THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT HAMILTON ELEMENTARY SCHOOL
2011-12
37-68338-6039705
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Attea Taylor, Mary
Contact Person: Attea Taylor, Mary
Position:
Telephone Number:
Address:
E-mail Address: mtaylor3@sandi.net

The following items are included:
☐ Recommendations and Assurances (submit 2 original R & A's - each with original signatures)
☐ Data Reports
☐ SPSA Assessment
☐ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☐ Home/School Compact
☐ SARC

Board Approval: (Date to be inserted by Monitoring and Accountability Reporting Department)

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
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Single Plan for Student Achievement: Introduction

This plan represents a school’s core approach to raising student achievement and narrowing achievement gaps. It includes the school’s goals, as well as its major strategies for meeting those goals. Please note that this plan represents the instructional core of the school's planning for the year and is not intended to include all the specific details needed for implementation. This document is meant to function as a road map for schools as they work to improve student outcomes, and it is expected that the strategies described in the plan will be adjusted along the way in order to meet those desired outcomes.

The San Diego Unified School District’s overarching goal is to improve student achievement and close all existing achievement gaps by providing an engaging, rigorous, standards-based instructional program coupled with strategic supports for ALL students. Specific SMART goals are being determined by the Superintendent and the Board of Education.

**District (LEA) Goals:** Each student will achieve appropriate gains each year and be prepared for the next academic level.

**SMART Goal 1:** By the year 2013, 70 percent of SDUSD students will meet or exceed grade-level standards in English/Language Arts

**SMART Goal 2:** By the year 2013, 72 percent of SDUSD students will meet or exceed grade-level standards in mathematics.

**Instructional Planning Guidelines**

Schools should use available data to develop data-driven SMART goals in the following areas:

- **Area 1** English/Language Arts
- **Area 2** Math
- **Area 3** English Learner
- **Area 4** Graduation/Promotion Rate
- **Area 5** Parent Involvement and Community Engagement
- **Area 6** Additional Site-identified (Optional): Attendance, Science, etc...

In addition, schools will identify key strategies for implementation to achieve each SMART goal. These strategies should be aligned with the key district strategies.

**Key District Strategies for Reaching Goals**

- Establishing Core Curricula, Best Instructional Practices, and Common Assessments
- Improving Instruction Through Professional Learning Communities
- Creating Systems of Intervention

Embedded in each of these strategies are five interrelated ideas that should guide the actions planned at each school.

- High Expectations for all
- Standards-based Curriculum and Instruction
- Purposeful, Timely Use of Data
• Strategic Support
• Ongoing Professional Learning
SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
It is our mission to prepare all students regardless of race, economic status or language for a continuous and successful K-12 educational career. In addition, with the skills students learn in elementary and secondary school, they will be prepared to enter college, university, vocational or career field of their choice. To accomplish this mission, all students need to learn how to read fluently and with comprehension of the written word. Furthermore, they need to be able to conceptualize and process information in a technology driven world.

Goal 1 is to develop proficient readers at all grade levels. The first step is identifying non-proficient readers. Using data from the California State Test (CST), DIBELS, WRAP, DRA, & Sopris West assessments, students reading strengths and weaknesses are identified. Next students with weak phonetic abilities will participate in Lexia and Sopris West programs. The Six Minute Solution and other fluency programs will be used to increase reading fluency. Small group instruction will focus on developing comprehension skills. And, frequent weekly or bi-monthly assessments and progress monitoring will be used to monitor student growth.

Goal 2 is to develop mathematical proficiency at all grade levels. This will be accomplished assessing students strengths and weaknesses in mathematical concepts and by implementing the new enVision math curriculum to fidelity. Weekly and bi-monthly assessments will be used to determine student progress. Reteaching of concepts will be accomplished through small group instruction.

Goal 3 is to increase English Learner proficiency to 53.1% on the ELA portion of the CST. We will do this by targeting students who score basic or below on the CST or have been at the Intermediate Level on CELDT for more than two years with in-addition-to English and/or reading instruction. New comers will receive intensive English instruction in their first two years in the country with a focus on vocabulary and word analysis. A variety of assessments will be used to track student growth.

Goal 4 is to promote Graduation /Promotion through positive attendance programs and the availability of Saturday school. All classrooms will participate in academic goal setting activities. Third, fourth and fifth graders will set individual goals based on their MAP scores. Fourth and fifth grades will have opportunities to engage in college/career discussions. We want them to look beyond middle and high school and to set goals for their futures.

Goal 5 is to increase parent involvement. Parents will be involved in the decision making process that drives academic and social programs at Hamilton. Parents will be involved on the School Site Council, Governance Team and English Language Advisory Committees and, the Parent, Teacher, Community Organization and Family Night Committee. Teachers and staff will use email, Ed Connect, newsletters and parent/teacher conferences to communicate with parents.
**Process for Modifying the SPSA**

A draft of the SPSA will be presented to the School Site Council and Governance Team for review in May and again in October. Each committee will have the opportunity to read and revise any or all parts of the initial document. Once suggestions are discussed, agreed upon and changes are made to the document, both committees will vote to approve.

The SPSA is a working document and may need to be revised during the year. Suggestions for changing the SPSA can be initiated at any community forum. Suggestions will be taken to the SSC and Governance Teams for discussion. Should the discussions lead to making changes to the document, this will be noted in the meeting’s minutes. Changes will be made to the document and presented for approval at either a regularly scheduled meeting or special session.

**Changes to the Single Plan for Student Achievement**

Very few changes have been made to the 2011-2012 SPSA. We will continue to formally monitor academic achievement at least 3 times per year. Though personnel resources will be limited, we will continue to offer interventions in Reading.

We will have fewer opportunities for parents and families to become engaged at school due to lack of personnel; yet we will continue monthly family nights. It is important that we provide opportunities for parents and their children to interact together in a school setting.

Hamilton has remained in the top 10 elementary schools for the best monthly attendance record. Decreasing chronic student absences is a critical goal for us. Students with over 10 absences will receive additional intervention including after school help and "mandated" Saturday school attendance.

