

Single Plan For Student Achievement



School: Hawthorne High School

CDS Code: 19-64352-1933951

District: Centinela Valley Union High

Plan Period: 9/1/2009 - 6/30/2010

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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

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Single Plan For Student Achievement

About this School

Hawthorne High School, in a shared community including student voice, is committed to the total development of all students as they prepare for their future. We actively promote the development of their intellectual, moral, and emotional character.

The curriculum development and teaching practices of HHS teachers rely on the Expected Schoolwide Learning Results (ESLRs). HHS wants to ensure all students participate in an environment that is rigorous and engaging. The ESLRs are intended to challenge HHS students to strive for excellence by being:

- *Problem Solvers (who are critical thinkers and use information sources effectively)
- *Responsible Citizens (who are respectful of others and respect the democratic process)
- *Intellectually Curious (by investigating possibilities and being goal-oriented)
- *Disciplined and Self-Directed (who value and display good character and develop effective learning strategies)
- *Effective Communicators (who express ideas clearly, who are competent readers and writers of English)

All students are encouraged to commit themselves to academic achievement, the pursuit of excellence, and the highest ethical standards of our families, communities and the nation. We expect our students to accept responsibility for their actions and the impact those actions have on a changing society as they continue their lifelong process of learning.

The administration, faculty and staff of Hawthorne High School are committed to our community and maintaining a positive educational environment, to fulfill our vision: a world class education in a respectful atmosphere for every student.

School/Community Information:

Hawthorne High School (HHS) is a 9-12 secondary school in the Centinela Valley Union High School District (CVUSHSD), which is located approximately five miles south of Los Angeles International Airport and serves the communities of Hawthorne, Lawndale, and Lennox. The school is located in a primarily residential neighborhood which is interspersed with a number of aircraft, import/export, electronics industries and small businesses. In recent years there has been a decline in these industries as well as in retail sales. Additionally, the September 11, 2001 disaster left many of our families in travel-related service positions without work. Hawthorne families are in the low to low-middle socio-economic class. El Camino Community College and California State University Dominguez Hills, are located within commuting distance. Loyola Marymount University is the nearest four-year institution private and UCLA is the closest of the UC campuses

A multi-ethnic, multi-cultural population of approximately 2400 students is served by 98 classroom teachers, four administrators, four counselors, two deans, a school resource officer and 80 classified staff members. Hawthorne High School's student population has been approximately 76% Hispanic for the past six years; the African-American population has remained steady at about 14.9% for the last two years. The remaining student population is American Indian, Filipino, Pacific Islander, White and Asian (4.6% White, 2.5% Asian & Filipino, 1.5% Pacific Islander and 0.5% other). Hawthorne High's language community consists of nineteen languages. Gender composition at HHS over the past five years has been relatively balanced with males representing between 52-53% and females representing 47-49% of the student body. 314 students are enrolled in the English Language Development program. 331 are in Special Education programs, including SDC, RSP, ED and Severely Handicapped. The Western Association of Schools and Colleges (WASC) awarded the school a three year accreditation in 2005 with an interim visit in 2008.

School-wide discipline and safety is a major focus at Hawthorne High School. Three associate principals, eight counselors, in combination with two deans of students to assist in the management and discipline of students. Student movement and dropout rates continue to impact the educational program at HHS although improvements have been noted thanks to the efforts made at the site in tracking students who leave the school. The student dropout rate has been consistently going down for the past two years, though graduation rates are not making significant increases. The requirements necessary for graduation are comparable to that of any high achieving school and include a minimum of 220 credits. The requirements are closely aligned to that of college and university so as to give all students the opportunity to pursue a higher education. The

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district has implemented a specific intervention for all juniors and seniors in danger of not graduating. Outside agencies such as UCLA Xinachtli offer supplemental tutoring services whereas Kaplan Learning offers intensive boot camps to cover test-taking strategies to be used in exit examinations.

The District Curriculum has been aligned to the California State Content Standards. In addition, benchmarking has been completed in all core subject areas. End of semester exams have been developed in collaboration with Lawndale and Leuzinger High Schools to promote continuity across the district in all subject areas. During the past school year HHS provided 65,106 minutes of instruction with 13 minimum days (four for final exams), which exceeds the state mandated 64,800 minutes. The additional instructional time is used throughout the year for teacher collaboration. During this time they focus on best practices and strategies for standards-based instruction, pacing plans, curriculum, literacy strategies and WASC.

