

Hidalgo Elementary

10621666105746

Principal's Name: Andrea Alvarez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Andrea Alvarez', with a long horizontal stroke extending to the right.

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

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

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

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

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	\$64,024 *
7090	LCFF Supplemental & Concentration	\$233,253
7091	LCFF for English Learners	\$112,014
TOTAL 2020/21 ON-SITE ALLOCATION		\$409,291

* 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	\$1,812
Remaining Title I funds are at the discretion of the School Site Council	\$62,212
Total Title I Allocation	\$64,024

Hidalgo Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30 %	27.01 %	2018-2019	34.01 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30 %	28.065 %	2018-2019	35.065 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-98.3 pts	2018-2019	-83.3 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-115 pts	2018-2019	-100 pts
SBAC ELA Distance from Level 3 (African American)		-93.9 pts	2018-2019	-78.9 pts
SBAC Math Distance from Level 3 (African American)		-92.4 pts	2018-2019	-77.4 pts

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

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

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

Action 1:

Hidalgo continues to implement a Balanced Literacy Program based on our Guaranteed Viable Curriculum in Tk-K, which focuses on identifying student gaps and strengths of the ELA State Standards. Teachers have been trained on foundation skills mastery and have dedicated time during their ELA block to ensure students are reading at grade level.

Teachers attended the Standards Institute for both ELA and Math

Teachers worked with EL services through Learning Lab in which they provided Professional Learning as well as side by side coaching, planning and modeling for teacher.

Implementations

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)

- 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.

Teachers implemented guided reading and close reading strategies to provide small group reading instruction. This ELA instruction occurred daily which included: Differential Instruction, independent practice collaboration, small groups, prescriptive interventions, and after school tutoring with Teaching Fellows.

Tier 1 and 2 levels of instruction were provided by the classroom teacher utilizing the Wonders curriculum. The Certificated Intervention Specialist Teacher provided systematic prescriptive intervention for Tier 3 students. PLC developed Common Formative Assessments in ELA, analyzed the data and provided prescriptive lessons for students to meet mastery of the grade level standards.

Teachers in Grades K-2 assessed their students using, KAIG, BAS, IREADY and weekly and quarterly CFAs as teachers continually analyze student results and planned accordingly to differentiate instruction.

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

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

Action 2

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 high culture of learning, expectations, quality of text, questions and task 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 the 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.

Teachers attended the Standards Institute for both ELA and Math

Teachers worked with EL services through Learning Lab in which they provided Professional Learning as well as side by side coaching, planning and modeling for teacher.

Implementations

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

Tier 1 and 2 levels of instruction were provided by the classroom teacher utilizing the Wonders Curriculum. The Certificated Intervention Specialist teacher provided systematic prescriptive intervention of Tier 3 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 grade level standards.

Teachers in Grades 3-6 assessed their students quarterly using the Wonders assessments, IREADY, CFAs and well as ongoing formative assessments. Teachers continually analyzed student results and planned accordingly to differentiate instructions.

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 and PLC meetings occurred to improve instruction

Teachers were sent to the Standards Institute for both ELA and Math.

SBAC ELA Distance from Level 3 (African American)

SBAC ELA Distance from Level 3 (African American) is -93.9 points as of 2018-2019.

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

SBAC ELA Distance from Level 3 (African American)

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

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

- 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.
- 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

Target is -78.9.

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

SBAC ELA Distance from Level 3 (Students with Disabilities) is -98.3 pts as of 2018/19.

Target is -83.3

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

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 towards meeting the grade level standards.

Hidalgo implemented mathematical supports of all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embedded the eight mathematical practices through the lens of focus, coherence and rigor.

Implementations:

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 1 and 2 levels of instruction were provided by the classroom teacher utilizing the GO Math Curriculum. Classroom teachers provided prescriptive interventions to Tier 3 students using the same curriculum and IREADY intervention lessons. PLC's developed Common Formative Assessments in Math, analyzed the data and provided prescriptive lessons to the nearly met students to meet the mastery of grade level standards.