**Personnel**

In order for us to keep class sizes at 24 students to one teacher, we had to purchase three teachers out of our Discretionary, EIA, and Title I budgets. Thus, we are no longer able to fund a School Counselor, School Nurse or the PAL/Resource teacher. In addition we will be losing our Community Assistant and Registrar. Our Project Manager position has been reduced to a .8 FTE. We have been able to fund a full time ELST who monitors the CELDT assessment for over 400 second language students and provides language development classes throughout the year.

In order to keep our nurse's office open, we are funding a 4 hour per day Health Technician position. This position was funded through the District in past years.

- Attendance Clerk
- Classroom Teachers – Regular Education
- Classroom Teachers - Hourly
English Language Support Teacher
Health Technician
Library Assistant (2 days per week)
Para Professionals - Hourly
Principal
Project Manager (.8 FTE)

**BUDGET**
Due to the fact that we are in program improvement, at least 10% of our Title I budget will be designated for professional development for teachers including collaboration and planning release time. The majority of our budgets will be spent on personnel. Part of the budget will be used to purchase supplies and instructional materials. In the past we had discretionary monies designated for such purchases. This year however, discretionary money is very limited.

**CONCLUSIONS**

By implementing reading, math and intervention programs to fidelity through well planned and thoughtful instruction, students should show growth in all academic areas from fall semester to summer semester. Through intervention programs, progress monitoring and on-going assessments, the gap between Hispanics, English language learners, and students with socio-economic concerns should decrease.

In addition, the School Site Council will analyzed the academic performance of all students groups and has considered the effectiveness of key elements of the instructional program for students failing to meet AYP growth targets. In order to achieve SMART goals and implement the major strategies and action steps, the following expenditures have been adopted to raise the academic performance of student groups not meeting standards.
# INSTRUCTIONAL LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Marcos Merlos</td>
<td>Project Manager</td>
</tr>
<tr>
<td>10. Jovita Mendez</td>
<td>Attendance Clerk</td>
</tr>
<tr>
<td>1. Jenny Maltz</td>
<td>Kindergarten Representative</td>
</tr>
<tr>
<td>2. Francesca Miller-Schindler</td>
<td>1st Grade Representative</td>
</tr>
<tr>
<td>3. Dan Olson</td>
<td>2nd Grade Representative</td>
</tr>
<tr>
<td>4. John Barta</td>
<td>3rd Grade Representative</td>
</tr>
<tr>
<td>5. Faith Sourinthone</td>
<td>4th Grade Representative</td>
</tr>
<tr>
<td>6. Nancy Grusheck</td>
<td>5th Grade Representative</td>
</tr>
<tr>
<td>7. Angela Carter</td>
<td>Special Area Representative</td>
</tr>
</tbody>
</table>

# SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brendan Breen</td>
<td>Teacher</td>
</tr>
<tr>
<td>2. Catherine Fontaine</td>
<td>Teacher</td>
</tr>
<tr>
<td>3. Kathia Romo</td>
<td>Other</td>
</tr>
<tr>
<td>4. Mary Taylor</td>
<td>Administrator</td>
</tr>
<tr>
<td>5. Celeste Tidwell</td>
<td>Teacher</td>
</tr>
<tr>
<td>6. Terry Beckmeyer</td>
<td>Parent</td>
</tr>
<tr>
<td>7. Gloria Gomez</td>
<td>Parent</td>
</tr>
<tr>
<td>8. Valentina Hernandez</td>
<td>Parent</td>
</tr>
<tr>
<td>9. Candelaria Rojas</td>
<td>Parent</td>
</tr>
<tr>
<td>10. Blanca Angelica Garcia Sarrato</td>
<td>Parent</td>
</tr>
</tbody>
</table>
SINGLE PLAN FOR STUDENT ACHIEVEMENT

☐ Intervention Materials  ☐ Instructional Time  ☐ School Admin Training  ☐ Highly Qualified Teachers  ☐ Monitoring System  ☐ On-going Instructional Assistance  ☐ Monthly Teacher Collaboration  ☐ Lesson and course pacing/ intervention  ☐ Fiscal Support
**Hamilton Elementary** SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Area 1: English/Language Arts
Goal should be prioritized, measurable, and focused on identified student learning needs.

- Intervention Materials
- Instructional Time
- School Admin Training
- Highly Qualified Teachers
- Monitoring System
- On-going Instructional Assistance
- Monthly Teacher Collaboration
- Lesson and course pacing/intervention
- Fiscal Support

**English/Language Arts SMART Goal:**
* By 06/01/2012, 50% of Hamilton Elementary Grades 2-5 will perform at Proficient/Advanced level in English-Language Arts on the CST

**Closing the Gap SMART Goal:**
* By 06/01/2012, 50% of Hamilton Elementary Grades 2-5, English Learner, Students will perform at proficient or advanced level in English-Language Arts on the CST
* By 06/01/2012, 50% of Hamilton Elementary Grades 2-5, Hispanic or Latino, Students will perform at proficient or advanced level in English-Language Arts on the CST
* By 06/01/2011, 50% of Hamilton Elementary Grades 2-5, Economically Disadvantaged, Students will perform at proficient or advanced level in English-Language Arts on the CST

**How does this goal align to our Local Educational Agency Plan goals?:**
This SMART goal is driven by District’s expectation that every student will make a least one year’s progress each year in addition to accelerating those students who have made less than one year’s growth in a year.
This goal is aligned with the district and school’s mission: ALL San Diego students will graduate with skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### What data did you use to form these goals
(findings from data analysis)
- API
- AYP
- CAHSEE
- CELDT
- CST
- District Benchmarks
- Other

**Other (Please Specify):**
Measures of Academic Progress (MAP)

**Key Findings:** What did the analysis of the data reveal that led you to these goals?
Hamilton Elementary  SINGLE PLAN FOR STUDENT ACHIEVEMENT

Fluency Comprehension = Reading
Through the DIBELS assessment, it has been determined that though many students can read with accuracy the number of words they can read in a short period of time is low.

The areas on the CST that are weighted the highest include: word analysis, reading comprehension and written conventions (4\textsuperscript{th} grade).

