

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAMILTON ELEMENTARY SCHOOL

2014-16

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: Grijalva, Diana

Contact Person: Grijalva, Diana

Position: Principal

Telephone Number: 619/725-7353;

Address: 2807 Fairmount Ave, Hamilton Elementary, San Diego, CA, 92105-4635,

E-mail Address: dgrijalva1@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



RECEIVED MAY 19 9 REC'D

Attachment 2
Modification of SPSA

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

received
5/15/15

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hamilton Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Diana S. Grijalva

PHONE: 619 344 6800

FAX: 619 344 6849

E-MAIL ADDRESS: dgrijalva1@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
- Title I Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 2/27/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: 2/26/15
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 2/24/15
- Site Governance Team (SGT) / School Site Council Date of presentation: 3/11/15
- Other (list): Cofee w/Principal Parent Stakeholders Date of presentation: 2/24/15

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 3/11/15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Diana S. Grijalva
Type/Print Name of School Principal

[Signature]
Signature of School Principal

5/15/15
Date

Erica Balakian
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

5/15/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The ideal state for our Hamilton culture would be where child stakeholders develop and maintain agency and where adult stakeholders hold student growth and development at the center of each and every decision. All adult stakeholders would work in structured collaboration to ensure every child develops at an optimal level. In addition, our school would be clean and uncluttered, bright and shiny for all students and adult stakeholders.

Child stakeholders understand that it's our job to get smarter through effort and focus and will continue to strive toward higher levels of understanding in the service of their own actualization. Teachers demonstrate (actualize) a genuine, deep belief that all students can learn at high levels and strive to consistently improve and adjust their instruction to personalize and meet students at their point of need in order to systematically accelerate progress and achievement.

Alexander Hamilton Elementary School is located in City Heights and students come from hugely diverse backgrounds. Currently Hamilton is in the midst of a transformation and Hamilton students, parents and teachers understand that it is our job to work hard, treat each other kindly, and to never give up. Our school serves 520 students from Transitional Kindergarten to 5th grade, and approximately 103 students in the State Preschool program.

CORE AND SUPPLEMENTAL SUPPORTS

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:22
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

The following indicators identified in Hamilton's 2014-15 Restructuring Plan are also embedded within the 2014-16 SPSA.

A. Indicator 1: Access to a broad and challenging curriculum

Goals: 1) By the end of the 2014–15 school year, as a result of Professional Learning Community (PLC) work, all Hamilton Elementary teachers will have aligned their daily instruction and assessments related to students' explaining their thinking and providing evidence with the CCSS in all content areas using academic language.

2) By the end of the 2014–15 school year, students will have access to technology to support a broad and challenging curriculum that supplements teaching and learning online.

B. Indicator 5: Closing the achievement gap with high expectations for all

Goals: 1) By fall conference time, 2014, all students will have an individualized literacy goal of one year's growth for the end of the school year and will be evaluated using common formative assessments (or CFA, both qualitative and quantitative) to determine progress towards their goal.

2) All students will have access to standards-based instruction throughout the year and will be evaluated with CFAs.

C. Indicator 6: Parent/community engagement around student achievement

Goals: 1) As measured by the staff, School Site Council (SSC), and Area Superintendent, by the end of the 2015 school year, Hamilton will have evidence to support achievement at the "Progressive Implementation" level on access and equity principle 5.01: "Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district" [based on the 2011 California Department of Education (CDE) "Family Engagement Framework"].

2) As measured by the staff, SSC, and Area Superintendent, by the end of the 2015 school year, Hamilton will have evidence to support achievement at the "Progressive Implementation" level on access and equity principle 5.02: "Ensure that parent representation on committees reflects the composition of the student body" (based on the 2011 CDE "Family Engagement Framework").

3) As measured by the staff, SSC, and Area Superintendent, by the end of the 2015 school year, Hamilton will have evidence to support achievement of the site-created goal of having, "Continued academically focused parental involvement both on site and at home."