Since 1999, required credits for graduation have increased from 215 to 220. A wide range of course offerings at Hawthorne High is designed to serve the many components of the student population. This includes a number of Advanced Placement (AP) courses which have increased over the past five years. Currently, Hawthorne offers twenty-five sections of fourteen AP courses in the following areas: English, social studies, math, science, fine arts, foreign language (Spanish), and practical arts. The wide range of courses allows students a greater opportunity to participate and take advantage of the AP program. Additionally, students may choose from many elective offerings including the visual and performing arts, business, culinary arts, AVID, linguistics, industrial technology courses, Engineering Academy, SAT prep, and Navy JROTC. Students also take advantage of course offerings through the South Coast Regional Occupational Center (SCROC), and El Camino Community College. The athletics program is making gains offering students opportunities to participate in football, volleyball, baseball, softball, track, basketball, soccer, and cross country.

To accommodate students who are not meeting grade level proficiency, HHS offers interventions in English Language Arts and mathematics. Placement into the courses is determined by district and state test scores. Tutoring is also offered to the student population four days a week by UCLA student volunteers and certificated staff members. To motivate students to succeed, the Renaissance program offers students incentives to raise their grade point averages and promote school spirit. School-wide dances, school gear, awards and recognition are only a few of the rewards students receive through the Renaissance program. Students are also given the opportunity to participate in Associated Student Body class, where they learn leadership and organizational skill by running a student government on campus.

This year the school's and districts goals have become focused on using data to drive instruction and decision making. A data analysis team was formed at the district level to evaluate the success of programs in place across the district. For Hawthorne, English intervention programs, California High School Exit Exam (CAHSEE), and English Language Development program data is being analyzed for success. The various program in place should be meeting the ultimate goal of increasing student achievement and literacy. The school will be focusing on looking at further data revolving around the Algebra for all program, after-school tutoring and honors and advanced placement programs. These programs will be monitored annually by program coordinators through student achievement data (mainly state and district testing).

Parental involvement has greatly increased at the school over the past three years. The opening of a parent center has introduced a space where parents and community members can hold meetings, get pertinent school information and get questions answered. The parent center has begun to offer workshops, the first on basic computer skills. Further workshops on topics ranging from how to help your child graduate, to financial aid for college will be offered for the school year. Parent meetings for all grade levels are starting to be calendared and duties for parent volunteers are set-up daily by the Title I community liaison on campus. As research indicates that greater parental involvement on campus correlates with an increase in student achievement, it the school's hope to see further growth in student success as a result of bringing the school community onto campus.

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Areas of Analysis

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Conclusions from Parent, Teacher and Student Input

The lack of counseling services. Although there were two additional counseling staff, it was the parents conclusions that students at HHS were not serviced in the areas of academic counseling. A strong advocacy has been made to improve and increase academic advisement for students at the HHS campus.

Teachers continue to view the HHS counseling program supportive but not as strong as it should be. HHS counseling did not apply for the yearly SPARC even though their overall staff was increased to eight members.

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Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Hawthorne High School currently uses content standards in each classroom, adopted by the Centinela Valley Union High School District and aligned with the California State Standards. In conjunction with the district, the school has been working on implementing standards-based instruction and curriculum alignment in the classroom through staff development and collaboration days. In addition to content standards, HHS uses the English Language Arts Standards, English Language Development Standards, and the Challenge Standards. School wide standards-based timelines, benchmarks, and finals have been developed and put into use with help of technologies such as DataDirector Software. The core curriculum is supported through district-adopted textbooks and supplemented with additional materials. Individual departments have rewritten standards in students friendly terms, share best practices to effectively address standards and review benchmark exam data. Posters with the power and essential standards were provided for each classroom teacher to post. Standards aligned pacing plans and exams are now the expected practice for all instructors in the school.