Regular and frequent assessments of reading comprehension with review and reteaching should assist in leading students to proficiency.

Students learn to read in elementary school. After, they read to learn.

Which stakeholders where involved in data analysis and developing these goals?:

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>By October 1\textsuperscript{st} all students in grades K-5 will be assessed for fluency using DIBELS and word decoding abilities using Sopris West intervention materials.</td>
<td>By December students receiving in-addition-to reading support will have participated in the program for at least 4 – 6 full weeks. Individual data charts will show student progress. Teachers will continue meeting with students in small instructional groups. Students' reading levels will be assessed on a regular basis through the WRAP or DRA.</td>
<td>By March 1 receiving in-addition-to reading support will have participated in the program for at least 6 full weeks. Individual data charts will show student progress. Teachers will continue meeting with students in small instructional groups. Students reading levels will be assessed on a regular basis through the WRAP or DRA.</td>
<td>By June 1 students receiving in-addition-to reading support will have participated in the program for an additional 4 – 6 weeks. Students who participated since October will be reviewed to see if the Lexia program and progress monitoring were sufficient in assisting students to make a year’s growth or more in reading. Teachers will continue meeting with students in small instructional groups. Students reading levels will be assessed on a regular basis through the WRAP or DRA.</td>
</tr>
<tr>
<td>By October 4\textsuperscript{th} all students will participate in small group instruction/guided reading groups based on reading levels through the WRAP or DRA. Fifth grade students will use the REWARDS as part of their core curriculum.</td>
<td>By Feb. 28\textsuperscript{th} all students in grades 1-5 will be benchmarked using the DIBELS program. Scores will determine growth and participation in addition-to reading program 4 times per week for 30 minutes. Grade level teams will meet one day.</td>
<td>By March 21st all students in grades 3-5 will be benchmarked using the MAPs. Scores will determine growth from fall to winter. Teachers in grade 3-5 will evaluate student growth per grade level to determine next steps for students making less than adequate growth.</td>
<td>By June 1 teachers in grades 3-5 will have administered 23 weeks of RTI instruction using Sopris West and fluency programs – 30 minutes per</td>
</tr>
</tbody>
</table>

SPSA Template Revised 5/31/2011
By November 30th all grade levels, K-5, will have met collaboratively one day to process data in reading and math and plan for continuous improvement. Every two weeks.

A month in Feb. & March to monitor student progress and to plan core and intervention instruction. Grade level teams will meet one day a month May and to monitor student progress and to plan core and intervention instruction.

day – students to be reassessed to determine if the program is assisting students in making a year or more of growth.

By July 15 all students in grades 1-5 will be benchmarked using the DIBELS program. Scores will determine student growth and if the DIBELS program was successful in closing the gap.

By June 30 all grades levels 2-5 will have met an additional two full days to assess student progress in math and reading and make plans for the continuous improvement.

By Aug. 2011 results will show that 50% of all 2nd-5th graders scored proficient as measured by the CST in ELA.

| Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? |
|---|---|---|---|---|
| **Quarter One** | **Quarter Two** | **Quarter Three** | **Quarter Four** |
| Short Term Monitoring | Short Term Monitoring | Short Term Monitoring | Cumulative |
| October-December 2011 | January-March 2012 | April-June 2012 | Short Term Monitoring |
| Daily small group instruction in | Daily small group instruction in | Daily small group instruction in | July-September 2012 |
**Hamilton Elementary** SINGLE PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Reading and math- teacher monitors through observation.</th>
<th>Reading and math- teacher monitors through observation.</th>
<th>Reading and math- teacher monitors through observation.</th>
<th>Daily small group instruction in reading and math- teacher monitors through observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 students most at risk of not meeting grade level proficiency in reading will participate in 30 minutes a day of Lexia instruction.</td>
<td>15 students most at risk of not meeting grade level proficiency in reading will participate in 30 minutes a day of Lexia instruction.</td>
<td>15 students most at risk of not meeting grade level proficiency in reading will participate in 30 minutes a day of Lexia instruction.</td>
<td>Review the processes/interventions in place and determine if they will be continued in the upcoming school year.</td>
</tr>
<tr>
<td>These students will be progress monitored on a twice a month.</td>
<td>These students will be progress monitored on a bi-monthly basis.</td>
<td>These students will be progress monitored on a bi-weekly or monthly basis.</td>
<td></td>
</tr>
<tr>
<td>Lexia and progress monitoring reports will be shared with the principal and teacher on a monthly basis.</td>
<td>Lexia and progress monitoring reports will be shared with the principal and teacher on a monthly basis.</td>
<td>Lexia and progress monitoring reports will be shared with the principal and teacher on a monthly basis.</td>
<td></td>
</tr>
<tr>
<td>Prior to Winter Break student progress will be reviewed by the SSC, Governance &amp; grade level teams.</td>
<td>Prior to Winter Break student progress will be reviewed by the SSC, Governance &amp; grade level teams. At this time, students showing proficiency will be exited from the program and other students added.</td>
<td>Prior to Spring Break student progress will be reviewed by the SSC, Governance &amp; grade level teams. At this time, students showing proficiency will be exited from the program and other students added.</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Proposed Expenditures/Activities to Attain ELA Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Providing students not meeting proficiency with interventions including small group instruction, assistance with reading choices, experiential learning opportunities, and materials that support instructional levels.

| 1.1 SMALL GROUP INSTRUCTION |

SPSA Template Revised 5/31/2011
# Single Plan for Student Achievement (SPSA)

