,953.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling. Also supports G4A1, G1A1, G1A2, G1A3, G2A1.	9,206.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	G4A1, G2A1	13,234.00

\$215,511.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0215 Hidalgo Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for SST's, admin/teacher data chats, BAS testing. Also applies to G1A2, G1A3, G4A1, G4A2	3,530.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Interpreters. Also applies to G1A2, G1A3, G4A1	1,998.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for instructional posters etc. Also applies to G1A2, G1A3.	300.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries. Also applies to G1A1, G1A3, G1A4, G2A1	4,821.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. Also applies to G1A1, G1A3 (No Incentives/Food)	2,565.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: Books and Reference Materials for Teachers to improve instruction. Also applies to G1A1, G1A3, G1A4, G4A2	100.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iReady software agreement. Site Licensing. Also applies to G1A1, G1A3.	20,559.00
G1A2	ESSA School Imp	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady Professional Development. Also applies to G1A1, G1A3	4,500.00
G1A2	Sup & Conc	Instruction	Ins Aide-Ext			Extra time Classified- Also applies to G1A1, G1A3	625.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books, Reference materials, software/licenses. Also applies to G1A1, G1A3, G1A4, G4A2.	100.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for instruction. Also applies to G1A1, G1A3, G1A4	14,283.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology. Also applies to G1A1, G1A3, G1A4	500.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/repair. Also applies to G1A1, G1A3, G4A1	500.00
G1A2	Sup & Conc	Other Instructional Resources	Othr CRT-Reg	Teacher, Resource	0.4400	G1A1, G1A3, G3A2, G3A3	61,665.00
G1A2	LCFF: EL	Other Instructional Resources	Othr CRT-Reg	Teacher, Resource	0.5600	G1A1, G1A3, G3A2, G3A3	78,483.00
G1A3	ESSA School Imp	Instruction	Teacher-Subs			Teacher Subs for Travel to intensive professional development. Also applies to G1A1, G2A2, G1A4	15,294.00
G1A3	ESSA School Imp	Instruction	Travel			: Travel/registration for Intensive Professional Development for teachers, relevant TSA's and administration. Also applies to G1A1, G1A2, G1A4, G4A2.	145,017.00
G1A3	ESSA School Imp	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for Instensive Professional development. Also applies to G1A1, G1A2, G1A4, G4A2	3,530.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease. Also applies to G1A1, G1A2, G2A1, G3A1, G4A1, G4A2	2,500.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maintenance/repair. Also applies to G1A1, G1A2, G2A1, G3A1, G4A1, G4A2	500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books, Reference, Licensing, Software etc. Also applies to G1A1, G1A3, G1A2, G4A2.	600.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for instruction. Also applies to	10,003.00

G1A4		Instruction	Mat & Supp			G1A1, G1A3, G1A2	10,000.00
G1A4	LCFF: EL	Instruction	Mc-Equipment			Technology.	1,500.00
G1A4	LCFF: EL	Parent Participation	ClS Sup-Sup			Parent Involvement Interpreters/Babysitters. Also applies to G4A1 G1A1, G1A2, G1A3, G3A2,	1,999.00
G1A4	LCFF: EL	Attendance & Social Work Service	ClS Sup-Ext			HSL Extra time. Also applies to G4A1	208.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for field trips, activities, incentives etc. Also applies to G4A1, G4A2, G1A1, G1A2,G1A3, G1A4.	600.00
G3A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors. Also Applies to G1A1, G1A2	6,500.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works- Incentives/rewards. Also applies to G1A1, G1A2, G1A3, G4A1, G4A2	400.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	G4A1, G1A1, G1A2, G1A3, G3A1, G3A3 Office Assistant	11,678.00
G4A1	Sup & Conc	Attendance & Social Work Service	ClS Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Elem CWA	39,928.00
G4A1	LCFF: EL	Attendance & Social Work Service	ClS Sup-Reg	Liaison, Home/School Spanish	0.4375	G3A1, G2A1, G1A1	14,626.00
G4A2	Title 1 Basic	Other Instructional Resources	Othr CrT-Reg	Teacher, Spec Assgn	0.2100	MTSS/SEC TSA. Also supports G4A1, G1A1, G1A2, G1A3, G2A1,	26,196.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling Services Also impacts to G4A1, G2A1, G1A2, G3A2	17,290.00
G4A2	Sup & Conc	Other Instructional Resources	Othr CrT-Reg	Teacher, Spec Assgn	0.6650	MTSS/SEC TSA. Also supports G4A1, G1A1, G1A2, G1A3, G2A1,	82,953.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling. Also supports G4A1, G1A1, G1A2, G1A3, G2A1.	9,206.00
G4A2	Sup & Conc	Security	ClS Sup-Reg	Assistant,Campus Safety	0.4375	G4A1, G2A1	13,234.00
							\$598,291.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,400.00
ESSA School Imp	3182	\$189,000.00
Sup & Conc	7090	\$238,972.00
LCFF: EL	7091	\$113,919.00
Grand Total		\$598,291.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$375,680.00
G2 - All students will engage in arts, activities, and athletics	\$600.00
G3 - All students will demonstrate the character and competencies for workplace success	\$6,500.00
G4 - All students will stay in school on target to graduate	\$215,511.00
Grand Total	\$598,291.00