Availability of standards-based instructional materials appropriate to all student groups

Every core curricular area at Hawthorne High School utilizes instructional materials aligned with the California State Standards. All core textbooks are aligned to the state standards and the English Language Development Department uses the state adopted High Point program. All four main subject areas of English Language Arts, Mathematics, Social Studies and Science, continue to use DataDirector to align their multiple choice tests to the state and district standards. Students in support and intervention classes such as Studio, Read 180 and Algebra Essentials have access to standards based instructional materials and core textbooks available to them as do all students in the Special Education Program. Collaboration days help ensure that all instructional materials are standards based.

Alignment of staff development to standards, assessed student performance and professional needs

The professional development program available to school staff has various areas of focus, the main ones for the 2006-2007 and revisited 2008-2009 school year being integration of technology into the classroom and continual use of standards based curriculum in all content areas. The District Professional Program consists of three staff development days throughout the school year. Workshops are led by professionals or veteran classroom teachers and range on topics from SDAIE strategies to increasing literacy in the classroom. During the 2008-2009 school year some specific areas of focus were:

- *developing standards based lessons
- *assessments and benchmarks
- *literacy and reading
- *mathematics skills
- *effective and engaging instructional strategies
- *use of technology

The district has provided standard-based training through staff development to all certificated personnel. In addition, funds and resources are available to further meet the professional needs of the staff. With the implementation of new support programs in English and Math for strategic and intensive learners, staff development is conducted inside and outside of the district as well through LACOE AB 466 trainings.

Additional resources available to assist staff are:

*Beginning Teacher Support and Assessment (BTSA) Program
(designed for the support and professional development of new teachers)

*Collaboration Time

(collaboration time is provided monthly for staff to create lessons, rubrics, assignments and syllabi; schoolwide collaboration is used to work on reviewing assessment data and reviewing school policies and procedures)

*Peer Assistance and Review (PAR)

(provides assistance to teachers who need support in classroom management and improving classroom instruction)

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Services provided by the regular program to enable under-performing students to meet standard

Test Prep sessions are offered throughout core courses help under performing students develop specific test skills and strategies. The AVID program offers many under performing students the opportunity to gain needed skills for meeting the standards and achieving academic success. In Math and English, supplemental support classes are provided to assist the lowest performing students in meeting standards. In English, the Studio Program and Read 180 provide the curriculum for blocked classes. Math is addressed by the Algebra for All program and Algebra Essential that targets 9th and 10th graders. Tutoring programs through KAPLAN are offered to all students who have not passed the California High School Exit Exam. The school has also partnered with The Hawthorne Teen Center to offer tutoring in all subject areas. The Title I program offers the Cougar Core Tutoring program to all students four days a week.

To support all students in meeting standards, students are offered counseling services through community organizations such as Richstone and Star View, as well as through college/career counselors. General and specific parent meetings are held monthly with parent/guardian of low achieving students. Parents have access to 5-week graded progress reports and the HHS website which includes class assignment lists, teacher contact information, and upcoming event and activities. All these help reinforce the learning and comprehension of Standard-based instruction.

Services provided by categorical funds to enable under-performing students to meet standards

Through categorical funds, HHS provides a variety of services for under performing students:

*Title I English and math computer lab

*One full-time computer lab technician

*After school homework club and tutoring program

*10th Grade Counseling, setting up plans for high school graduation and post high school

*In conjunction with the AVID program, trained tutors are assigned to assist teachers with a more personalized instruction for each student

*Full-time instructional aides in the ELD program and special education programs

*Monthly meetings with parents of under-performing students

Use of the state and local assessments to modify instruction and improve student achievement

STAR data is used to determine focus skills in specific content areas. Collaboration time is provided for staff to analyze data and share best practices in areas of need. The school is utilizing the district established DataDirector program to help provide benchmark exam data, so teachers can modify instruction and improve student achievement in specific content area standards.

In ELD the primary focus is on the states CELDT exam and its five proficiency levels which dictate placement and guide instruction. Furthermore, the High Point Placement and Diagnostic Tests are utilized as the local assessment measuring student progress and instructional needs. Critical analysis of CST data of LEP students helps provide information to assist students in achieving redesignation.

Number and percentage of teachers in academic areas experiencing low student performance

Since HHS is a non-tracking, underperforming school, all teachers have students experiencing low performance and achievement. The Title I, EIA and student population is dispersed through all classes on campus.