## Proposed Expenditures

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Library Asst, Employee Susanne Farmer</td>
<td>$8,519.71</td>
<td>0135-30100-00-2231-2420-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>Supports teachers with students in the library promoting literacy.</td>
</tr>
<tr>
<td>Position Project Resource Teacher, Employee Marcos Merlos</td>
<td>$30,406.45</td>
<td>0135-30100-00-1907-2700-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>Reading Intervention Support (includes benefits)</td>
</tr>
<tr>
<td>Position Regular Teacher, Employee Ginny Ostertag</td>
<td>$33,377.60</td>
<td>0135-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Lower class size to provide targeted ELA instruction (benefits included)</td>
</tr>
<tr>
<td>Position Regular Teacher, Employee Nancy Amaral</td>
<td>$32,723.14</td>
<td>0135-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Lower class size to better meet student needs (includes benefits)</td>
</tr>
<tr>
<td>Supplies</td>
<td>$3,300.00</td>
<td>0135-30100-00-4301-2495-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>To provide intervention materials for students who are performing below proficiency.</td>
</tr>
<tr>
<td>Supplies</td>
<td>$9,000.00</td>
<td>0135-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Supplies to support ELA program</td>
</tr>
</tbody>
</table>

### 1.2 Professional Development & Field Trips

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprogram Svcs/Field Trip</td>
<td>$1,000.00</td>
<td>0135-30100-00-5735-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Experiential learning opportunities- ELA related</td>
</tr>
<tr>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>$10,000.00</td>
<td>0135-30100-00-1192-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Release time for program improvement- teacher collaboration time and PD needs</td>
</tr>
</tbody>
</table>
**Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 2: Mathematics**
Goal should be prioritized, measurable, and focused on identified student learning needs.
- Intervention Materials
- Instructional Time
- School Admin Training
- Highly Qualified Teachers
- Monitoring System
- On-going Instructional Assistance
- Monthly Teacher Collaboration
- Lesson and course pacing/intervention
- Fiscal Support

**Mathematics SMART Goal:**
* By 06/01/2012, 56 % of Hamilton Elementary Grades 2-5, Students will perform at proficient or advanced level in Mathematics on the CST, increasing from 52 % to 56 %, a gain of 4.00 %

**Closing the Gap SMART Goal:**
* By 06/01/2012, 56 % of Hamilton Elementary Grades 2-5, English Learner, Students will perform at proficient or advanced level in Mathematics on the CST, increasing from 52.2 % to 56 %, a gain of 3.80 %
* By 06/01/2012, 56 % of Hamilton Elementary Grades 2-5, Hispanic or Latino, Students will perform at proficient or advanced level in Mathematics on the CST, increasing from 52.7 % to 56 %, a gain of 3.30 %
* By 06/01/2012, 56 % of Hamilton Elementary Grades 2-5, Economically Disadvantaged, Students will perform at proficient or advanced level in Mathematics on the CST, increasing from 52.5 % to 56 %, a gain of 3.50 %

**How does this goal align to our Local Educational Agency Plan goals?:**
This SMART goal is driven by District’s expectation that every student will make a least one year’s progress each year in addition to accelerating those students who have made less than one year’s growth in a year.
This goal is aligned with the district and school’s mission: ALL San Diego students will graduate with skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**What data did you use to form these goals?**
(findings from data analysis)
- API
- AYP
- CAHSEE
- CELDT
- CST
- District Benchmarks
- Other

**Other (Please Specify):**
Measures of Academic Progress - MAP

**Key Findings:** What did the analysis of the data reveal that led you to these goals?
The areas on the CST that are weighted the highest include: Addition, Subtraction, Multiplication, Division & Fractions Computation, Algebra and...
Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Functions, Decimals, Fractions, and Negative Numbers, and Measurement and Geometry.
Based on will not score proficient in the area Addition, Subtraction, Multiplication, Division and Fractions. graders will not score proficient in Operations and Factoring. Through frequent and regular assessment in these skill areas and with small group reteaching and student practice, it is predicted that the numbers of students scoring proficient will increase.

Based on will not score proficient in Measurement and Geometry. Through frequent and regular assessment in these skill areas and with small group reteaching and student practice, it is predicted that the numbers of students scoring proficient will increase.

Which stakeholders were involved in data analysis and developing these goals?:

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>In September as 3-5 students go to SITP, students will participate in project based instruction that focuses on reinforcing mathematical concepts while using information found in the park and its museums. By Oct. 2011 all students in grades 2-5 not scoring proficient on the 2011 CST have been identified. By October 2011 all teachers in grade 2-5 will have established a time to deliver small group instruction in math for reteaching purposes. By November 1 all students in grades 3 – 5 will be placed in readiness groups based on their MAP results.</td>
<td>By February teachers in grades 3-5 will show the ongoing assessment data for students not showing proficiency and the plan to get students to proficiency. All teachers in grade 3-5 will continue delivering small group instruction in math for reteaching purposes. By February 28th any student not showing proficiency in the area of mathematics taught during 2nd quarter will have a plan of action devised towards closing the gap. By February all grade level teams will have received at least 2 days of release time to evaluate student work and to plan instruction.</td>
<td>By June teachers in grades 3-5 will show the ongoing assessment data for students not showing proficiency and the plan to get students to proficiency. All teachers in grade 3-5 will continue delivering small group instruction in math for reteaching purposes. By June 1 any student not showing proficiency in the area of mathematics taught during 3rd quarter will have a plan of action devised towards closing the gap. By March 31 all grade level teams will have received at least 3 days of release time to evaluate student work and to plan instruction.</td>
<td>Teachers in grades 3-5 will show the ongoing assessment data for students not showing proficiency and the plan to get students to proficiency. All teachers in grade 3-5 will continue delivering small group instruction in math for reteaching purposes. By July 22 all grade level teams will have received at least six days of release time to evaluate student work and to plan instruction. By Aug. 2011 results will show that 52 % of all 2nd-5th graders scored proficient as measured by the CST in Mathematics.</td>
</tr>
</tbody>
</table>

SPSA Template Revised 5/31/2011
**Hamilton Elementary**  **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Quarter One</th>
<th>Quarter Two</th>
<th>Quarter Three</th>
<th>Quarter Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Term Monitoring</td>
<td>Short Term Monitoring</td>
<td>Short Term Monitoring</td>
<td>Short Term Monitoring</td>
</tr>
</tbody>
</table>

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

- **Quarter One**
  - MAP results on students in grades 3-5 will provided to teachers, SSC & Governance Teams.
  - All students in grade 3-5 will identify the strand area they are least proficient and make a goal to reflect what they will do to improve their score in that area. Scores come from the MAP assessment.