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and

professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ginny Ostertag	Teacher
Celeste Tidwell	Teacher
Michele Arterberry	Other
Valentina Hernandez	Parent/Community Member
Karla Gomez	Parent
Nora Cifuentes	Parent
Jessica Cardenas	Parent
Erica Balakian	Community Member
Diana Grijalva	Administrator
Paulette Fillion	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 70 % of Hamilton Elementary Students will meet common core grade level standards as measured in ELA on the common formative assessment

Closing the Gap SMART Goal:

* By 07/21/2016, 66 % of Hamilton Elementary English Learner, Students will meet common core grade levels standards as measured in ELA on the common formative assessment

* By 07/21/2016, 6 % of Hamilton Elementary Special Education, Students will meet common core grade level standards as measured in ELA on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Measures of Academic Progress (MAP) as requested by teacher

Ten day pre/post test based on trimester standards Grades 1-5.

WRAP K-1

DRA- K-2nd

Reading and Comprehension Learning UpGrade

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 86 % of Hamilton Elementary Students will meet common core grade level standards in Math as measured on the common formative assessment

Closing the Gap SMART Goal:
 * By 07/21/2016, 82 % of Hamilton Elementary Special Education will meet common core grade level standards in Math as measured on the common formative assessment
 * By 07/21/2016, 85 % of Hamilton Elementary English Learner will meet common core grade level standards in Math measured on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Measures of Academic Progress - MAP as requested by teacher.
 enVision Assessments- End of Unit

Progress and Growth Monitoring:

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Area 3: English Learner

English Learner SMART Goal:
 * By 10/31/2016, 55 % of Hamilton Elementary English Learners Enrolled in School 3 years or More will earn redesignation in in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

WRAP, DRA, Learning UpGrade

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 72 % of Hamilton Elementary Grade 05, Students will meet common core grade level standards in ELA on the common formative assessment
 * By 07/21/2016, 76 % of Hamilton Elementary Grade 03, Students will meet common core grade level standards in ELA on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Learning Upgrade- Reading, Math, Comprehension
 DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2016, 100 % of Hamilton Elementary Parents/Guardians will meet or exceed of targeted students participate in at least 4 parent involvement activities as measured by Attendance

Targeted Population:

Hispanic, African American/Black, White and Asian subgroups are targeted.

What data did you use to form these goals?:

Parent sign-in sheets

CST, CELDT, and other formal and informal assessments

Progress and Growth Monitoring:

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the Lucy Calkins units of study in Reading and English Language Arts, ELA Framework and California grade level CC standards and ELD Standards in designing instruction and delivering instruction at the point of student need.

Every English Learner will receive 30 minutes of focused SELD instruction five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of unit assessments, Interim Assessments, DRA 2, and teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.

All teachers will use the Lucy Calkins Writing units, the ELA Framework and California grade level CC standards and ELD Standards in designing instruction and delivering instruction at the point of student need.

Staff will analyze on demand and other student writing using grade level writing rubrics and the ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in collaborative conversations.

Counselor, nurse and attendance assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will engage in the process of the Continuous Cycle of Improvement by working collaboratively in PLCs twice monthly to ensure quality instruction through lesson design and study (planning), and will monitor the progress of their students on common assessments in ELA and Math, and make appropriate adjustments accordingly. PLCs will be led by grade level leaders and the Literacy Resource Teacher and/or the Principal.

Teachers will participate in on site and district professional development to strengthen literacy instruction

Library Assistant will supplement and foster a love for reading and learning by hosting weekly classroom visits and announcing community library events accessible to students.

Strategic Support (Tier 2)

After School tutoring will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy and Math.