Prescriptive interventions were given to students based upon assessed students needs

Math Formative assesses were implemented quarterly for SPED SDC and GE Students

SBAC Math Distance from Level 3 (African American)

SBAC Math Distance from Level 3 (African American) is -92.4 points as of 2018-2019.

Target is -77.44.

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

SBAC Math Distance from Level 3 (Students with Disabilities) is -115 points as of 2018-2019

Target is -100.

essential foundational standards.

- Limited use of math 5 E Resources
- Limited use of appropriate use of manipulatives for students who need scaffolds.

SBAC Math Distance from Level 3 (African American)

- 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.
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- Limited use of math 5 E Resources
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SBAC Math Distance from Level 3 (Students w/Disabilities)

- 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.
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- Limited use of math 5 E Resources
- Limited use of appropriate use of manipulatives for students who need scaffolds.

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.

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.
- 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.
- Implementation of 4 IAB's/year
- Intervention Teacher will continue to support students in the primary grades in foundational skills.
- Goal setting for administrators and teachers in focused areas (Dashboard indicators)

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:

Math Tutoring
Reading Tutoring
Aides for the classrooms to support teachers
More technology support
Parents to learn technology

2 ELAC:

ELAC was presented with 18-19 SBAC data and iReady data in ELA & Mathematics at the beginning of the school year and iReady data at the start of the 2nd semester. The following suggestions were made by the ELAC for the 2020/2021 school year.

- Increased academic rigor but with in class supports
- Full time Academic Intervention teacher
- 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
- Recognition for student progress
- Redesignation Celebration with ELAC team support in

3 Staff:

Upper Grade Intervention
Whole school reading reward program
Designated TSA to support upper grade students

- planning/implementing
- ELAC board members personally called prior to the meetings
- Raffles and food for ELAC meetings

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, 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 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 for at least 30 minutes daily
- Close Reading Strategies taught daily

Tier 2

- Daily CFU's with immediate feedback
- Small group instruction
- Intervention Block for unfinished teaching
- Guided Reading
- Designated ELD (minimum of 30 minutes per day)
- 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 CFAs 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 Intervention Programs and other research based intervention programs
- RSP Intervention
- 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. iReady and Interim (for DI) 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. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. AC Data Chats
10. PLC Backwards Map Development based upon District Curriculum and 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. For continued monitoring of the CADashboard Data for our focus ATCSI 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.

Owner(s):

1. Admin, TSA's
2. Admin, TSA's

Timeline:

1. Monthly
2. Monthly

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

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 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.
- Continue 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 regular coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports 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.
- 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 Wonders Intervention program, iReady, and other research based and guided reading strategies. Data collection and analysis will be shared with PLC teams.
- Provide funds for substitutes so that teachers and both administrators may attend professional learning opportunities as a grade level, site and as a McLane Region.
- 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 Wonders classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase professional learning books for staff. (As funds are available)
- Technology, such as tablets, replacement projectors or televisions (as funds are available), document cameras, poster paper, printers, copiers, replacement cartridges (1 printer ink cartridge/teacher/year), 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.
- Purchase supplemental materials, and training as needed to support the literacy program. Such as Wonders, guided reading books, and online resources.
- 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 for and provide opportunities for Certificated staff and both administrators to attend conferences and other on and offsite intensive professional development opportunities. (As funds are available)
- Pay for and provide opportunities for new DI staff, teachers and vice principal to attend trainings, professional learning and conferences to support DI implementation.
- Provide Admin Substitutes so that both administrators can attend conferences, intensive professional development, data chats and district meetings.
- A 1.0 FTE Certificated Resource Teacher will provide Intervention supports using specifically designed lessons to address identified students' needs.
- PLC's will analyze data from the common assignments, iReady, Interim results, IAB results, common formative assessments, 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 Dual Immersion (DI) program that meets requirements will be offered for grades PreK, Kinder, continuing to 6th grade throughout the years (pending need and personnel).
- Mini-Corp Tutors will provide tutoring to migrant students during school and 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.
- 1 planning day per grade level with sub release for teachers.
- 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 iReady, 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 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, iReady, Illuminate assessments, and ELPAC to target EL student achievement.
- A Dual Immersion (DI) program that meets requirements will be offered for grades PreK and Kinder continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours and 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
- 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:

- RSP teacher 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
 - 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
- 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 teaching
- 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:

- IAB Assessments expectations and implementation for all SDC classrooms/students.
- A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
- Prescriptive Lessons- Wonders Interventions
- 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.
- 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, 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 both administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and both administrators in the area of CCSS knowledge, and Dual Immersion practices through ATDLE conference, (for new DI teachers and vice principal)
 - Other Professional Learnings both onsite and offsite for teachers and both administrators to support teacher instruction.
 - District provided ELD Professional Development
- 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. iReady, 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 Administrators.