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Family, school, district and community resources available to assist these students

At HHS numerous family, school, district and community resources are available:

- *Monthly parenting classes
- *Monthly parent advisory committee meetings (ELAC, DELAC, Title I PAC, ABC, PTSA)
- *On site counseling services through the Richstone Community Center and Star View
- *Annual district parent conference
- *District and site workshops, orientation and presentations
- *Parent Center on site
- *Workshops offered through the parent center run by parent volunteers
- *Active parent volunteers
- *Work experience program, SCROC, HIP program through Northrop Grumman
- *Full time Work experience Coordinator
- *Full college/career and library clerks

School, district and community barriers to improvements in student achievement

- *High student mobility
- *High teacher mobility
- *High administrator turnover
- *Low staff and student expectations and morale
- *Lack of community/business partnerships
- *Low socioeconomics
- *Large numbers of under performing students coming from various feeder schools

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Limitations of the current program to enable under performing student to meet standards

The greatest limitation of the current program is its inability to establish consistency in a school culture where teachers, administrators, and programs have high turnover rates. Motivating students to be academically successful and achieve at higher rates is a constant struggle for all stakeholders.

Furthermore, the staff and administration perceived additional limitations:

- *An inability to establish consistent parent involvement
- *An inability to teach basic skills to under performing students so that they meet standards
- *Large student to counselor ratio
- *Large student to teacher ration
- *Weak literacy program across the curriculum
- *Not serving LEP students outside the ELD program
- *Limited time for true collaboration within departments

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Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

Not available from the state at this time. Will be reviewed with the School Site Council and conclusions will be updated in the plan when completed.

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School Goals for Improving Student Achievement

Reading & Writing

Graduation rate will increase to over 70%

Every student will have the opportunity to graduate from high school. The dropout rate will decrease by 1% in the 2009-2010 school year. Attendance will increase by 1% for the 2009-2010 school year. Tardies will decrease by 1% for the 2009-2010 school year with the implementation of new school policies and procedures. Allocation of categorical funding to provide incentives that will promote proficiency, abolish tardies and high rate of absenteeism and gain in over all performance.

Mathematics

Improve student achievement in core content areas

Increase student proficiency levels in the advanced and proficient score ranges by 5% for the 2009-2010 STAR testing administered in May 2010, with a concentration on Mathematics and English Language Arts (with an expectation for high standards in reading and writing). Allocation of categorical funding to provide incentives that will promote proficiency and gain in over all performance. A growth of 5% in core content areas is expected for 2010-2011.

Parental Involvement

Increase parental and community involvement

The number of parents and community members participating in school activities will increase by 3% by June 2010. Separate meetings for specialized groups will be held, but having one core parent group (PTA) to support fundraisers, booster clubs, sponsor dances, etc. will be the goal for 2009-2010. As the number of parents and community members actively participating in school activities has grown considerably during the past 3 school years, the goal for 2009-2010 will be to unify meetings and parent groups on campus.

School Climate

Educate students in a safe learning environment

Students will be educated in an environment that is safe, drug-free and conducive to learning. A decrease in school crime will be seen by at least 2% by June 2010, suspensions and in-house referrals will decrease by 1% by June 2010 and at least 75% of student evaluations will indicated that Hawthorne is a safe school. Two student climate surveys will be conducted throughout the year by the HHS Administrative Team in order to measure student morale.

WASC

Use assessment data to guide instruction

An emphasis will be placed on the following areas: Department benchmark analysis, how to use data to modify classroom instruction, share best practices, re-teach, modify curriculum and instruction according to data, and use of pacing plans and rubrics effectively. Also to be addressed is low expectations across the board and how to teach effectively in a block schedule. The goal will be to plan and implement professional development in all of the above areas.

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Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Reading & Writing

Goal: Graduation rate will increase to over 70%

Goal Objective

Every student will have the opportunity to graduate from high school. The dropout rate will decrease by 1% in the 2009-2010 school year. Attendance will increase by 1% for the 2009-2010 school year. Tardies will decrease by 1% for the 2009-2010 school year with the implementation of new school policies and procedures. Allocation of categorical funding to provide incentives that will promote proficiency, abolish tardies and high rate of absenteeism and gain in over all performance.