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher Literacy Resource Teacher and Push-in teachers (when available) will provide push in supplemental small group instruction (guided reading and/or focused SELD) for targeted students in need.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

students off to work independently.
Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
If available, Area ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor will provide weekly check in with at risk students

Counselor will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.3500	\$11,705.75	0135-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Additional health support above the district allocation to provide assistance to students who are unable to access academic curriculum due to medical and first aid challenges.
Position School Counselor,	0.7000	\$52,845.80	0135-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Counselor will assist with student attendance and will provide assistance to students who are unable to access academic curriculum due to social emotional challenges.
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0135-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	In school Resource Teacher to provide direct instructional support to students by providing Tier 2 and 3 leveled supports including strategies to increase English Learner achievement with an acute focus on bringing them to grade level in ELA and preparing them for Common Core State Standards.
Position Library Asst,	0.1700	\$4,268.87	0135-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.
Position Library Asst,	0.2300	\$5,775.53	0135-30106-00-2231-2420-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.
Supplies	-	\$496.49	0135-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to support English Language development (for ELL students within ELA) such as pencils, headphones for listening/learning centers, crayons, batteries and power cords and student writing journals.
Classroom Teacher Hrly	-	\$11,076.00	0135-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	After school tutoring for students at risk of not meeting grade level standards.

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	-	\$17,616.00	0135-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.
Supplies	-	\$2,710.00	0135-30103-00- 4301-2495-0000- 01000-0000	Title I Parent Involvement	03	Materials such as book boxes, writing journals, pencils, and binders are provided to support family involvement. Opportunities consist of Family Fridays and other evening and day time events.
Classroom Teacher Hrly	-	\$3,924.00	0135-30106-00- 1157-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	After school tutoring for students at risk of not meeting grade level standards.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

At Hamilton, supports are provided to students that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or additional ELD instruction. Intervention support is mostly provided after school and is provided by teachers, push-in teachers, and our resource teacher. Literacy Strategies include: Daily Guided Reading (This is an intervention in grades 4 & 5), Additional Guided Reading, Reading Recovery (Select 1st Graders, Books on Tape/Listening Post (Shared/Read Aloud w/ Text Support), RAZ Kids online, MOBY MAX online, SES Free Tutoring, After School Tutoring, *Daily Writing homework, Academic Support in Prime Time, Additional ELD, Newcomer Support, Weekly Home Reading Log, Vacation Reading Log. Math and ELD Strategies include: Small group instruction, Academic Support in Prime Time, Additional ELD

Newcomer Support, SES Free Tutoring, After School Tutoring Attendance Strategies Include: Monitoring for Sufficient Time in School Saturday School

Identified Need:

Teachers and grade level PLCs identify student's needs on an ongoing and continuous basis throughout the school year by monitoring student assessment results and anecdotal notes during Guided Reading. In addition, the Principal monitors DRA levels periodically (at each reporting Period). CELDT data is also monitored to ensure students are increasing their levels of English proficiency as well as to identify and support Long Term English Learners.

Target Group:

Our Hamilton ILT has identified the following groups of students for additional supports :

- English Learners scoring in the "Intermediate" level on the CELDT
- Students who are just one to two levels behind the expected DRA level
- Long Term English Learners
- Students that need additional Support in Math
- Students with special needs

Monitoring:

Teachers monitor student achievement and progress in their PLCs. Which are monitored by the Principal.

The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers. Attendance is also monitored by the Principal, the Attendance Asst. and the Counselor. Saturday School is available to students who need to make up unexcused absences or tardies.

Personnel Responsible:

All adults on campus are responsible for every Hamilton student! At Hamilton, Intervention supports are provided by classroom teachers and Push-in teachers and by our Literacy Support Teacher and by our Academic Specialists. The Counselor and attendance asst. are also responsible for monitoring attendance with the Principal.

Goal 2: Classroom Supports**Classroom Support Goal:**

At Hamilton, student supports are provided to classrooms that have a demonstrated need of enhanced supports that may be: additional Guided reading instruction, small group instruction in shared reading, Math, or ELD. Classroom supports are provided by teachers, push-in teachers, and our resource teacher when we identify the need.