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, 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 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 for at least 30 minutes daily
- Close Reading Strategies taught daily

Tier 2

- Daily CFU's with immediate feedback
- Small group instruction
- Intervention Block for unfinished teaching
- Guided Reading
- Designated ELD (minimum of 30 minutes per day)
- 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 Intervention Programs and other research based intervention programs
- RSP Intervention
- 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. Power BI Data Analysis
2. For continued monitoring of the CADashboard Data for our focus ATCSI 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

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. iReady and Interim (for DI) 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. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. AC Data Chats
10. PLC Backwards Map Development based upon District Curriculum and 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):

- 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 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.
- Continue 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 regular coaching/support/monitoring of SPSA goals, actions and outcomes.
- supports 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.
- 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 Wonders Intervention program, iReady, and other research based and guided reading strategies. Data collection and analysis will be shared with PLC teams.
- Provide funds for substitutes so that teachers and both administrators may attend professional learning opportunities as a grade level, site and as a McLane Region.
- 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 Wonders classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase professional learning books for staff. (As funds are available)
- Technology, such as tablets, replacement projectors or televisions (as funds are available), document cameras, poster paper, printers, copiers, replacement cartridges (1 printer ink cartridge/teacher/year), 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.
- Purchase supplemental materials, and training as needed to support the literacy program. Such as Wonders, guided reading books, and online resources.
- 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 for and provide opportunities for Certificated staff and both administrators to attend conferences and other on and offsite intensive professional development opportunities. (As funds are available)
- Pay for and provide opportunities for new DI staff, teachers and vice principal to attend trainings, professional learning and conferences to support DI implementation.
- Provide Admin Substitutes so that both administrators can attend conferences, intensive professional development, data chats and district meetings.
- A 1.0 FTE Certificated Resource Teacher will provide Intervention supports using specifically designed lessons to address identified students' needs.
- PLC's will analyze data from the common assignments, iReady, Interim results, IAB results, common formative assessments, 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 Dual Immersion (DI) program that meets requirements will be offered for grades PreK, Kinder, continuing to 6th grade throughout the years (pending need and personnel).
- Mini-Corp Tutors will provide tutoring to migrant students during school and 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.
- 1 planning day per grade level with sub release for teachers.
- 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 iReady, 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.

Specify enhanced services for low-performing student groups:

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

- RSP teacher 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.

- Identified EL students will receive ELD support through Tier II intervention 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, iReady, Illuminate assessments, and ELPAC to target EL student achievement.
- A Dual Immersion (DI) program that meets requirements will be offered for grades PreK and Kinder continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours and 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
- Extended Learning Summer Program (ELSP) Summer Program Opportunities

- 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
- 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
- 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 teaching
- 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:

- IAB Assessments expectations and implementation for all SDC classrooms/students.
- A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
- Prescriptive Lessons- Wonders Interventions
- 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.
- 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 P

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, 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 both administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and both administrators in the area of CCSS knowledge, and Dual Immersion practices through ATDLE conference, (for new DI teachers and vice principal)
 - Other Professional Learnings both onsite and offsite for teachers and both administrators to support teacher instruction.
 - District provided ELD Professional Development
- 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. iReady, 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 Administrators.

