

**Hidalgo Elementary School**

10621666105746

Principal's Name: Reynaldo Villalobos

Principal's Signature: 

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

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :  ▼

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## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	67/67	90.72 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	67/67	9.28 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	65/66	3.92 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	64/66	68.03 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	64/67	54.01 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	63/66	36.05 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	63/66	5.71 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	60/67	54.09 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	58/67	10.37 %
<input type="checkbox"/>	Elementary	Math	1- Standard Not	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or	58/67	89.63 %

(SBAC)

Met/Nearly Met

Standard Nearly Met on the math SBAC

%

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	58/68	28.29 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	53/68	48.84 %
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	52/68	29.61 %

## 3 Academic Completion

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	58/68	34.08 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	55/67	6.06 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	43/68	4.4 %

<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	43/64	59.09 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	36/68	14.88 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	65/67	21.22 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	50/67	1.22 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	49/67	35.19 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input checked="" type="checkbox"/> <i>I. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<p><b>Action # 1</b></p>	<p>Hidalgo will implement a comprehensive balanced literacy program in grades Pre K to 3 that focuses on deconstruction of the ELA State Standards toward student mastery. Teachers will teach toward the foundational skill standards, to ensure students are reading on grade level. In grades K-3 a 40 minute ELA deployment will be implemented focusing on foundational skills to identified students. Peer observations, grade level planning and common core unit development will take place during the week.</p>		
<p><i>SQII Element:</i></p> <p><b>Reading by Third Grade</b></p>	<p><i>SQII Subelement(s):</i></p> <p><b>Borderline to Grade Level Within Academic Year (6034)</b></p>	<p><i>Site Growth Target: 20%</i></p>	<p><i>Vendor (contracted services)</i></p> <p><i>Teaching Fellows</i></p>
<p> <input type="checkbox"/> <i>New Action</i>                       <input checked="" type="checkbox"/> <i>On-going</i>                       Reasoning: <input checked="" type="checkbox"/> <i>Data</i>   <input type="checkbox"/> <i>Research-based</i>   <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i> </p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year will increase 14% from 6% to 20% as measured by the SQII data. (McLane Regional Goal)</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>	<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>	

Utilize an ELA Progress Monitoring Collection Tool that includes the following data: BAS, DRP, BPST and/or spelling inventory, and Illuminate assessments.	K-3 Teachers	Quarterly
SQII data on number and percentage of 1st grade students who demonstrated growth, remained the same and declined on the most recent BAS after each administration.	1 <sup>st</sup> grade Teachers, Principal, Vice Principal	Quarterly
SQII data on number and percentage of students scoring at/above moderately below and significantly below State Reading level on the DRP.	Teachers	Quarterly
Data Chats	Teachers, Principal, Vice Principal	Twice a year
Analyze trends on BAS, DRP, DIBELS, fluency and CELDT data.	2 <sup>nd</sup> -3 <sup>rd</sup> grade ACs, Intervention Teacher	Quarterly
Analyze common assignments, formative common assessments, and District ELA Illuminate Interim assessments.	Teachers	Weekly
Grade Level Walkthroughs, Observation, Feedback	Principal, Vice Principal Teachers	Twice a Month
Daily Progress Monitoring, Walkthroughs, Feedback	Principal, Vice Principal Teachers	Daily
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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 apprised of current levels and students' progress.

*Describe related professional learning:*

Ongoing Professional Learning opportunities to refine the implementation of:

- 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.
- New district adopted ELA program.
- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.

ILT provides grade level peers professional learning on targeted topics.

Coaching provided by district Instructional Coach, when available.

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

- Three .4375 FTE Teaching Fellows to provide support in primary RTI Program in reading.
- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades K-6 during a 40 minute weekly block of time. A mobile computer lab utilizing software addressing digital technology in reading, writing and math will be used. The RT will also perform other duties as assigned such as coaching and providing professional development.
- Teachers will provide differentiated classroom instruction, aligned to the State Standards in all subject areas, driven by the ELA/ELD Framework.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using specifically designed lessons to address identified students' needs.