These include linguistic scaffolds: vocabulary development, visual charts, visual representations, modeling, re-teaching of key concepts, and differentiated instruction to include whole group, shared instruction, small group, and guided lessons. All English Learners are assessed annually using CELDT. SpEd students with IEP's will have their plans updated yearly and teachers are informed and knowledgeable of their individualized learning needs.

Identified Need:

Teachers and grade level PLCs identify student's needs on an ongoing and continuous basis throughout the school year by monitoring student assessment results and anecdotal notes during Guided Reading. In addition, the Principal monitors DRA levels periodically (at each reporting Period). CELDT data is also monitored to ensure students are increasing their levels of English proficiency as well as to identify and support Long Term English Learners.

Target Group:

Our Hamilton ILT has identified the following groups of students for additional supports :

- English Learners scoring in the "Intermediate" level on the CELDT
- Students who are just one to two levels behind the expected DRA level
- Long Term English Learners
- Students that need additional
- Students with special needs

Monitoring:

Teachers monitor student achievement and progress in their PLCs. Which are monitored by the Principal.

The principal also holds monitoring conversations with teachers every other month to ensure continued student growth and to assign any other necessary levels of support to students or teachers.

Personnel Responsible:

All adults on campus are responsible for every Hamilton student! At Hamilton, classroom teachers are majorly responsible for classroom supports; however, we also have a small cadre of 2 push-in support visiting teachers assigned by the Principal as needed. The Counselor and attendance asst. are also responsible for monitoring attendance with the Principal.

Goal 3: Professional Development

Professional Development Goal:

Beginning with the Instructional Leadership Team (ILT), using professional reads from the following core texts: *Leading for Instructional Improvement* by Fink & Markholt; *How to Create a Culture of Achievement* by Fischer, Frey and Pumpian; *Choice Words* by Peter Johnston; and *Mindsets* by Carol Dweck. This work was then embedded into our twice monthly Professional Development sessions and into the PLCs. Hamilton faculty continues to engage in clear expectations of what quality instructional practices look like as well as engaging in ongoing Lesson Design and study using our District Learning Cycles to ensure a personalized, tailored approach for our Hamilton students. In addition, monitoring data is used to establish student need which is also an important factor used to establish adult learning foci.

Identified Need::

- Our adult learning focuses on a number of overarching cross curricular themes:
- Guided Reading Instruction based on Reading Behaviors and of SDUSD Grade Level Reading Expectations
- Intellectual Struggle – grappling, persevering, cognitive engagement
- Gradual release of responsibility/Teaching our students how to access complex texts - strategies.
- Academic Language Extension – knowledge, how meaning shifts with key words, access words
- Collaborative Conversations – making meaning of text
- Support for ELL Students – Scaffold Instruction, QTEL Strategies, Quality ELD Instruction
- Classroom Environment – Creating and maintaining environments that are inspiring, personalized, interactive and uncluttered

Target Group::

Common Core Work: Teachers are provided a release days each month and meet then in their PLC. PLC work includes Lesson Design, Lesson Study, and Monitoring of student achievement goals/assessments in Math, English Language Arts, and ELD. Teachers also use the time to plan for the Smarter Balanced assessments. In addition, many PLCs voluntarily meet after school on Wednesdays, (our modified day) when we don't have a Professional Development session planned.

Monitoring::

Classroom Observation: Principal focused walkthroughs (on-going) to observe identified areas of need, growth and/or focus. Principal general

Hamilton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

walkthroughs (once weekly) to ensure bell to bell instruction and necessary degree of cognitive student engagement. Teachers are encouraged to confer that same day and are given written feedback when requested. The ILT also conducts monthly walkthroughs to ensure our PD foci are being applied into the classroom setting. When any need is identified, the Principal follows up with the teacher providing relevant support as mutually agreed upon between her and the teacher. When the ILT debriefs monthly walkthroughs, appropriate follow-up is decided by the group as some things are easier to address in a group (PLC).

Student Assessment/Achievement Data: In addition to Principal and ILT walkthroughs and analyses of achievement data, teachers monitor their students' and their grade level's assessment results to ensure on-going growth and adequate approximation to meeting Common Core standards. In the PLCs, teachers' monitoring of common assessments informs our cycle of continuous learning, ensuring classes and students are meeting their personalized academic goals.