Student groups participating in this Goal

All 9th-12th grade students

Performance gains expected for these Student Groups

Students will pass the CAHSEE, increase test scores and meet graduation requirements for Hawthorne High School.

Means of evaluating progress toward this Goal:

Administration, renaissance and other school committees will monitor student progress in the areas of attendance, school test scores and GPA. Counselors will track student transcripts to ensure timely graduation.

Group data needed to measure academic gains:

- Dropout rates
- Average daily attendance
- Number of tardy students
- Student test scores and GPA
- Number of students meeting high school graduation requirements

Actions

All Students Will Graduate

Tasks

- 1) All students will complete a four-year academic plan upon enrollment and meet with counselors on a regular basis.
- 2) Counselors will be assigned to all students alphabetically and will meet with students annually to assess progress.
- 3) A school-parent compact will be signed by all stakeholders outlining responsibilities of the school community.

Measures

Counselors will monitor student progress by looking at CAHSEE scores, and number of credits of all students on their caseload.

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People Assigned

*Counselors

*Parents/guardians of all students

*Administration

Start Date - End Date

9/2/2009 - 6/24/2010

All students will graduate

Tasks

- 1) Increase articulation with feeder schools in order to align curriculum and student expectations at all grade levels, mainly through annual meetings.
- 2) Provide staff with continual training on differentiating instruction for the block schedule and for EL and Special Ed student populations (EL population graduation rate especially needs to be addressed).
- 3) CAHSEE test scores will be provided to all advisory teachers for timely review with students. Parents of failing students will be called in for a conference to discuss interventions in specific areas of need.

Measures

The productiveness of articulation meetings with feeder schools will be measured by student success. Student readiness will reflect an increase in test scores and higher graduation rates.

Staff trainings and implementation of learned strategies can be monitored and supported by Administrative team with the help of department chairs, and BTSA support providers.

Success of qualified teachers will be measured by benchmark and other assessment data in their classrooms.

An increase in CAHSEE passage rates will be seen as a result of timely interventions by the school community.

People Assigned

*Administration

*Department Chairs

*Testing Staff

*Counselors

Start Date - End Date

9/1/2009 - 6/30/2010

All students will graduate

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Tasks

- 1)Expand the after school tutoring and homework club program to reach all students. Specifically, combine Cougar Core tutoring with the Hawthorne Partnership of its Teen Center and implement peer tutoring program.
- 2)Provide CAHSEE boot camps through Kaplan Learning for all juniors and seniors not passing the exam on multiple attempts.
- 3)Ensure accessibility to summer school classes for seniors short of credits and hold senior class meetings quarterly.
- 4)Monitor senior graduation requirements quarterly (U.S. Government, Economics and English 12).
- 5)Make Career/College Center more accessible to all students by increasing Advisory visits by college career counselors to advertise job fairs, college visits, financial assistance, SAT deadlines, etc.

Measures

The success of above tasks will be measured by looking at:

- graduation data
- CAHSEE data
- number of students on "No Go List" (students with a grade point average of below 2.0 and/or 2 or more "U"s in conduct)
- number of students meeting H.S. graduation requirements
- number of students utilizing College/Career Center
- number of students meeting A-G college requirements.

People Assigned

*Administration

*College/career counselor and clerk

*Kaplan Learning tutors

Start Date - End Date

9/1/2009 - 6/30/2010

All students will graduate

Tasks

- 1)Expand Engineering Academy by recruiting in feeder schools, in advisory, and through counselors
- 2)Expand Vocational Education and SCROC programs by offering more classes
- 3)Expand other existing programs on campus such as Robotics, Academic Decathlon, and AVID through recruitment strategies mentioned above

Measures

Track the number of students enrolled into school programs and measure graduation rates of these students (compared to students not enrolled in any programs).

People Assigned

*Administration

*Department chairs and coordinators for campus programs

*Counselors

Start Date - End Date

9/1/2009 - 6/30/2010

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Mathematics

Goal: Improve student achievement in core content areas

Goal Objective

Increase student proficiency levels in the advanced and proficient score ranges by 5% for the 2009-2010 STAR testing administered in May 2010, with a concentration on Mathematics and English Language Arts (with an expectation for high standards in reading and writing). Allocation of categorical funding to provide incentives that will promote proficiency and gain in over all performance. A growth of 5% in core content areas is expected for 2010-2011.