- Teachers in grades K-3 will implement a 40 minute Foundational Skills Deployment block focusing on key foundational reading standards.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as McLane Region.
- Supplemental Pay Contracts for teacher and classified staff to provide after school tutoring.
- 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.
- Additional time (.125 FTE) will be provided to the Library Tech to maintain records and materials to support student learning.
- Books for classroom libraries, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension.
- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers and other technologies to support the students in reading will be purchased as needed. Hardware and software to support student reading and assessment program will be purchased as needed.
- Two district provided aides will provide extra support to students in the Kindergarten classes.
- Provide subs for teachers to administer BPST and BAS assessments.
- Purchase DIBELS benchmark collection tool of \$1.00 per student.
- Purchase supplemental materials, and training as needed to support the literacy program.
- Students will have access to online learning for 2 to 3 hours a week.

*Specify additional targeted actions for EL students:*

- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using specifically designed lessons to address identified students' needs.

- ACs will analyze data from the common assignments, common assessments, DRP, Illuminate assessments, DIBELS, and CELDT to improve student achievement.
- Identified EL students will be provided support through ELD deployments and utilization of the ELD standards. Teachers will develop unit plans that address the ELD standards.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	reading intervention- TF	18,000
1	1	Sup & Conc	Instruction	Copier Maintenance				Maintenance- copier	500
1	1	Sup & Conc	Instruction	Equipment Rental				Copier Lease	2,500
1	1	EL	Instruction	Materials & Supplies				supplies for instruction	3,481
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplies for instruction	7,000
1	1	Sup & Conc	Instruction	Materials & Supplies				DIBELS	800
1	1	EL	Instruction	Non Capitalized Equipment				technology	6,810
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.5000			62,463

1	1	EL	Instruction	Teacher- Regular Salaries	Teacher, Elementary	0.5000			62,463
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support- Regular	Technician, Libr Media- Elem	0.1250			4,123
1	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				Supplemental Pay- Certificated	1,163
								Total	\$169,303

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action:</i> Hidalgo will provide a balanced literacy program with rigorous expectations in ELA focusing on developing and deepening students’ foundational reading skills. Lessons will be focused on essential reading standards with complex, text, task and talk. Teachers will provide instruction during all content areas using close reading, deconstruction of sentences, and deconstruction of standards strategies to improve students' reading comprehension skills. Teachers will also integrate foundational reading skills in the common unit plans to develop reading skills in fluency, comprehension and writing to ensure that all students are reading at grade level. Teachers in grades 3-5 will assess their students quarterly using the spelling inventory and will analyze the scores to differentiate instruction. Fourth and fifth grade teachers will teach foundational skills lessons based on students' needs for a minimum of 30 minutes daily. Peer observations, grade level planning and common core unit development will take place during the week.</p>		
	<p><i>SQII Element:</i> <b>ELA (SBAC)</b></p>	<p><i>SQII Sub-element(s):</i> <b>Standard Not Met/Nearly Met (6142) Standard Met/Exceeded (5926)</b></p>	<p><i>Site Growth Target:</i> <b>20%</b></p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>	

*Write a SMART Goal to address each data point:*

By June 2017, the number of students scoring Standard Met/ Exceeded on the ELA SBAC will increase 10% from 10% to 20% as measured by the 2017 SBAC.

By June 2017, the number of students scoring Standard Not Met/ Standard Nearly Met on the ELA SBAC will decrease 10% from 91% to 81% as measured by the 2017 SBAC.

<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>	<i>Owner(s)</i>	<i>Timeline\</i>
Utilize an ELA Progress Monitoring Collection Tool that includes the following data: SBAC, DRP, spelling inventory, and Illuminate assessments.	3-6 Teachers	Quarterly
SQII data on number and percentage of students scoring Standard Not Met/ Standard Nearly Met/ Standard Met or Standard Exceeded on the ELA SBAC.	3-6 Teachers, Administrators	Review Quarterly
SQII data number and percentage of students scoring at/above moderately below and significantly below State Reading level on the DRP.	3-6 Teachers, Administrators	Quarterly
Data Chats	3-6 Teachers, Administrators	Quarterly
Each grade level will create and implement common formative assessments using the Illuminate On-line System.	Grades 3-6 Teachers	Every 3-4 weeks
During AC's, analyze trends using the following data to inform instruction: DRP, Spelling Inventory, common assignments, formative common assessments, and District ELA Illuminate Interim assessments.	3-6 Teachers	Monthly/Quarterly

