

2013 Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

HAMILTON HIGH SCHOOL

The Single Plan for Student Achievement

School: **HAMILTON HIGH SCHOOL**

District: **HAMILTON UNIFIED SCHOOL DISTRICT**

County-District School (CDS) Code: **11 76562 1133701**

Principal: **MR. CRIS OSEGUERA**

Date of this revision: **JULY 9, 2013**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cris Oseguera

Position: Principal

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E-mail Address: coseguera@hamiltonusd.org

The District Governing Board approved this revision of the SPSA on **July 9, 2013**.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Goal 1B- The percentage of all students in HUSD scoring proficiency and above on CST's will increase from 38% to 48%.

SCHOOL GOAL: 1: Mathematics. For the 2013-14 school year, the percentage of Hamilton High School students scoring at proficient and above will improve according to CST 9-11th Grade results (from 12.9% to 22.9%) and on CAHSEE 10th Grade Census results (from 50% to 55%).

What data did you use to form this goal? CST Math Scores (2011-2013) CAHSEE Scores (2011-2013) Teacher Grade/Data Analysis Benchmark Test Data Analysis	What were the findings from the analysis of this data? Schoolwide achievement in Math (students scoring proficient and above) has remained constant, albeit at a low level on CST score results. CAHSEE results have improved the past two census cycles.	How will the school evaluate the progress of this goal? Analysis of CST data prior to 2013-14 school year as well as continued use of school level benchmark tests for monthly, quarterly and annual progress monitoring and evaluation.
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STRATEGY:

Advent of a new, revised master schedule at HHS, to include comprehensive intervention time. PLC collaboration time is to be set-aside in new bell schedule to allow for structured common planning time. Begin transition to Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By August 2013, identify struggling math students and select an intervention program that targets the individual or collective needs of the students and includes ongoing assessment of growth.	HHS Math Dept; HHS Principal; HHS Counselor; PLC team.	Collect /analyzed district (6 th grade up) and school level summative math data from data director, CST results, CAHSEE results to identify students for possible intervention. Intervention for 9-12 th grades to include after-school tutoring, additional math support class, and/or intervention assistance. *HHS Math Dept (7-12 th grades) will develop criteria for identifying, selecting, implementing and monitoring struggling students for intervention.	EIA- School Allocation of \$120,000, partial of which is to be utilized to support teacher salaries.
2. Revision of Master Schedule and Bell Schedule to include intervention time and teacher collaboration time (Spring 2013).	HHS all staff collaboration; HHS Principal; HHS Counselor.	Analyze various alternative schedules, visit or hear from other school sites to determine best, most effective revision for the benefit of HHS students and student achievement.	NTE \$1,000 for Professional Development (subs, travel, etc.)
3. Utilize and conduct ongoing	All HHS personnel involved in	Assess, evaluate and modify as needed utilizing weekly	NTE \$3,000 from Title II, Part A

evaluations of intervention time to determine student and program outcomes and inform ongoing needs. (2013-2014 school year).	intervention, particularly Math Dept, HHS Principal, HHS Counselor.	collaboration time, student data results, and intervention program needs. Schedule and provide training and additional collaboration as needed and include follow-up professional development opportunities.	Teacher Quality.
4. Begin transition to Common Core State Standards through training and development of site and district plan.	All HHS personnel and HUSD stakeholders.	Review and assess CCSS bridge materials for Math at 7-12 level.	NTE \$10, 000 from Gen Fund

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LEA GOAL: GOAL 1A- The percentage of all students in HUSD scoring proficiency and above on CST's will increase from 38% to 48%.

SCHOOL GOAL: 2: English-language Arts. For the 2013–14 school year, the proficiency level on the California Standards Tests (CST) for ELA will improve from 40.2% to 46.2% percent school-wide and ELL Re-designation rate will be 15% of School's ELL population.

<p>What data did you use to form this goal?</p> <p>CST ELA Scores (2011–2013) CAHSEE Census Results (2011-2013) School Benchmark Data Analysis CELDT results (subgroup specific) 2011-2013 ELL Re-designation rates (2013-2014)</p>	<p>What were the findings from the analysis of this data?</p> <p>School-wide achievement in CST ELA and on CAHSEE results have held steady slightly over the past three years; however, achievement for the English learner subgroup has remained consistently low, particularly for students at the CELDT intermediate below levels, based on analysis of CST and CELDT results. Re-designation has not occurred at HHS or HUSD in the last two school years due to implementation of ELL program.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation.</p>
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STRATEGY: Modify Master Schedule; plan and implement intervention time in bell schedule; Continue professional development as needed for ELA and ELL intervention program; PLC Collaboration time set-aside in new bell schedule for common planning time. Begin transition to Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Identify struggling ELA students and identify, screen and select an intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth by Fall 2013.	ELA Dept. members; HHS Principal; HHS counselor; ELL Coordinator	<p>Collect and analyze district- and school-level summative and formative ELA and English learner data; utilize CST score results as well as CELDT score results to make appropriate placement for students.</p> <p>ELA Dept to develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate comprehension.</p>	<p>EIA-LEP HUSD Allocation- \$20,129 Title III LEP HUSD Allocation- \$26, 317 Total LEP Allocation- \$46, 446</p>

2. Plan implementation and evaluation of the ELL intervention program; provide additional support for ELL intervention program by Fall 2013.	ELA Dept. members; HHS Principal; HHS counselor; ELL Coordinator	Select and/or develop intervention mode; purchase supplementary instructional materials for ELL and ELA intervention. Develop learning expectations and outcomes; review and evaluate and modify on a regular basis as needed. Develop a master schedule that reflects allocated time for interventions, including English learner support. Schedule and provide training for instructional staff and schedule follow up professional development activities on ELL intervention program.	NTE \$4,000 EIA-LEP NTE \$5, 000 for Professional Development
3. 2013-2014 school year Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	All HHS personnel involved in intervention, particularly ELA Dept, HHS Principal, HHS Counselor; ELL Coordinator.	Assess, evaluate and modify as needed utilizing weekly collaboration time, student data results, and intervention program needs. Schedule and provide training and additional collaboration as needed and include follow-up professional development opportunities.	NTE \$3,000 from Title II, Part A Teacher Quality.
4. 4. Begin transition to Common Core State Standards through training and development of site and district plan.	All HHS personnel and HUSD stakeholders.	Review and assess CCSS bridge materials for ELA at 9-12 level.	NTE \$10, 000 from Gen Fund

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$120,541
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$20,129
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$140,670

Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
X Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$36,018
X Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$26,317
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$62,335
Total amount of state and federal categorical funds allocated to this school		\$203,005

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

<u>Names of Members</u>	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Christine Engel	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Noemi Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Teresa Meridith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Alberto Vargas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Maria Reyes	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Janice Lohse	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matt Jarvis	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rina Gonzalez	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diego Martinez, 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Erica Mercado, 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Ulises Alvarado, 11 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Cris Oseguera	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	2	3	3

¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from stakeholders.
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: January 9, 2013.

Attested:

Cris Oseguera
Typed name of School Principal

Signature of School Principal

Date _____

Christine Engel
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