Student groups participating in this Goal

All 9th-11th grade students taking the California Standards Test (CST).

Performance gains expected for these Student Groups

A gain of 5% in students scoring advanced and proficient on CST tests for the 2009-2010 school year.

Means of evaluating progress toward this Goal:

*Benchmark exam data in English Language Arts, Mathematics, Social studies and Science

*CST data

Group data needed to measure academic gains:

*2009-2010 benchmark exam results

*CST data - specifically in advanced and proficient score ranges

*CAHSEE data - percent of students passing

*Student grade point averages in core content area classes

Actions

Reinforce content standards

Tasks

- 1) Strengthen and reinforce content area test-taking strategies with increased practice through after school/weekends using KAPLAN and CAHSEE review. Show test-taking strategies and test-prep on Channel One (pre-videtaped).
- 2) Use departmental collaboration to improve standards based instruction by the sharing of best practices, developing department rubrics, and examining benchmark data.
- 3) Continually support ELL population by implementation of ELD binder, use of SDAIE strategies and differentiated instruction and enrichment in English

Measures

- 1) Administration will monitor the use of proper test-taking strategies and distribute and train teachers on relevant materials and supplies necessary. Administration will examine final CAHSEE and CST score data to measure effectiveness of
- 2) Department chairs will be responsible for providing CST blueprints and relevant data.
- 3) ELD student performance data

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People Assigned

*All content area and advisory instructors

*Department Chairs

*Administration

*Reform Committees

Start Date - End Date

9/1/2009 - 6/30/2010

Reinforce content standards

Tasks

1) Continue to align all curriculum and instructional materials to district and state standards through departmental meetings.

2) Use benchmark testing data to drive instruction using DataDirector in all departments.

Measures

Alignment of standards based instruction to state and district standards will be measured by all standardized test score data (including CAHSEE and CST). Data will be analyzed by all staff in order to determine areas of need.

People Assigned

*Administration

*Department Chairs and department members

Start Date - End Date

9/1/2009 - 6/30/2010

Reinforce Content Standards

Tasks

1) Students in need of additional support in Math and English will be scheduled for an additional period of the required course.

2) STUDIO, R180 and Algebra Essentials programs effectiveness will be monitored by looking at achievement data of students in and exiting the program (through GATES and SRI testing).

3) Additional support will be provided to ESL students in Algebra for all program through a 1 hour after school tutoring program.

Measures

*STUDIO & R180 test data

*Algebra Essentials test data

*ESL student test data

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People Assigned

*Administration

*District staff overseeing intervention programs

*Department Chairs

*Project Faciliator

*Title I Computer Lab Technician

Start Date - End Date

9/1/2009 - 6/30/2010

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Parental Involvement

Goal: Increase parental and community involvement

Goal Objective

The number of parents and community members participating in school activities will increase by 3% by June 2010. Separate meetings for specialized groups will be held, but having one core parent group (PTA) to support fundraisers, booster clubs, sponsor dances, etc. will be the goal for 2009-2010. As the number of parents and community members actively participating in school activities has grown considerably during the past 3 school years, the goal for 2009-2010 will be to unify meetings and parent groups on campus.

Student groups participating in this Goal

All parents/guardians/families of students attending Hawthorne High School

Performance gains expected for these Student Groups

Students whose parents are involved in the school are expected to perform better. Student test scores and grade point averages are expected to increase. With support from the community businesses, fundraisers and programs on campus can be better funded.

Means of evaluating progress toward this Goal:

- *Sign-in sheets reflecting parent attendance for school functions
- *Number of parents on participating on parent advisory committees
- *Number of parent volunteers on campus and in parent center
- *Parent evaluations and surveys
- *Monitoring of website use and number of parents emailing teachers and school staff
- *Number of parents attending workshops, and conferences

Group data needed to measure academic gains:

- *Student performance data (test scores and grade point averages)

Actions

Increase Parent/Community Involvement

Tasks

- 1) Invite more parents, community members, and local business leaders to participate in tutoring and mentoring students.

Measures

Track the number of community members actively participating in school activities.