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. TSA 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

- 90 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 conceptual understanding 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 teaching
- 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 small group prescriptive intervention based on student needs as identified by universal screener results.
- First in line for after school tutoring
- First in line for after school supports
- A 1.0 FTE Certificated TSA will provide Mathematics Intervention program using the Go Math curriculum intervention to Tier III students.
- Prescriptive Lessons- Go Math Interventions/iReady
- RSP Intervention
- 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. iReady and Interim (DI) 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. iReady, Interim Assessments, SBAC, IAB's and Common Formative Assements.
7. EL Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady, Interim (DI) 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 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 Professional Development for teachers and administrators in the area of Common Core State Standards knowledge through the following:
 - Professional Development for staff and admin. in the area of CCSS knowledge through 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 math 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 math interventions. Interventions will be provided by the classroom teacher through Prescriptive RTI AND by the Certificated TSA
- Continue ongoing District coaching on a regular basis for Math and ELA to support instruction in the classroom.
- Continue 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 coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaches with 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.
- Implementation of 4 IAB's /year with analysis and develop action plans based on IAB results.
- TSA will continue to support students in the with Tier III interventions in math.
- Goal set for focused areas (Dashboard indicators)
- A 1.0 FTE Certificated TSA will provide an Intervention program, iReady and guided math 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.
- The 1.0 FTE TSA will implement and provide support to students with small group instruction to identified students using evidence based materials in ELA and math. The TSA will also perform other duties as assigned such as coaching, professional development, admin support and goal 2 activities.
- 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. (As funds are available)

- Students will spend 45 minutes 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 acknowledge their math achievement.
- 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 and grade level planning (1 day/school year/teacher).
- Provide opportunities for Certificated staff and both Administrators (Principal and Vice Principal) to attend conferences for professional Development, such as Learning Communities, RTI, and standards alignment (As funds are available)
- Pay for and provide opportunities for Certificated staff and both administrators to attend conferences and other on and offsite intensive professional development opportunities. (As funds are available)
- Pay for and provide opportunities for untrained/new DI staff, teachers and vice principal to attend trainings, professional learning and ATDLE conferences to support DI implementation.
- Books for classroom libraries, 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 (1 printer ink cartridge/teacher/per school year), speakers, and other technologies to support the students in reading will be purchased as needed.
- 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.
- 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.
- Copier Maintenance/Lease
- 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.
- Provide Admin Substitutes for conferences, intensive professional development, data chats and district meetings.
- A 1.0 FTE TSA 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 Dual Immersion program that meets requirements will be offered for grades PreK-K 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 TSA will support with Tier III interventions using specifically designed math lessons to address identified student's needs.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, Illuminate assessments, SBAC and ELPAC to target EL student achievement.
- A Dual Immersion program that meets requirements will be offered for grades Pre K-K continuing to 6th grade throughout the years.
- Pay for and provide opportunities for untrained/new DI staff, teachers and vice principal, to attend trainings, professional learning and ATDLE conferences to support DI implementation.

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 instruction.
- 4-6 SDC classes will add an additional 50% of grade level instructional time to their Go Math 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

- 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
- 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
 - Intervention Block for unfinished teaching
 - 1 x 1 with Paraprofessional aide
 - Small group instruction with Paraprofessional aides
 - Peer note taking (as necessary)
 - Manipulatives
 - 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 TSA will provide an Math Intervention program using the iReady and Go Math intervention to Tier III students.
 - A 1.0 FTE Special Education RSP Teacher to provide RSP services as stated per IEP documentation.
 - Prescriptive Lessons- iReady, GoMath and other supportive standards based programs
 - 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.
- Peer note taking (as necessary)
- Graphic Organizers
- Manipulative use/access
- 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 both administrators in the area of Common Core State Standards knowledge through the following:
 - Intensive Professional Development for staff and both administrators in the area of CCSS knowledge, and Dual Immersion practices through ATDLE conference, (for untrained/new DI teachers and vice principal)
 - Other Professional Learnings both onsite and offsite for teachers and both administrators to support teacher instruction.
 - District provided math Professional Development
- 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.)
- District provided Math Professional Development
- 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. iReady, 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 Administrators.
- 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 regular coaching/support/monitoring of SPSA goals, actions and outcomes.
 - supports/coaching with intensive leadership professional development, off site classroom observations and data reviews.