Personnel Responsible:

All adults on campus are responsible for every Hamilton student! At Hamilton, the Principal is joined by our Literacy Resource Teacher and the Grade level leaders to deliver/steward the instructional leadership necessary to ensure ours is a Quality Neighborhood School.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.6000	\$48,163.20	0135-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	In school Resource Teacher to provide direct instructional support to students by providing Tier 2 and 3 leveled supports including strategies to increase English Learner achievement with an acute focus on bringing them to grade level in ELA and preparing them for Common Core State Standards.
Prof&Curriclm Dev Vist Tchr	-	\$9,672.00	0135-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

ALEXANDER HAMILTON ELEMENTARY SCHOOL
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Alexander Hamilton Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Hamilton Parents gave their input during our LCFF portion of the following Parent meetings: ELAC, Family Friday, Principal Coffee and SSC Meetings.

It has distributed the policy to parents of Title I students. ***The policy is distributed to parents during parent conferences in the Fall and is additionally accessible to parents in the front office.***

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Alexander Hamilton Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
This occurs during our Back to School Night in the fall.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Parents have access to participate in monthly Family Fridays, monthly Principal Coffees, Family Academic Nights (each trimester), ELAC, SSC, Parent-Teacher Conferences (Fall and Spring), Back to School Night, and our Writer's Exhibit.***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. **
This happens mostly during the budget building /LCFF window in early spring continuing into summer and in the School Site Council meetings.
- The school provides parents of Title I students with timely information about Title I programs.
This occurs during our Back to School Night general assembly meeting in the fall.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
This occurs during our Back to School Night in general assembly and in grade level classrooms.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***We have a very collaborative climate. This would occur during the Parent Forum portion of our monthly Principal Coffee, or we would schedule a separate meeting.***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



Hamilton Elementary School
HOME / SCHOOL COMPACT

Hamilton Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2014-15.

School Responsibilities:

Hamilton Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Hamilton Elementary works closely with San Diego Unified in the implementation of high quality curriculum in the subject areas of Math, Language Arts, Science, Physical Education, Health and Social Studies. Hamilton Elementary School also incorporates successful programs in the subject areas of Systematic English Language Development and Visual and Performing Arts.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent conferences will be held during the following dates for the 2014-15 school year:

November 18-21, 2014

March 24-27, 2015

3. Provide parents with frequent reports on their child's progress.

Teachers are always available to discuss students' individual progress. In addition, Progress Reports are provided for all students in grades K – 5 three times a year.

The cycle dates for the 2013-2014 school year are as follows:

Cycle 1: October 31, 2014

Cycle 2: March 16, 2015

Cycle 3: July 21, 2015

4. Provide parents reasonable access to staff.

⊞ Parent Conferences are held twice a year, but parents are always invited and welcomed to make appointments with teachers and staff at Hamilton. Classroom visits are welcomed and encouraged, in order for parents to see first-hand their child's progress in the classroom and become an active participant in their child's academic success.

⊞ Other Parent Activities:

Family Fridays, School Site Council (SSC), Parent Teacher Community Organization (PTCO), English Learner Advisory Committee (ELAC) meetings, Monday Morning Assemblies, and award assemblies are held throughout the year and provide opportunities for parents to interact with teachers and staff.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- ⊞ Parents are invited to visit their child's classroom at any time throughout the school year. Parents may volunteer in classrooms and participate regularly upon meeting the districts requirements. The district requires the completion of a volunteer application and proof of Tuberculosis (T.B.) testing.