<p>Grade Level Walkthroughs, Observation, Feedback</p>	<p>Principal, Vice Principal Teachers</p>	<p>2 times a month</p>
<p>Daily Progress Monitoring, Walkthroughs, Feedback</p>	<p>Principal, Vice Principal Teachers</p>	<p>Daily</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Parent involvement will be addressed through Back-to-School, Open House, Parent Conferences, and special events throughout the year (such as Parent Appreciation Luncheon).</p> <p>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.</p> <p>Flyers, newsletters, Edutext, Parent Portal, Hidalgo Website and School Messenger system will be used to notify families of school wide activities.</p> <p>Parent literacy workshops provided by the site, Parent University and other organizations.</p>		
<p><i>Describe related professional learning:</i></p> <p>Ongoing Professional Learning opportunities to refine the implementation of:</p> <ul style="list-style-type: none"> <li>• ELA/ELD Framework</li> <li>• Close Reading Strategies in all subject areas</li> <li>• Integrated and Designated ELD Instruction in all subject areas.</li> <li>• Complex text, talk, task, and increasing the rigor of lessons.</li> <li>• New district adopted ELA program.</li> </ul>		

- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.

ILT provides grade level peers professional learning on targeted topics.

Coaching provided by district Instructional Coach, when available.

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

- One .4375 FTE Teaching Fellows to provide support in upper grade RTI Program in reading.
- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades K-6 during a 40 minute weekly block of time. A mobile computer lab utilizing software addressing digital technology in reading, writing and math will be used. The RT will also perform other duties as assigned such as coaching and providing professional development.
- Teachers will provide differentiated classroom instruction, aligned to the State Standards in all subject areas, driven by the ELA/ELD Framework.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using specifically designed lessons to address the needs of identified students.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as McLane Region.
- Supplemental Pay Contracts for teacher to provide after school tutoring
- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Books for classroom libraries, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension.

- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers and other technologies to support the students in reading will be purchased as needed. Hardware and software to support student reading and assessment program will be purchased as needed. Equipment repairs, maintenance, and copier lease will be budgeted to maintain equipment.
- Purchase supplemental materials, and training as needed to support the literacy program.
- Students will have access to online learning for 2 to 3 hours a week.

*Specify additional targeted actions for EL students:*

A 1.0 FTE certificated Intervention Teacher will provide an Literacy Intervention program using the SRA Early Literacy Program to the identified Tier 3 students.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Books & Other Reference				softwar, licenses	5,000
2	1	Title 1 Basic	Instruction	Books & Other Reference				software, licenses	1,000
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	reading intervention- 2 TF	20,011
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				direct maintenance	500
2	1	Title 1 Basic	Instruction	Materials & Supplies				supplies	8,798
2	1	Sup & Conc	Instruction	Materials & Supplies				supplies for instruction	11,558
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology	16,000
<b>Total</b>									<b>\$62,867</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 3</b>	<p><i>Detail the action:</i>                      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 formative assessments to monitor the progress of students' performance toward meeting grade level standards.</p>		
<i>SQII Element: Elementary Math SBAC</i>	<i>SQII Sub-element(s): Standard Met or Standard Exceeded (6169)</i>	<i>Site Growth Target: 20%</i>	<i>Vendor (contracted services) Teaching Fellows</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i>                      By June 2017, the percentage of students scoring Standard Met or Standard Exceeded will increase 10% from 10% to 20% as measured by the 2017 Math SBAC scores.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Utilize a Math Progress Monitoring Collection Tool that includes the following data: SBAC, Formative Illuminate Assessments, and Math Illuminate interim assessments.</p> <p>Analyze SQII data number and percentage of students scoring Standard Met, Standard Exceeded, Nearly Met, and Not Met on Math SBAC</p> <p>Data Chats</p>		<p><i>Owner(s)</i></p> <p>Teachers, Principal, Vice Principal</p> <p>Lead Teacher, Principal, Vice Principal</p>	<p><i>Timeline</i></p> <p>Monthly</p> <p>Monthly</p> <p>Quarterly</p>