2020-2021 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. Also applies to G1A2, G1A3, G4A2.	1,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/supplies. Also supports G1A2, G1A3 (No Food/Incentives)	13,650.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics. Also supports G1A2, G1A3, G2, G4A2	2,000.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators/Babysitting. Also applies to G1A2, G1A3, G2, G4A1, G4A2	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also applies to G1A2, G1A3, G2, G4A1, and G4A2	6,723.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs. Also applies to G1A2, G1A3, G2, G4A1, G4A2	1,500.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.7220	Intervention TSA 185 days. Also applies to G1A2, G1A3, G4A1, G4A2	91,382.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs. Bilingual Conference etc. Also applies to G1A2, G1A3, G2, G4A1, G4A2	3,800.00
G1A1	LCFF: EL	Instruction	Travel			: Travel/Conference (DI). Also applies to G1A2, G1A3, G2, G4A1, G4A2	8,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors, G1A2	5,000.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.2780	Intervention TSA 185 days. Also applies to G1A2, G1A3, G4A1, G4A2	35,186.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/interpreter. Also applies to G1A2, G1A3, G2, G4A1, G4A2	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental. Also applies to G1A1, G1A2, G1A3, G2, G4A1, G4A2	3,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books/Material. Also applies to G1A1, G1A3, G2, G4A1, G4A2	1,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology/Non Capitalized equip. Also applies to G1A1, G1A3	500.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Copier Repair-Direct Maintenance. Also Supports G1A1, G1A3, G2, G4A1, G4A2	200.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease. Also supports G1A1, G1A3, G2, G4A1, G4A2	2,500.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier Repair. Also supports G1A1, G1A3, G2, G4A1, G4A2	500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies. Also applies to G1A1, G1A3, G2.	9,453.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology & Repairs. Also applies to G1A1, G1A3.	800.00

\$187,694.00

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	21.37 %	38.585 %	2018-2019	45.585 %

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

All students were encouraged to participate in a broad range of arts, activities and athletics including: Clubs, leadership, art, music, dance, etc. Supplemental pay contracts were provided to teachers and paraprofessionals to instruct the supervise students on the student council, spelling bee and clubs. 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, Zoo and Camping Experience.

Participation was good, however the failure factors were due to failure to input the students name into ATLAS for engagements.

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

Goal 2 Participation Rate

Teachers are not entering students in ATLAS under engagement.
Ran out of funds to do more clubs that teachers wanted to do.

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

Our Social Emotional TSA organized and planned the club launching and advertisement to the students.

Our Mob Squad encouraged teachers to do a club

Teachers were educated on trauma and knew the importance of building relationships through extra-curricular activities such as clubs and sports. There was more of a buy-in

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 continue to be accountability for students participating in at least one Goal 2 Activity during the school year

We will identify students not participating in a activity and encourage the student to participate in a club, sport and or field trip

Our Social Emotional TSA will orgainzie and plan our Club Launch Day

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:

Sports for younger kids
Florkloricol

2 ELAC:

ELAC was presented with 18-19 SBAC data and iReady data in ELA & Mathematics at the beginning of the school year and iReady data at the start of the 2nd semester. The following suggestions were made by the ELAC for the 2020/2021 school year.

- Increased academic rigor but with in class supports
- Full time Academic Intervention teacher
- 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
- Recognition for student progress
- Redesignation Celebration with ELAC team support in planning/implementing
- ELAC board members personally called prior to the meetings
- Raffles and food for ELAC meetings

3 Staff:

Dedicatheed Personnel position (part time Academic TSA and Part time Goal 2 TSA)
Continue Clubs
PE Coaches.

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.
- Jessica Hannigan- Tier 1 and Tier 2 training for behavior, school wide structures etc.

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 %	67.021 %	2018-2019	74.021 %
Exposure to Careers - 4th Grade	100 %	54.545 %	2018-2019	61.545 %
Exposure to Careers - 6th Grade	100 %	90.667 %	2018-2019	97.667 %

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 trip opportunities
 All 3rd grade students were exposed to and participated with the Bricks for Kids experience.