- **Quarter Two**
  - Individual student plans and goals will be reviewed by students and teachers and compared with benchmark 2 MAP data.
  - Grade levels will share results from on-going and frequent evaluation of student knowledge.
  - Teacher created assessment and assessments that come with the enVision math curriculum will be used on a regular basis in grades K-5.

- **Quarter Three**
  - Individual student goals plans will be reviewed and compared with benchmark 3 MAP data.
  - Grade levels 3-5 will analyze growth of each student. Grades k-2 will share results from on-going and frequent evaluation of student knowledge.
  - Teacher created assessment and assessments that come with the enVision math curriculum will be used on a regular basis in grades K-5.

- **Quarter Four**
  - Teacher created assessment and assessments that come with the enVision math curriculum will be used on a regular basis in grades K-5.
  - A review of how release time/professional development time was used. Suggestions will be made for the upcoming school year.
  - August 2012- CST data will be...
Individual action plans will be developed by teacher and student in grades 3-5 for students who are least proficient in 2 or more strand areas.

Teacher created assessment and assessments that come with the enVision math curriculum will be used on a regular basis in grades K-5.

Teachers in grades 3-5 will use one or two professional development Wednesdays to learn how to evaluate MAP assessments & use the DeCartes tool.

A review of how release time/professional development time was used and the benefits to the teachers and students will be discussed.

A review of how release time/professional development time was used and the benefits to the teachers and students will be discussed.

September 2012, teachers and parents will be presented with the new data and a plan of action for the 2012-2013 school year.

**Description of Proposed Expenditures/Activities to Attain Math Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Lower class size and provide hands-on materials to support & enhance math program.

### 2.1 LOWER CLASS SIZE & PROVIDE HANDS ON LEARNING MATERIALS

<table>
<thead>
<tr>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Expenditures</td>
<td>Estimated Cost</td>
<td>Funding Source Budget Code</td>
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<tr>
<td>Position Regular Teacher, Employee Nancy Amaral</td>
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<td>0135-30100-00-4301-2495-0000-01000-0000</td>
</tr>
</tbody>
</table>
**Hamilton Elementary**  **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**AREA 3: ENGLISH LEARNER**
Goal should be prioritized, measurable, and focused on identified student learning needs.

- Intervention Materials
- Instructional Time
- School Admin Training
- Highly Qualified Teachers
- Monitoring System
- On-going Instructional Assistance
- Monthly Teacher Collaboration
- Lesson and course pacing/ intervention
- Fiscal Support

**English Learner SMART Goal:**
* By 06/01/2012, 45% of Hamilton Elementary English Learner in ELD will perform at Proficient or Advanced level in English/Language Arts, increasing from 37% to 45%, a gain of 8.00%

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS**
(findings from data analysis)

- [x] API
- [x] AYP
- [x] CAHSEE
- [x] CELDT
- [x] CST
- [x] District Benchmarks
- [x] Other

**Other (Please Specify):**

Measures of Academic Progress - MAP
DIBELS - Reading Fluency Assessment

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

**Which stakeholders where involved in data analysis and developing these goals?:**

Classroom teachers, English Language Support Teacher, Resource Manager, Administrator, Parents on SSC & Governance Teams

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter One Short Term Targets</td>
<td>Quarter Two Short Term Goals</td>
<td>Quarter Three Short Term Goals</td>
<td>Quarter Four Short Term Goals</td>
</tr>
</tbody>
</table>
## October-December 2011

By September 15th all K students will receive direct phonemic awareness instruction through the Michael Haggerty program.

By September 15th all students will participate in systematic ELD instruction on a daily basis for 30 minutes.

By October 6th CST, MAP, DIBELS scores will have been analyzed. Students scoring most at risk will receive additional reading instruction/intervention.

By Nov. 6th, all second language students will have been assessed or reassessed in CELDT. Student levels will be monitored and given to teachers. By November 30th students needing to be moved levels in ELD instruction will be moved.

By Nov. 15th ELST and Program Manager will have identified and grouped student for language and/or reading intervention groups.

## December 2011-February 2011

<table>
<thead>
<tr>
<th>Period</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-December 2011</td>
<td>All kindergarten English language learners will receive 15 minutes per day of phonemic awareness instruction through the Michael Haggerty program.</td>
</tr>
<tr>
<td>December 2011-February 2011</td>
<td>All K-5th grade English language learners will receive 30 minutes per day of English language development instruction. English language learners most at risk as determined by DIBELS will receive 30 - 45 minutes of in-addition-to reading instruction in a small group setting. Beginning and intermediate language learners will receive 30-45 extra minutes of language development instruction in a small group setting.</td>
</tr>
<tr>
<td>March 2012-May 2012</td>
<td>All kindergarten English language learners will receive 15 minutes per day of phonemic awareness instruction through the Michael Haggerty program. All K-5th grade English language learners will receive 30 minutes per day of English language development instruction. English language learners most at risk as determined by DIBELS will receive 30 - 45 minutes of in-addition-to reading instruction in a small group setting. Beginning and intermediate language learners will receive 30-45 extra minutes of language development instruction in a small group setting.</td>
</tr>
<tr>
<td>June 2012-August 2012</td>
<td>All kindergarten English language learners will receive 15 minutes per day of phonemic awareness instruction through the Michael Haggerty program. All K-5th grade English language learners will receive 30 minutes per day of English language development instruction. English language learners most at risk as determined by DIBELS will receive 30 - 45 minutes of in-addition-to reading instruction in a small group setting. Beginning and intermediate language learners will receive 30-45 extra minutes of language development instruction in a small group setting.</td>
</tr>
</tbody>
</table>