<p>During ACs, analyze trends using the following data to inform instruction: common assignments, formative common assessments, Interim Illuminate Math assessments and iXL.com data.</p> <p>Grade Level Walkthrough, Observation, and Feedback</p> <p>Daily Progress Monitoring, Walkthroughs, Feedback</p>	<p>Teachers, Principal, Vice Principal</p> <p>Teachers, Principal, Vice Principal</p> <p>Administrators</p> <p>Principal, Vice Principal, Teachers</p>	<p>Monthly</p> <p>Twice a Month</p> <p>Daily</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Parent University Classes</p> <p>Parent Math workshops</p> <p>Newsletters</p> <p>Teachers will review students’ math progress and grades during parent/teacher conferences.</p> <p>Title 1, SSC, and ELAC Meetings will be held to keep parents informed on various topics.</p>		
<p><i>Describe related professional learning:</i></p> <p>District and site provided math common core training.</p> <p>Formative assessment creation and analysis training.</p> <p>Continuous training on deconstruction of the math standards and how to create and teach lessons with application to the real world.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		

- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide instruction for students in grades K-6 with a 40 minute weekly block time with use of a mobile computer lab utilizing software that addresses digital technology for reading, writing and math. The RT will also perform other duties as assigned.
- One .4375 FTE certificated tutor to provide support in intermediate grade RTI Program in math.
- 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 yearly site license of IXL.com to supplement on-line learning of math.
- Purchase professional learning books for staff.
- Students will spend two to three hours a week focused on online learning to develop math skills aligned to meeting grade level standards.
- Purchase classroom computers to increase usage of technology. Lessons focused on technology standards will be taught by classroom teachers.
- Provide sub release time for admin data chats.

*Specify additional targeted actions for EL students:*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher- Regular Salaries	Tutor	0.4375		FTE .4375 Math Tutor	\$38,256
								Total	\$38,256

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<p>Hidalgo will monitor daily attendance of all the classrooms with a specific focus on grades TK-2. Attendance Clerk, Office Manager, CWAS and administration will monitor teachers taking attendance. Daily review of the list of students absent as reported by the school messenger report will be reviewed by the principal. Parent conferences/home visits will be conducted of students that have more than 10 days of absences. Principal/VP will make home visits to parents that he/she have not been able to contact via phone or letter regarding their attendance. Provide incentives to students to improve attendance (including quarterly raffles for perfect attendance). Encourage Chronic and Manageable absent students to attend school every day. Students will be recognized for improved attendance.</p>		
<i>SQII Element:</i> Chronic Absenteeism	<i>SQII Sub-element(s):</i> Chronic Absenteeism Rate (5942)	<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i> On Site Counseling
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease 5% from 15% to 10% as measured by the SQII data.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>ATLAS attendance report. School Messenger Attendance report</p> <p>Chronic Absence report</p> <p>Review SQII attendance indicators.</p>		<p><i>Owner(s)</i></p> <p>Office Manager, Office Assistant, CWAS, Admin</p> <p>CWAS, Principal, VP</p>	<p><i>Timeline</i></p> <p>Daily</p> <p>Weekly</p> <p>Weekly</p>

<p>Review the SQII data of number and percentage of absences with no reason code entered within 48 hours</p>	<p>CWAS, Principal, VP</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  Parent/Teacher Communication will be done by these processes:</p> <ul style="list-style-type: none"> <li>• School Messenger</li> <li>• Monthly Newsletter</li> <li>• School Site Council/ELAC/Parent University</li> <li>• Parent/Teacher Conferences</li> <li>• SSTs</li> <li>• Home Visits</li> <li>• Parent attendance meetings for students that are classified as Chronic or Severe will be held.</li> <li>• A District provided Child Welfare &amp; Attendance Specialist will provide counseling and build relationships with the parents of students demonstrating poor attendance.</li> <li>• One .4375 FTE Home School Liaison will contact Spanish speaking parents and do home visits, as necessary to promote positive attendance.</li> <li>• One .4375 FTE office assistant will contact parents and do home visits, as necessary to promote positive attendance.</li> <li>• Attendance will be discussed with parents during Parent/Teacher Conferences and SST Meetings.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <p>Teachers will receive professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Bully Prevention</li> </ul>		