Exposure to Careers - 4th Grade
 Field Trips and speakers about career opportunities
 The 4th grade students were able to attend the Monterey Bay Aquarium

Exposure to Careers - 6th Grade
 Field Trips and Speakers about career opportunities
 6th grade Camp
 Visitation of colleges

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 - 4th Grade
 High percentage of students were exposed to 4th 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 students were exposed to 6th 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.

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 99.2% 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:

More students training on computers
More support with technology
More parent training on technology

2 ELAC:

ELAC was presented with 18-19 SBAC data and iReady data in ELA & Mathematics at the beginning of the school year and iReady data at the start of the 2nd semester. The following suggestions were made by the ELAC for the 2020/2021 school year.

- Increased academic rigor but with in class supports
- Full time Academic Intervention teacher
- 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
- Recognition for student progress
- Redesignation Celebration with ELAC team support in planning/implementing
- ELAC board members personally called prior to the meetings
- Raffles and food for ELAC meetings

3 Staff:

Personal Responsibility Program whole school such as the one 6th grade does
Meaningful jobs
Job shadow experiences for students
Champs posters posted everywhere

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.709 %	17.172 %	2018-2019	15.172 %
Suspensions Per 100	12.176 %	8.414 %	2018-2019	7.414 %
Chronic Absenteeism (Students with Disabilities)		28.9 %	2018-2019	26.9 %
Suspension Rate (Students w/Disabilities)		8.5 %	2018-2019	5.5 %
Chronic Absenteeism (African American)		39.6 %	2018-2019	37.6 %
Suspension Rate (African American)		13.7 %	2018-2019	10.7 %

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

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.

Home School Liason

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

Chronic Absenteeism (African American)

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

Chronic Absenteeism

During the 19-20 school year all subgroups demonstrated a decrease in chronic absences . There is a continued concern with the African American and Students with Disabilities subgroups

Chronic Absenteeism (African American)

Families have been transient families that have history of chronic absenteeism when enrolled at Hidalgo. Some African American individuals have been suspended for several days which increases the chronic absence for these students.

Chronic Absenteeism (Students with Disabilities)

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

Suspension Rate (African American)

:During the 19-20 school year African American students had a high rate of suspension. These students had a variety of supports to keep them from being suspended. Restorative Practice counselor assisted on behavior modifications. Men of Character has been established for students in the intermediate grades to support the intermediate students on improving their misbehaviors

Suspension Rate (Students w/Disabilities)

Chronic Absenteeism (Students with Disabilities)

Suspension Rate (African American)

Suspension Rate (Students w/Disabilities)

Suspensions Per 100

Campus Safety Assistant

Campus Safety Assistant 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 relationships.

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

Social Worker

FUSD provides a full time Social Worker to provide on 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 groups individual and group sessions for 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 Liason

The HSL perform liaison duties between school and families; communicate with families regarding student attendance, behavior and academic achievement, health and medical problems; refer to local agencies or school services as appropriate to provide students and families with 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. HSL translates for meetings, parent conferences, SST meetings and whenever needed to support the communication of parents of school activities.

Social Emotional TSA

The Social Emotional TSA was hired at the beginning of the year to counsel student with social or emotional needs, and to provide them alternatives to suspension, hold social skills groups, work with teachers on Tier 1 and 2 supports and communicate with parents. The TSA was in charge of creating and maintaining BSP, holding Tier 3 behavior support meetings, and a part of ICET when needed. TSA is in charge of looking at data and behavioral trends. She is on the Culture and Climate Teams, manages fundraisers, K Kids and clubs.

On-Site Counseling

Two days a week of counseling services were provided to students that have had trauma in their life and has

Students with Disabilities were provide several interventions prior to suspension. These students with disabilities have demonstrated behaviors that warranted suspension

Suspensions Per 100

Overall students suspensions were warranted. We saw a slight decline this year. Many interventions were put in place which helped our suspension rate decline in lieu of increases. Our SEL TSA in which the site pays for has been a crucial factor in the work that we have done here at Hidalgo on top of the relationship and community building. The mixteco HSL and Mixteco Program has also helped our students and families feel welcomed and a part of the school

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. Since we have All 4 Youth and a Social Worker, On Site Counseling will not be used next year.