## Description of Monitoring Process:

What data will be collected to measure student achievement? What process will be used to monitor and evaluate student progress? How will progress be reported to stakeholders? How will adjustments be made to the plan if necessary?
<table>
<thead>
<tr>
<th>Quarter One</th>
<th>Quarter Two</th>
<th>Quarter Three</th>
<th>Quarter Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term Targets</strong></td>
<td><strong>Short Term Targets</strong></td>
<td><strong>Short Term Targets</strong></td>
<td><strong>Short Term Targets</strong></td>
</tr>
<tr>
<td>By October 6th CST, MAP, DIBELS scores will have been analyzed. Students scoring most at risk will receive additional reading instruction/intervention. By Nov. 6th, all second language students will have been assessed or reassessed in CELDT. Student levels will be monitored and given to teachers. By November 30th students needing to be moved levels in ELD instruction will be moved. By Novembe 30th the ELST will have worked with groups of beginner and intermediate language students for at least 6 weeks. Progress will be monitored and evaluated. Students receiving in-addition-to reading instruction will be progress monitored every two to three weeks. Data will be shared with the classroom teacher. The ELST will progress monitor beginning and intermediate students through teacher made assessments. All students in grades 3-5 will take the 2nd MAP assessment in Reading and Language Usage in February. First and second grade students will take the District Benchmark in ELA.</td>
<td>Students receiving in-addition-to reading instruction will be progress monitored every two to three weeks. Data will be shared with the classroom teacher. The ELST will progress monitor beginning and intermediate students through teacher made assessments.</td>
<td>Students receiving in-addition-to reading instruction will be progress monitored every two to three weeks. Data will be shared with the classroom teacher. The ELST will progress monitor beginning and intermediate students through teacher made assessments.</td>
<td>Students receiving in-addition-to reading instruction will be progress monitored every two to three weeks. Data will be shared with the classroom teacher. The ELST will progress monitor beginning and intermediate students through teacher made assessments. All 2nd-5th grade students will take the CST in ELA. All students in grades 3-5 will take the 3rd MAP assessment in Reading and Language Usage in February. First and second grade students will take the District Benchmark in ELA.</td>
</tr>
</tbody>
</table>
Description of Proposed Expenditures/Activities to Attain English Learner Goal: Please enter activity, expenditures associated with activity, and select tier(s)

Additional teachers will enable grade levels to implement systematic ELD with the most benefits in mind. Additional teachers will lower overall class size per grade level.

ELST support will allow targeted students to receive small group instruction.

Supplies will allow us to purchase instructional materials directly related to EL development.

### 3.1 Small Group Instruction, Intervention Groups and Supplies to Support EL Students

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Expenditures</td>
<td>Estimated Cost</td>
<td>Funding Source Budget Code</td>
</tr>
<tr>
<td>Position Inschool Resource Tchr, Employee Kathia Romo</td>
<td>$34,151.31</td>
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<tr>
<td>Position Project Resource Teacher, Employee Marcos Merlos</td>
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<tr>
<td>Position Regular Teacher, Employee Debra Miller</td>
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<tr>
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<tr>
<td>Supplies</td>
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</tr>
<tr>
<td>Other Support Prsnl PARAS Hrly</td>
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<tr>
<td>New ExpNonsal</td>
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</tbody>
</table>

**Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT**

SPSA Template Revised 5/31/2011
### AREA 4: GRADUATION/PROMOTION RATE
Goal should be prioritized, measurable, and focused on identified student learning needs.

| Intervention Materials | Instructional Time | School Admin Training | Highly Qualified Teachers | Monitoring System | On-going Instructional Assistance | Monthly Teacher Collaboration | Lesson and course pacing/ intervention | Fiscal Support |

**Graduation Rate SMART Goal:**

By July 2012, 50% of all 3rd grade students will read at or above proficiency as measured on the CST and MAP assessments.

By July 2012, all 5th grade students will be promoted to middle school. Fifty percent of 5th graders will be reading at or above proficiency. An additional, 30% of 5th grade student will score in the high BASIC range of the CST.

Fifty-six percent of all 3rd and 5th graders will show proficiency in Math. Sixty percent of all 5th graders will show proficiency in Science.

### Closing the Gap SMART Goal:

**How does this goal align to our Local Educational Agency Plan goals?:**

These goals align with the Board of Education’s Vision 2020 for Student Success which encompasses GSA 1 and the District’s Mission: ALL San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**WHAT DATA DID YOU USE TO FORM THESE GOALS**

(findings from data analysis)

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [ ] CST
- [ ] District Benchmarks
- [ ] Other

**Other (Please Specify):**

- Measures of Academic Progress - MAP
- DIBELS- Fluency Reading Assessment

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Students at Hamilton in 3 & 5 grades who have not shown sufficient proficiency in English Language Arts as measured on the CST and MAP assessments will receive specific interventions.
Which stakeholders were involved in data analysis and developing these goals?

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>All third and fifth grade students will be assessed through DIBELS. The lowest 15 percentile of students will participate in an in-addition-to reading program. Students will be progressed monitored after every two or three weeks. After the first 6 weeks of additional reading instruction student progress will be assessed using a formal assessment. Through the MAP assessment all 3rd and 5th grade students will have scores in Math, Reading and Language Arts. Classroom teachers will target instruction to different groups based on their areas of need from the MAP assessment. Each child will set a goal for him/herself in each area. All English language students will receive at least 30 minutes of ELD instruction per day. Attendance for all 3rd &amp; 5th grade students will be monitored on a daily, weekly and monthly basis by our Attendance Clerk.</td>
<td>All third and fifth grade students will be assessed through DIBELS. The lowest 15 percentile of students will participate in an in-addition-to reading program. Students will be progressed monitored after every two or three weeks. After the first 6 weeks of additional reading instruction student progress will be assessed using a formal assessment. Through the MAP assessment all 3rd and 5th grade students will have scores in Math, Reading and Language Arts. Classroom teachers will target instruction to different groups based on their areas of need from the MAP assessment. Each child will set a goal for him/herself in each area.</td>
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<td>All third and fifth grade students will be assessed through DIBELS. The lowest 15 percentile of students will participate in an in-addition-to reading program. Students will be progressed monitored after every two or three weeks. After the first 6 weeks of additional reading instruction student progress will be assessed using a formal assessment. Students will take the CST in June. Final MAP assessment will be given. Students will review their scores and compare it with their annual growth goal. Classroom teachers will continue to target instruction to different groups based on their areas of need from the MAP assessment.</td>
</tr>
</tbody>
</table>
## Hamilton Elementary  SINGLE PLAN FOR STUDENT ACHIEVEMENT

| Attendance Clerk. | Perfect attendance incentives will be give to all students who have perfect attendance. Classrooms with the highest attendance percentages will be recognized at the awards assemblies. | weekly and monthly basis by our Attendance Clerk. Perfect attendance incentives will be give to all students who have perfect attendance. Classrooms with the highest attendance percentages will be recognized at the awards assemblies. All English language students will receive at least 30 minutes of ELD instruction per day. |