- Class Meetings
- Restorative Practices
- Building relationships with students.
- Safe and Civil CHAMPS strategies

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

- A Substitute for the Safe and Civil Team to meet and plan will be available as funds allow.
- Counseling Services will be provided to identified students by an outside agency.
- Incentives such a rewards, 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.
- A district provided Child Welfare & Attendance Specialist will provide counseling and build relationships with the students demonstrating poor attendance.

*Specify additional targeted actions for EL students:*

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.4375		School Office Assistant FTE .4375	\$10,246
4	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$11,575

4	2	EL	Guidance & Counseling Services	Direct-Other (Dr)				District Evaluation Costs	\$730
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	counseling	\$18,240
4	2	EL	Guidance & Counseling Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	counseling	\$18,240
								<b>Total</b>	<b>\$59,031</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action:</i>                      Hidalgo will provide a safe, nurturing and anti-bully environment to all students with these actions:</p> <ul style="list-style-type: none"> <li>• Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.</li> <li>• Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol.</li> <li>• The ATLAS behavior system will be utilized to document students’ positive and negative behaviors.</li> <li>• Safe and Civil Team will meet monthly to review progress of bully prevention and Safe and Civil strategies.</li> <li>• Weekly Class meetings conducted every first day of the week.</li> <li>• Restorative practices strategies will be implemented school wide</li> <li>• Subs will be provided to release teachers to participate in Student Study Team meetings.</li> <li>• Teachers, with the support of administrators, will develop a Function-Based Intervention for students who chronically misbehave.</li> </ul>		
	<p><i>SQII Element:</i>  <b>Suspension</b></p>	<p><i>SQII Sub-element(s):</i>  <b>Behavior Growth (3684)</b>  <b>Suspension Rate (6109)</b></p>	<p><i>Site Growth Target:</i>                      69.09%                      3.27%</p>

<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of TK-12 grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester will increase 10% from 59.09% to 69.09% as measured by SQII data.</p> <p>By June 2017, the percentage of students who have been suspended and/or expelled will decrease 1% from 4.27% to 3.27% as measured by SQII data.</p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>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.</p> <p>Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol at the beginning of the year and reviewed mid-year.</p> <p>Safe and Civil 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.</p> <p>Class meetings verification forms will be turned in quarterly.</p> <p>Review and analyze the SQII suspension indicators of number and percentage of students with 1 or more On-Campus suspension incidents.</p> <p>ATLAS misbehaviors report</p>		<p><i>Owner(s)</i></p> <p>Teachers, Principal, Vice Principal</p> <p>Safe and Civil Team/ Principal</p> <p>Safe and Civil Team Vice Principal / Principal</p> <p>Principal</p> <p>Safe and Civil Team, Principal, Vice Principal</p>	<p><i>Timeline</i></p> <p>Yearly</p> <p>Once a Year</p> <p>Monthly</p> <p>Quarterly</p> <p>Monthly</p> <p>Weekly</p>		

<p>Number of referrals to office by teacher will be monitored.</p> <p>Class meeting information with dates and topics will be turned in to site administration by each teacher.</p>	<p>Safe and Civil Team, Principal, Vice Principal</p> <p>Principal, Vice Principal</p> <p>Safe and Civil Team, Principal, Vice Principal</p>	<p>Monthly</p> <p>Monthly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Student Study Teams will provide parents, teachers and students with information and support services available.</p> <p>Restorative Practice counselor will provide parent workshops on parenting using restorative practices.</p>		
<p><i>Describe related professional learning:</i></p> <p>Professional Development will be held in the following areas:</p> <ul style="list-style-type: none"> <li>• OLWEUS Bullying Prevention Program lessons will be provided by the Safe and Civil Team.</li> <li>• Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Safe and Civil Team.</li> <li>• Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Safe and Civil Team.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• A District Provided Restorative Practice Counselor two days a week.</li> <li>• 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.</li> <li>• Supplemental pay contracts will be provided to paraprofessionals to fund the extended day.</li> </ul>		



- 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. Bully prevention lessons will be taught during weekly class meetings.