Family/Parent Responsibilities:

We, as parents, will support our child's learning by:

- Ensuring that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Providing a quiet time and place for homework and monitor TV viewing and making sure that homework is completed.
- Reading to my child and/or encourage my child to read every day
- Monitoring amount of television my child watches.
- Monitoring the television shows and movies my child watches to ensure it is age appropriate.
- Monitoring the video games my child plays.
- Volunteering at my child's school and participating in my child's classroom
- Attending Family Fridays and all other after hours parent activities at Hamilton Elementary.
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.
- Communicating and modeling the importance of education and learning to my child.
- Respecting the school, staff, students, and families.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help or support as needed.
- Read 30 minutes every day outside of school time.
- Understand and follow school and class rules.
- Demonstrate and practice our character traits and scholarly behaviors.

- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching/ video game playing
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Respect the school, classmates, staff and families.
- I will be kind to my classmates and schoolmates

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0135 Hamilton Elementary
 As of Date 04-17-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$176,158.00		\$2,710.00		\$11,665.00
		\$176,158.01		\$2,710.00		\$11,664.93
		-\$0.01		\$0.00		\$0.07
Certificated Salaries / Monthly	1.1000	\$84,954.60	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.4000	\$32,108.80	0.0000	\$0.00	0.0000	\$0.00
2605 School Counselor	0.7000	\$52,845.80	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries / Monthly	0.5200	\$15,974.62	0.0000	\$0.00	0.2300	\$5,775.53
6410 Health Technician	0.3500	\$11,705.75	0.0000	\$0.00	0.0000	\$0.00
6472 Library Asst	0.1700	\$4,268.87	0.0000	\$0.00	0.2300	\$5,775.53
Certificated Salaries		\$28,692.00		\$0.00		\$3,924.00
1157 Classroom Teacher Hrly		\$11,076.00		\$0.00		\$3,924.00
1192 Prof&Curriclm Dev Vist Tchr		\$17,616.00		\$0.00		\$0.00
Employee Benefits		\$46,040.30		\$0.00		\$1,965.40
Books and Supplies		\$496.49		\$2,710.00		\$0.00
4301 Supplies		\$496.49		\$2,710.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Hamilton Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 60 % of Hamilton Elementary Students will meet common core grade level standards as measured in ELA on the common formative assessment
Mathematics	By 07/21/2015, 76 % of Hamilton Elementary Students will meet common core grade level standards in Math as measured on the common formative assessment
English Language Development	By 10/31/2015, 45 students of Hamilton Elementary English Learners Enrolled in School 3 years or More will earn redesignation in in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 62 % of Hamilton Elementary Grade 05, Students and 66% Grade 03 Students will meet common core grade level standards in ELA on the common formative assessment
Parent Involvement and Community Engagement	By 07/21/2015, 100 % of Hamilton Elementary Parents/Guardians will of targeted students participate in at least 4 parent involvement activities as measured by Attendance

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		179,690.00		2,360.00		11,792.00	
2040 Inschool Resource Tchr	1.25	100,338.75	-	-	-	-	In school Resource Teacher to provide direct instructional support to students by providing Tier 2 and 3 leveled supports including strategies to increase English Learner achievement with an acute focus on bringing them to grade level in ELA and preparing them for Common Core State Standards.
6410 Health Technician	0.35	11,414.90	-	-	-	-	Additional health support above the district allocation to provide assistance to students who are unable to access academic curriculum due to medical and first aid challenges.
6472 Library Asst	0.17	4,326.67	-	-	0.23	5,853.73	The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.

1192 Prof&Curriclm Dev Vist Tchr	18,713.00	-	4,107.00
Employee Benefits	44,896.56	-	1,830.30
4301 Supplies	-	2,360.00	-

<p>Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.</p>
<p>Instructional supplies to support English Language Arts such as pencils, headphones for listening/learning centers, crayons, batteries and powercords and student writing journals.</p>

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: **Hamilton Elementary**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$176,158.00
Enter Total Allocation: Resource 30106	\$11,665.00
Sum of Resources 30100 & 30106	\$187,823.00
10% allocation needed for PD	\$18,782.30

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 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.	\$17,616.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106		The support above, including benefits meets the 10% PD Requirement.	
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$17,616.00
10 % allocation has been met			YES