### Description of Monitoring Process:

What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| DIBLES and MAP data will be collected on all 3rd & 5th grade students. Project manager will monitor progress on Lexia by printing growth reports for the teachers every month. Project manager will progress monitor students in the in-addition-to reading program on a weekly basis. Data will be given to the School Psychologist who will enter the data into the DIBELS program and will give a growth print out to the teachers. | DIBLES and MAP assessments will be administered to all 3rd & 5th grade students. Project manager will monitor progress on Lexia by printing growth reports for the teachers every month. Project manager will progress monitor students in the in-addition-to reading program on a weekly basis. Data will be given to the School Psychologist who will enter the data into the DIBELS program and will give a growth print out to the teachers. | Project manager will monitor progress on Lexia by printing growth reports for the teachers every month. Project manager will progress monitor students in the in-addition-to reading program on a weekly basis. Data will be given to the School Psychologist who will enter the data into the DIBELS program and will give a growth print out to the teachers. | CST, DIBLES and MAP assessments will be administered to all 3rd & 5th grade students. Project manager will monitor progress on Lexia by printing growth reports for the teachers every month. Project manager will progress monitor students in the in-addition-to reading program on a weekly basis. Data will be given to the School Psychologist who will enter the data into the DIBELS program and will give a growth print out to the teachers. |

SPSA Template Revised 5/31/2011  26
**Hamilton Elementary** SINGLE PLAN FOR STUDENT ACHIEVEMENT

- every month. The principal will review the data and report growth to the SSC.
- The principal and Governance Teams will review data and determine next steps for students not making growth.
- Science benchmarks and MAP data will be reviewed by Principal and Governance teams.
- Students and teachers will monitor individual and class goals.

The principal will review the data and report growth to the SSC. The principal and Governance Teams will review data and determine next steps for students not making growth. Science benchmarks and MAP data will be reviewed by Principal and Governance teams. Students and teachers will monitor individual and class goals.

---

**Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Instructional supplies will be purchased to support TIER II and TIER III students as well as students scoring in the BASIC range.

### 4.1 ACTIVITY

- [ ] TIER 1
- [ ] TIER 2
- [ ] TIER 3

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Rationale</th>
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</table>
**AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT**

Goal should be prioritized, measurable, and focused on identified student learning needs.

- Intervention Materials
- Instructional Time
- School Admin Training
- Highly Qualified Teachers
- Monitoring System
- On-going Instructional Assistance
- Monthly Teacher Collaboration
- Lesson and course pacing/intervention
- Fiscal Support

**Parent Involvement and Community Engagement SMART Goal:**

* By 06/01/2012, 100% of Hamilton Elementary Parents/Guardians will meet participation in family nights, Dad's Club, family Fridays, Parent Teacher Conferences, etc. level in Parent and Community Engagement

**Targeted Population:** (Grade Levels and Significant Subgroups)

**How does this goal align to our Local Educational Agency Plan goals?**:

The Board of Education’s Vision 2020 and the Community-Based Reform Model address the need for parents and community to be involved with the schools to keep kids in school and to build strong relationships.

**What data did you use to form these goals?** (findings from data analysis)

- Parent sign-in sheets
- CST, CELDT, MAP and other formal and informal assessments

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Research has proven that students who are most successful in school have parents or guardians who are actively engaged in the student’s social, emotional, and academic growth. It is important that opportunities for parents to come to school and engage in activities with their child are provided. It also is important to provide parents programs for their personal growth and give them information so they can begin to make decisions about their child’s educational future.