Tier II supports include:

- Principal and Vice Principal will provide behavioral support to struggling students through counseling as time permits.
- 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.
- 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.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Instr Aide-Extra Time Salaries				Extra time- Classified	\$469
5	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs (SSTs, Teacher Meetings, etc.)	\$5,141
5	2	Title 1 Basic	Instruction	Instr Aide-Supplemental				Supplemental Pay for Classified.	\$1,997
<b>Total</b>									<b>\$7,607</b>

<b>Domain</b>	<input type="checkbox"/> <i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 6</b>	<p><i>Detail the action:</i>                      Hidalgo will implement and encourage developing and building relationships with students to demonstrate there is an adult that really cares about the child. Students will participate in bimonthly elective activities provided by staff members to engage students and to provide opportunities for students and staff to build positive relationships. Teachers will also hold weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). All students will be encouraged to participate in a broad range of arts, activities and athletics 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.</p>		
	<p><i>SQII Element:</i>  <b>Student Engagement</b></p> <p><input type="checkbox"/> <i>New Action</i>   <input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>SQII Sub-element(s):</i>  <b>Overall Student Participation (2080)</b></p> <p><i>Reasoning:</i>   <input type="checkbox"/> <i>Data</i>   <input checked="" type="checkbox"/> <i>Research-based</i>   <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	<p><i>Site Growth</i>  <b>Target: 41%</b></p>
<p><i>Write a SMART Goal to address each data point:</i>                      By June 2017, the percentage of unique students who are engaged in any Goal 2 activities will increase 20% from 21% to 41% as measured by the SQII data.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Administrators will conduct walkthroughs during class meetings and the bimonthly elective activities focusing on student engagement.</p> <p>Review and analyze SQII data of:</p> <ul style="list-style-type: none"> <li>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?"</li> <li>Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school"</li> </ul>		<p><i>Owner(s)</i></p> <p>Teachers, Safe and Civil Team, Principal, Vice Principal</p> <p>Administrators</p>	<p><i>Timeline</i></p> <p>Monthly</p> <p>Weekly</p>

<ul style="list-style-type: none"> <li>Number and percentage of students that responded 'Most of the time' or 'All of the time' to "I feel like I am part of this school?"</li> </ul>	Lead Teachers, Principal, Vice Principal	Monthly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  Communication with parents regarding programs, reporting of data, parent training and to hear parent concerns will be conducted through the following means:</p> <ul style="list-style-type: none"> <li>School Messenger</li> <li>Parent/Teacher Conferences</li> <li>Monthly Newsletter</li> <li>Monthly Coffee Hour</li> <li>SSC/Title 1/ELAC Meetings</li> <li>Parent University Classes</li> </ul>		
<p><i>Describe related professional learning:</i></p> <p>Professional Learning on CHAMPS with a focus on building relationships with students and providing interventions for students who chronically misbehave.</p> <p>Safe and Civil Team training on class meetings and circle processes.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Materials and supplies to support student engagement will be purchased including materials from the graphics department.</li> <li>Incentives, awards, and student recognition for a variety of accomplishments in class and school wide will be purchased.</li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation	\$2,000
6	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics	\$500
6	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Assemblies	\$500
6	3	EL	Instruction	Prof/Consulting Svc & Operating				assemblies	\$500
Total									\$3,500

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 7</b>	<p><i>Detail the action:</i>                      Teachers will provide ELD instruction through the use of a deployment model in grades 1-6. Students will be deployed by grade and levels for 30 to 40 minutes each day to meet the needs of the students. During integrated and designated ELD, teachers will utilize the ELD standards framework in planning for the language needs of their students. ACs will utilize student work to guide both integrated and designated ELD instruction/planning/placement. Teachers will conduct CELDT chats with EL students utilizing the Redesignation Goal Setting Report. During DRP administration, teachers will explain the importance of the DRP and meet individually with students to discuss current DRP scores and to set goals.</p>		
	<p><i>SQII Element:</i>  <b>EL Redesignation</b></p>	<p><i>SQII Sub-element(s):</i>  <b>English Proficiency Growth (6017)</b>  <b>Continuously Enrolled Redesignation Rate (6338)</b>  <b>Borderline Eligibility Pool (5990)</b></p>	<p><i>Site Growth Target:</i>  <b>59%</b>  <b>52%</b>  <b>38%</b></p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going    Reasoning:    <input type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>			