People Assigned

*Administration

*Tutoring Staff

Start Date - End Date

9/1/2009 - 6/30/2010

Increase Parent/Community Involvement

Tasks

- 1) Sponsor and develop parent workshops and continue computer workshops
- 2) Continue parenting classes through LACOE training
- 3) Set up more frequent parent conferences and recruit more parents to participate in district-wide parent conference held annually

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Measures

*Gather parent feedback through online surveys regarding usefulness of parenting classes, workshops and conferences.

*Track the number of parents participating in above activities as well as parent meetings.

People Assigned

*Administration

*Parent Advisor/Consultant

Start Date - End Date

9/1/2009 - 6/30/2010

Increase Parent/Community Involvement

Tasks

1)Develop and follow a school-parent compact and parent involvement policy

2)Recruit parents for participation in all school committees (School Site Council, ABC, Title I PAC, and ELAC)

3)Recruit parent volunteers to participate in activities hosted in the Parent Center in collaboration of school staff and parents

4)Initiate early contact to parents by teachers

Measures

Teachers will log parent phone calls, emails and any other form of contact with parents.

Parents participating in school activities will be tracked.

People Assigned

*Administrators

*Classroom Teachers

Start Date - End Date

9/1/2009 - 6/30/2010

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School Climate

Goal: Educate students in a safe learning environment

Goal Objective

Students will be educated in an environment that is safe, drug-free and conducive to learning. A decrease in school crime will be seen by at least 2% by June 2010, suspensions and in-house referrals will decrease by 1% by June 2010 and at least 75% of student evaluations will indicate that Hawthorne is a safe school. Two student climate surveys will be conducted throughout the year by the HHS Administrative Team in order to measure student morale.

Student groups participating in this Goal

All Hawthorne High School students.

Performance gains expected for these Student Groups

Students are expected to participate in crime-related activities significantly less than previous years. As a result of this student achievement is expected to go up.

Means of evaluating progress toward this Goal:

*Number of suspensions, fights, referrals, detentions and gang-related crime.

*Student surveys

*Parent and teacher evaluations

Group data needed to measure academic gains:

*Attendance data

*Suspension data

*Crime data

Actions

Create safe environment conducive to learning

Tasks

- 1) Refer students in need to Drug Preventive Program, Home Study Program, Referral and Placement, Counseling services through Richstone Family Center and Starview
- 2) Re-establish Peer Mediation & Mentoring and Friday Night Live Programs
- 3) Increase student access to counselors and deans
- 4) Review effectiveness and procedures for Student Study Team process
- 5) Increase student awareness of all above mentioned services through bulletin announcements, classroom bulletins and conferences

Measures

Track the number of students enrolled in safety and other above mentioned auxiliary programs on campus yearly. Data on suspensions, referrals, attendance (SART and SARB) and other discipline related incidents on campus would also be collected.

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People Assigned

*School Counselors

*Crisis Counselors

*Administration

*Deans

Start Date - End Date

9/1/2009 - 6/30/2010

Create a safe environment conducive to learning

Tasks

- 1)Expand and support activities led by ASB and Renaissance
- 2)Promote student participation in the decision making bodies such as School Site Council, Superintendent's Student Advisory Committee
- 3)Provide students with opportunities to attend drug, alcohol, and tobacco education programs. Provide anger management courses for students in special education program.

Measures

Measure the number of students reaching "Renaissance" status (improving grade point average or maintaining a grade point average of 2.5 or above) and number of students participating in various programs.

People Assigned

*Administration over safe and drug-free schools and community and special education

*ASB and Renaissance Coordinators

*District level administration

Start Date - End Date

9/1/2009 - 6/30/2010

Create a safe environment conducive to learning

Tasks

- 1)Provide staff with Crisis Management and Emergency Preparedness plans and training
- 2)Coordinate, review and implement a solid School Safety Plan
- 3)Provide staff with workshops and training in: Drug, Alcohol and Tobacco Education, School Violence Reduction, Conflict Resolution, HIV/AIDS Education, Classroom Management, and Cultural Diversity

Measures

Assess school readiness for emergency by evaluating organization, and efficiency of emergency drills (time the drills and find flaws in procedures).

Survey students and staff on readiness for emergencies.