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

With this support, Hidalgo's suspensions decreased during the year with the other supports provided by Social Worker, CWAS and On-Site Counselor and Social Emotional TSA.

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.

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:

classrooms compete against each other those that come to school can compete. Classroom that wins gets a trophy
Morning announcements every week for perfect attendance those kids get extra recess
Student of the month eat with the principal
Perfect attendance lunch with the principal
staff against student softball award.

2 ELAC:

ELAC was presented with 18-19 SBAC data and iReady data in ELA & Mathematics at the beginning of the school year and iReady data at the start of the 2nd semester. The following suggestions were made by the ELAC for the 2020/2021 school year.

- Increased academic rigor but with in class supports
- Full time Academic Intervention teacher
- 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
- Recognition for student progress

3 Staff:

Continue Saturday SOAR Academy
Continue Mentoring Program
Reward quarterly attendance
Do a lunch time award assembly
Fun assemblies for kids with high attendance and zero suspensions

- Redesignation Celebration with ELAC team support in planning/implementing
- ELAC board members personally called prior to the meetings
- Raffles and food for ELAC meetings

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) HSL (Spanish/Mxteco) 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/VP 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:



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

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

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

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 (Spanish/Mixtecto) will contact Spanish/Mixtecto 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.

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)

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

- 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.

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

- One .4375 FTE office assistant will contact parents and do home visits, as necessary, to promote positive attendance.
- Use of Teacher's Encyclopedia and Interventions for Behavior Modification

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

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
- Child Welfare Attendance Specialist
- Student Success Team

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
- 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

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.

- ELAC
- SSC
- Volunteering
- Americorp Vista Volunteer

2020-2021 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	Also supports G4A2	41,674.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6875	Support student and families	49,275.00
G4A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.8750	Social Emotional TSA to support students and get them back to class.	114,844.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	0.4375		15,804.00

\$221,597.00

2020-2021 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. Also applies to G1A2, G1A3, G4A2.	1,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/supplies. Also supports G1A2, G1A3 (No Food/Incentives)	13,650.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics. Also supports G1A2, G1A3, G2, G4A2	2,000.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators/Babysitting. Also applies to G1A2, G1A3, G2, G4A1, G4A2	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also applies to G1A2, G1A3, G2, G4A1, and G4A2	6,723.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs. Also applies to G1A2, G1A3, G2, G4A1, G4A2	1,500.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.7220	Intervention TSA 185 days. Also applies to G1A2, G1A3, G4A1, G4A2	91,382.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs. Bilingual Conference etc. Also applies to G1A2, G1A3, G2, G4A1, G4A2	3,800.00
G1A1	LCFF: EL	Instruction	Travel			: Travel/Conference (DI). Also applies to G1A2, G1A3, G2, G4A1, G4A2	8,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors, G1A2	5,000.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.2780	Intervention TSA 185 days. Also applies to G1A2, G1A3, G4A1, G4A2	35,186.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/interpreter. Also applies to G1A2, G1A3, G2, G4A1, G4A2	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental. Also applies to G1A1, G1A2, G1A3, G2, G4A1, G4A2	3,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books/Material. Also applies to G1A1, G1A3, G2, G4A1, G4A2	1,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology/Non Capitalized equip. Also applies to G1A1, G1A3	500.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Copier Repair-Direct Maintenance. Also Supports G1A1, G1A3, G2, G4A1, G4A2	200.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease. Also supports G1A1, G1A3, G2, G4A1, G4A2	2,500.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier Repair. Also supports G1A1, G1A3, G2, G4A1, G4A2	500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies. Also applies to G1A1, G1A3, G2.	9,453.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology & Repairs. Also applies to G1A1, G1A3.	800.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Also supports G4A2	41,674.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6875	Support student and families	49,275.00
G4A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.8750	Social Emotional TSA to support students and get them back to class.	114,844.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375		15,804.00

\$409,291.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,024.00
Sup & Conc	7090	\$233,253.00
LCFF: EL	7091	\$112,014.00
Grand Total		\$409,291.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$187,694.00
G4 - All students will stay in school on target to graduate	\$221,597.00
Grand Total	\$409,291.00