<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase 10% from 49% to 59% as measured by the SQII data.</p> <p>By June 2017, the percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year will increase 10% from 42% to 52% as measured by the SQII data.</p> <p>By June 2017, the percentage of English Learner 1<sup>st</sup>-12<sup>th</sup> grade students who meet borderline eligibility criteria will increase 10% from 28% to 38% as measured by the SQII data. (McLane Regional Goal)</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Administrators and teachers will analyze the EL Redesignation Goal Setting Tool.</p> <p>Review and analyze the SQII indicators on:</p> <ul style="list-style-type: none"> <li>• Number of English Learner students who demonstrated growth, remained flat, declined on the most recent CELDT.</li> <li>• Number and percentage of English Learner students redesignated (current progress).</li> <li>• Number and percentage of English Learner students continuously enrolled for 5 years or more</li> <li>• Number and percentage of English Learner students not advancing at least one proficiency level.</li> <li>• Number and percentage of English learner 1st grade students scoring below level G on the most recent BAS assessment.</li> </ul>	<p><i>Owner(s)</i></p> <p>Teachers, Principal, Vice Principal</p> <p>Lead Teachers, Principal, Vice Principal</p> <p>Lead Teachers, Principal, Vice Principal</p> <p>Teachers, Principal,</p>	<p><i>Timeline</i></p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p>

<ul style="list-style-type: none"> <li>Number and percentage of English Learner 2nd-12th grade students scoring moderately or significantly below on the most recent DRP assessment</li> </ul> <p>Administrators meet with teachers to conduct individual data chats including EL Goal Setting Report, and DRP/BAS results.</p> <p>ACs will progress monitor EL's utilizing student work samples, CELDT, BAS/DRP, KAIG, DIBELS and other school-wide assessments.</p>	<p>Vice-Principal</p> <p>Teachers,, Principal, Vice-Principal</p> <p>Lead Teachers, AC's</p>	<p>Semester</p> <p>Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Topics such as redesignation and CELDT/BAS/DRP results will be shared at:</p> <ul style="list-style-type: none"> <li>Parent/Teacher conferences</li> <li>ELAC meetings</li> <li>SSC Meetings</li> <li>Parent classes</li> </ul> <p>Supplemental pay contracts will be provided for babysitting, interpreters, translating for school events and meetings.</p> <p>Supplies and materials for parent meetings will be purchased as needed.</p> <p>Parent volunteers to be recognized during the year.</p>		
<p><i>Describe related professional learning:</i></p> <p>Professional Learning will be provided in the following areas:</p> <ul style="list-style-type: none"> <li>Integrating ELD State Standards within all content areas.</li> <li>Scaffolding academic language and its uses within State Standards during integrated ELD.</li> <li>Building capacity with ELA/ELD Frameworks and cross-disciplinary capacity in language and literacy.</li> </ul>		

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

- CELDT Assessors will be provided to administer CELDT.
- Purchase technology, software, hardware, books, workbooks, materials and supplies to support English Language Development to supplement ELD and integrated ELD instruction.

*Specify additional targeted actions for EL students:*

- A Bilingual Early Exit program that meets waiver requirements will be offered for grades K-3.
- A Bilingual program will be offered at all grade levels that meet waiver requirements.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using a differentiated learning program to identified students.
- Purchase site licenses to implement the Imagine Learning reading program for selected EL students.
- CELDT Assessors will be provided to administer CELDT.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	EL	Parent Participation	Classified Support-Extra Time				interpreters	\$1,012
7	3	EL	Parent Participation	Other Classified-Supplemental				babysitters	\$2,349
7	3	EL	Parent Participation	Materials & Supplies				parent supplies	\$500
7	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Supplies – No Food	\$1,253

7	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$6,500
7	3	EL	Instruction	Books & Other Reference				software, licences (Imagine Learning?)	\$5,000
								Total	\$16,614