**Which stakeholders where involved in data analysis and developing these goals?**:

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>By October 2010 School Site Council, English Language Advisory</td>
<td>Family night is planned for the first Thursday evening in December and</td>
<td>Family night is planned for the first Thursday evening in March &amp; May</td>
<td>Family night is planned for the first Thursday evening in June &amp; July.</td>
</tr>
<tr>
<td>Committee and Governance Team members will be selected and approved by parent body at large.</td>
<td>February.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TITLE I informational meeting will be held in early October.</td>
<td>GATE family event will take place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Fridays will begin in November. Parents will be invited to read with their child in their classroom from 8:00-8:30 am each first Friday of the month. A parent coffee will be held from 7:45 am and a parent meeting will follow the reading in the classroom at 8:30 am. Topics will vary.</td>
<td>Parents will participate in trips to Balboa Park as part of SITP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers will be recruited and assisted through the Volunteer Process</td>
<td>Recruiting of volunteers will occur throughout the year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family nights will occur the first Thursday of each month starting in October.</td>
<td>Parents will be encouraged to attend and volunteer at Family Friday and Fun Friday events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In October/November dates will be selected for GATE parent/student events will be determined.</td>
<td>Dad’s Club sponsored by Price Charities will continue to be held on a monthly basis. This club encourages fathers to come to school and interact with their child(ren)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents have the opportunity to participate in trips to Balboa Park as part of SITP.</td>
<td>Monthly ELAC &amp; PTCO meetings will be held.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Teacher conferences will take place in November.</td>
<td>PTCO will organize a spring fund raiser.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/community will participate in 5th grade promotion activities</td>
<td>GATE family event will take place June.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting of volunteers will occur throughout the year.</td>
<td>Parents will participate in trips to Balboa Park as part of SITP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting of volunteers will occur throughout the year.</td>
<td>Recruiting of volunteers will occur throughout the year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dad’s Club sponsored by Price Charities will continue to be held on a monthly basis. This club encourages fathers to come to school and interact with their child(ren)</td>
<td>Parents will be encouraged to attend and volunteer at Family Friday and Fun Friday events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly ELAC &amp; PTCO meetings will be held.</td>
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<td></td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>
**Hamilton Elementary**  **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Description of Monitoring Process:</th>
<th>What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad's Club sponsored by Price Charities will continue to be held on a monthly basis. This club encourages fathers to come to school and interact with their child(ren).</td>
<td></td>
</tr>
<tr>
<td>Parents of English Language Learners have been contacted to attend the CABE conference in San Diego.</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance will be taken at Back-to-School Night.</strong></td>
<td><strong>Parent attendance will be taken at Parent/Teacher Conferences.</strong></td>
</tr>
<tr>
<td><strong>Volunteer hours will be collected via sign-in book.</strong></td>
<td><strong>Volunteer hours will be collected via sign-in book.</strong></td>
</tr>
<tr>
<td>The Family Night Committee members will account for number of families that attend family events will be tracked.</td>
<td>The Family Night Committee members will account for number of families that attend family events will be tracked.</td>
</tr>
<tr>
<td>The ELST will account for the parents involved in ELAC and ELAC activities</td>
<td>The ELST will account for the parents involved in ELAC and ELAC activities</td>
</tr>
<tr>
<td>Teachers will be accountable for meeting with all parents during Parent/teacher conference week.</td>
<td>The administrator will be present at all evening parent activities and meetings as possible.</td>
</tr>
<tr>
<td>GATE teachers will account for the</td>
<td>The Family Night Committee members will account for number of families that attend family events will be tracked.</td>
</tr>
<tr>
<td></td>
<td>Volunteer hours will be collected via a sign-in book.</td>
</tr>
<tr>
<td></td>
<td>The ELST will account for the parents involved in ELAC and ELAC activities.</td>
</tr>
<tr>
<td></td>
<td>The administrator will be present at all evening parent activities and meetings as possible.</td>
</tr>
</tbody>
</table>
number of parents and students participating in GATE nights.
The administrator will be present at all evening parent activities and meetings as possible.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>$2,000.00</td>
<td>0135-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
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</tbody>
</table>

Description of Proposed Expenditures/Activities to Attain Parent/Community Goal: Please enter activity, expenditures associated with activity, and select tier(s)

To encourage parent engagement we will offer monthly Family Friday reading events and family activity night. In addition, Price Charities will sponsor Dad's Club once a month. Hamilton will be represented at all Community Based meetings with one teacher, one or two parents and an administrator. Parents will have the opportunity to participate in Back-To-School-Night and Parent/Teacher Conferences to obtain information about the curriculum and their child's progress.

School Site Council, Governance Team and the Parent Teacher Community Organization will seek maximum parent representation and participation.

Funds will be spent on parent involvement activities.

5.1 ACTIVITY
### Additional Identified Area

Goal should be prioritized, measurable, and focused on identified student learning needs.

- Intervention Materials
- Instructional Time
- School Admin Training
- Highly Qualified Teachers
- Monitoring System
- On-going Instructional Assistance
- Monthly Teacher Collaboration
- Lesson and course pacing/intervention
- Fiscal Support

**Additional Site Identified SMART Goal:**

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?:**

**What Data Did You Use to Form These Goals**

(findings from data analysis)

- API
- AYP
- CAHSEE
- CELDT
- CST
- District Benchmarks
- Other

**Other (Please Specify):**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Since all of Hamilton’s students fall into the socioeconomic subgroup and 70% or more are Hispanic and/or English language learners, better attendance will increase academic performance in most if not all of the subgroups. By decreasing the number of students with chronically high numbers of absences, a higher percentage of students will score proficient on the CST.

**Which stakeholders where involved in data analysis and developing these goals?:**

<table>
<thead>
<tr>
<th>Quarter One Short Term Targets</th>
<th>Quarter Two Short Term Targets</th>
<th>Quarter Three Short Term Targets</th>
<th>Quarter Four Short Term Targets</th>
</tr>
</thead>
</table>

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

**Description of Proposed Expenditures/Activities to Attain Goal:** Please enter activity, expenditures associated with activity, and select tier(s)
6.1 ACTIVITY

<table>
<thead>
<tr>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
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</table>

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<tr>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Rationale</th>
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APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports
B. SPSA Assessment Summary
C. SARC (short version only)
D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
E. Home/School Compact
F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
G. Professional Development Expenditures for Program Improvement and Watch List Schools Only
APPENDIX A

DATA REPORTS

Data Reports:  
(See SPSA Guidelines for instructions))

All Schools:  CST, CELDT

High School:  CAHSEE
# APPENDIX B

**SINGLE PLAN FOR STUDENT ACHIEVEMENT ASSESSMENT SUMMARY**

**SCHOOL NAME:**

<table>
<thead>
<tr>
<th>Analysis OF Scores - Focus Area</th>
<th>Notes/Action/Decisions</th>
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<tr>
<td><strong>HIGH EXPECTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARDS-BASED CURRICULUM &amp; INSTRUCTION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>USE OF DATA</strong></td>
<td></td>
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<tr>
<td><strong>STRATEGIC SUPPORT</strong></td>
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<tr>
<td><strong>PROFESSIONAL LEARNING</strong></td>
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</table>
APPENDIX C

SCHOOL ACCOUNTABILITY REPORT CARD
(Short Version Only)
APPENDIX D

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)
APPENDIX E

HOME/SCHOOL COMPACT

(Provided by the School Site)
APPENDIX F

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Monitoring and Accountability Reporting Department)
APPENDIX G

Professional Development Expenditures For Program Improvement & Watch List Schools Only

Title 1 total allocation (30100 & 30106):
10% of total Title 1 allocation:

Please check one: □ Watch List □ Year 1 □ Year 2 □ Year 3 □ Year 4 □ Year 5 □ Year 5+

NOTE: All schools in Program Improvement must set aside a minimum of 10% of their Title I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

<table>
<thead>
<tr>
<th>Description of Professional Development</th>
<th>Expenditure</th>
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**TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT** $