People Assigned

*District and site level administration

Start Date - End Date

9/1/2009 - 6/30/2010

Single Plan For Student Achievement

WASC

Goal: Use assessment data to guide instruction

Goal Objective

An emphasis will be placed on the following areas: Department benchmark analysis, how to use data to modify classroom instruction, share best practices, re-teach, modify curriculum and instruction according to data, and use of pacing plans and rubrics effectively. Also to be addressed is low expectations across the board and how to teach effectively in a block schedule. The goal will be to plan and implement professional development in all of the above areas.

Student groups participating in this Goal

All students will be effected by effective use of data by teacher and the improvement of standards based classroom instruction-instruction guided by data.

Performance gains expected for these Student Groups

Test scores in standards based assessments and for high school exit exam are expected to rise. Student attendance will increase due to engaging and challenging curriculum.

Means of evaluating progress toward this Goal:

The district and administration will provide department chairpersons the necessary content area data from software programs for distribution among department members.

Group data needed to measure academic gains:

- *CST data
- *CAHSEE data
- *Benchmark exam scores
- *Student grade point averages

Actions

Improve/increase teacher use and awareness of data

Tasks

- 1) Provide annual training for all staff in using DataDirector software. Use collaboration time to analyze the data.
- 2) Write specific goals for each school program and use DataDirector and assessment data to determine success.

Measures

Monitor teacher use of DataDirector. Survey teachers on areas of need and comfort level with the software.

People Assigned

- *Administration
- *Technology trainers

Start Date - End Date

9/1/2009 - 6/30/2010

Improve/increase teacher use and awareness of data

Tasks

- 1) Hire data analysis team to determine success of programs such as CAHSEE interventions and tutoring, ELD program, Title I program, STUDIO, Algebra Essentials and Read 180.
- 2) Hire extra-duty technology trainers.

Single Plan For Student Achievement

Measures

District level and site administration will monitor effectiveness of technology trainers and by teacher feedback about usefulness of trainings.

Data analysis team will present its finding on various programs, which will be used by administration to make changes.

People Assigned

*Administration

*Technology team

*Data analysis team

Start Date - End Date

9/1/2009 - 6/30/2010

Improve/increase teacher use and awareness of data

Tasks

1)Conduct department collaboration meetings where teachers can collaborate on effective lessons in areas of need (identified by data). Teachers will present how they are using data to inform their instruction.

2)Department chairs will give their teachers monthly tasks on using data to drive their instruction.

Measures

The meetings and data assignments will be monitored by department chairs.

The completion of lesson plans and assignments on finding specific pieces of data for science for example, will help gauge teacher proficiency in data usage.

People Assigned

*Administration

*Department chairs

Start Date - End Date

9/1/2009 - 6/30/2010

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Title I	\$0.00
State Funding Sources	Amount
10th Grade Counseling	\$0.00
Art & Music	\$0.00
Art, Music & PE	\$0.00
EIA/LEP	\$0.00
EIA/SCE	\$0.00

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Caline Khavarani	Teacher	khavaranic@centinela.k12.ca.us	
Mark Newell	Principal	newellm@centinela.k12.ca.us	
Queta Zepeda	Parents		
Marvin Jacobo	Teacher	jacobom@centinela.k12.ca.us	
David Yancy	Teacher	yancyd@centinela.k12.ca.us	
Alma McDonald	Classified	mcdonalda@centinela.k12.ca.us	

Single Plan For Student Achievement

Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Assurances	Approval Date
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	10/30/2008
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	10/30/2008
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	6/4/2009
This school 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.	6/4/2009
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
Athletic Boosters for Cougars	6/4/2009
Department Chairs & Literacy Coaches	6/4/2009
English Learner Advisory Committee	5/27/2009
Faculty Advisory Committee	5/19/2009
Reform Committee	
Title I Parent Advisory Committee	6/4/2009

Approval

The school plan was adopted by the council on:	6/4/2009
Public Notice Due Date:	5/29/2009
District Governing Board Review Due Date:	
School Site Plan Approved:	6/4/2009
Attested by School Principal:	6/19/2009
Attested by School Site Council Chairperson:	6/19/2009

Attested:

Mark Newell, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date
Yury Najarro		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date