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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



Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Hidalgo - 0215

**ON-SITE ALLOCATION**

3010	Title I	\$57,608 *
7090	LCFF Supplemental & Concentration	\$162,410
7091	LCFF for English Learners	\$137,160
		<hr/>
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$357,178</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,253
Remaining Title I funds are at the discretion of the School Site Council	\$56,355
Total Title I Allocation	\$57,608

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

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0215 Hidalgo Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Pay- Certificated	1,163.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.500		62,463.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplies for instruction	7,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: DIBELS	800.00
1	1	Sup & Conc	Instruction	Equip Rental			Copier Lease	2,500.00
1	1	Sup & Conc	Instruction	Copier Maint			Maintenance- copier	500.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.125		4,123.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Elementary	0.500		62,463.00
1	1	EL	Instruction	Mat & Supp			supplies for instruction	3,481.00
1	1	EL	Instruction	Nc-Equipment			: technology	6,810.00
1	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : reading intervention- TF	18,000.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: software, licenses	1,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			supplies	8,798.00
2	1	Sup & Conc	Instruction	Bks & Ref			: softwar, licenses	5,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: supplies for instruction	11,558.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: technology	16,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			direct maintenance	500.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : reading intervention- 2 TF	20,011.00
3	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.438	FTE .4375 Math Tutor	38,256.00
4	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.438	School Office Assistant FTE .4375	10,246.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: On-Site Counseling/FPU : counseling	18,240.00
4	2	EL	Guidance & Counseling Services	Subagreements			Counseling: On-Site Counseling/FPU : counseling	18,240.00
4	2	EL	Guidance & Counseling Services	Direct-Other			District Evaluation Costs	730.00
4	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		11,575.00
5	2	Title 1 Basic	Instruction	Teacher-Subs			Subs (SSTs, Teacher Meetings, etc.)	5,141.00
5	2	Title 1 Basic	Instruction	Ins Aide-Sup			Supplemental Pay for Classified.	1,997.00
5	2	Sup & Conc	Instruction	Ins Aide-Ext			Extra time- Classified	469.00
6	3	Sup & Conc	Instruction	Direct Trans			transportation	2,000.00
6	3	Sup & Conc	Instruction	Direct-Graph			graphics	500.00
6	3	Sup & Conc	Instruction	Cons Svc/Oth			: Assemblies	500.00
6	3	EL	Instruction	Cons Svc/Oth			: assemblies	500.00
7	3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Supplies	1,253.00
7	3	EL	Instruction	Bks & Ref			: software, licences (Imagine Learning?)	5,000.00
7	3	EL	Instruction	Direct-Other			: CELDT Assessors	6,500.00

7	3	EL	Parent Participation	Cls Sup-Ext	interpreters	1 012 00
7	3	EL	Parent Participation	Oth Cls-Supp	babysitters	2,349.00
7	3	EL	Parent Participation	Mat & Supp	: parent supplies	500.00
						<b>\$357,178.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,608.00
Sup & Conc	7090	\$162,410.00
EL	7091	\$137,160.00
<b>Grand Total</b>		<b>\$357,178.00</b>

Domain Totals	Budget Totals
Academic	\$270,426.00
Culture & Climate	\$20,114.00
Social/Emotional	\$66,638.00
<b>Grand Total</b>	<b>\$357,178.00</b>

E.1. Assurances



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

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Reynaldo Villalobos</b>	X				
2. <b>Chairperson – Juana Lagunas</b>				x	
3. <b>Vice Chairperson- Rosita Soriano</b>				x	
4. <b>Antonia Garcia</b>				x	
5. <b>Noemi Rodriguez</b>				x	
6. <b>Maria Campos</b>				x	
7. <b>Carmen Vuittonet</b>		x			
8. <b>Amalia Aguilar Carrillo</b>		x			
9. <b>Maria Correa Gonzalez</b>		x			
10. <b>Elizabeth Pantoya</b>			x		
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

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

E.3. Required Signatures

School Name: Hidalgo Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Reynaldo Villalobos		3-31-16
SSC Chairperson	Juana Lagunas		03-31-16

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