THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT DOYLE ELEMENTARY SCHOOL

2018-19

37-68338-6099055
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: Moore, Kimberly
Contact Person: Moore, Kimberly
Position: Principal
Telephone Number: (858) 455-6230
Address: 3950 Berino Ct, Doyle Elementary, San Diego, CA, 92122-1601,
E-mail Address: kmoore@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

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.

San Diego Unified
SCHOOL DISTRICT

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Zeta O. Doyle Elementary School

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Kimberly N. Moore

PHONE: (858) 455-6230 ext. 2102 FAX: (858) 455-9486   E-MAIL ADDRESS: kmoore@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☐ Title 1 Schoolwide Programs (SWP)

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:
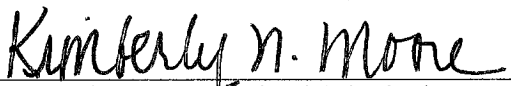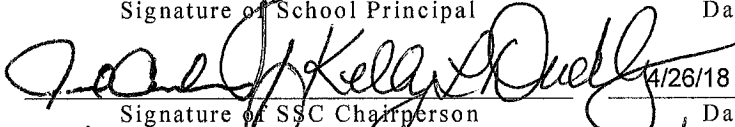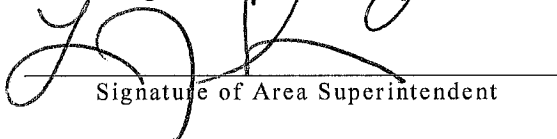
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

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 THE PRESENTATION TO SSC:

☐ English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☐ Site Governance Team (SGT)	Date of presentation: _____
☑ Other (list): _____	Date of presentation: 1/19/18, 2/21/18, 2/5/18, 2/6/
SSC Mtgs., Staff Mtgs., and Parent Coffees	4/19/18

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: 4/26/2018

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.

Kimberly N. Moore	_Kimberly N. Moore_	4/26/18
Type/Print Name of School Principal	Signature of School Principal	Date
Junel Andres/Kelly Dudley		4/26/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont Jackson		5/9/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Doyle Elementary School is located in the community of University City in northwest San Diego, near the University of California, San Diego (UCSD). Doyle has a current enrollment of approximately 700. Many are children of UCSD graduate students, professors, and research scientists from all over the world. Our international population includes the following ethnic groups: African-American, American Indian, Asian Indian, Cambodian, Caucasian, Chinese, Filipino, Hispanic/Latino, Hmong, Japanese, Korean, and Vietnamese. Students represent over 30 countries and 47 languages and dialects. Our students enroll throughout the school year, and some of our students are enrolled for a very short period due to the academic schedules of international students and visiting instructors at UCSD. This creates a higher mobility rate than our neighboring schools. The cultural diversity provides an ideal setting where children and adults can learn to respect and appreciate each other's differences.

Additional demographic data includes:

- 46% of our students are identified as English language learners.
- 31% of our students live at or below the poverty line
- 8.5% of our students are identified as having mild to moderate or moderate to severe learning disabilities.

The mission of Doyle Elementary is to provide a program with high expectations for academic achievement in a multicultural setting, fostering positive self-esteem through the collaborative efforts of staff, students, parents, and community. We strive to do the following:

• Provide a broad and challenging curriculum aligned with Common Core State Standards.

• Ensure every student will make at least full year's academic growth each year.

• Foster partnerships with parents and community.

• Help students develop an appreciation for their culture and others, build character, and develop responsibility.

• Provide instructional and social/emotional supports for all students.

SCHOOL VISION AND REALITY

Our vision highlights our ideal state of teaching, learning, and school community.

- "Each and every student receives what he or she needs to develop his or her full academic and social potential." (National Equity Project)
- Staff members work interdependently and positively in a collaborative environment to provide a world-class education for all students
- Students have access to high quality teaching and learning every day. Students are intellectually engaged in reading, thinking, writing, problem-solving, and meaning making
- Every student and staff member wants to come to school
- Staff, parents, and community members work together to foster positive home/school/community connections
- Students, staff, and community members from diverse backgrounds create a positive school culture embracing diversity, mutual respect, and common goals

We continue to make great strides towards our school vision. Staff members do work collaboratively towards common goals for student academic, social, and emotional learning. Staff, parents, and community members work together on a variety of committees with a focus on providing support and enrichment for students. As a school, we continue to make instructional shifts in reading, writing, and mathematics to provide our students

rigorous, relevant, and real-world experiences to prepare them for college or career. We recognize our equity gap between the performance of all students and students that are language learners and students that receive services.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:	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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. It connects to our vision in that through professional development, we work interdependently and positively in a collaborative environment to provide a world class education for each and every student. In addition, we know that professional development and professional learning communities are vehicles leading to high quality teaching and learning every day. Our goal is to give each and every student what he or she needs to reach their full academic and social-emotional potential. We can achieve this through is intellectually engaging all students in reading, writing, speaking, problem-solving and meaning making experiences throughout the school day.

In 2017-2018, we continued to use our professional learning communities as a vehicle for setting common goals, engaging in learning partnerships with students, and explicitly teaching reading/writing skills and strategies students connected to grade level standards. In September, each grade level set a goal connected to our vision and to our work from last school year. Each staff member then identified a student to engage in a learning partnership. Throughout the year, PLCs used for essential questions to guide their work as a team:

- **What do we expect our students to learn?   (Goals/Expectations)**
- **How will we know they are learning?   (Assessment)**
- **How will we respond when they don't learn?   (Intervention)**
- **How will we respond if they already know it?   (Extension)**

By focusing on these four questions, teams were able to get clear about students needed to know and be able to do for each unit, semester, and grading period, and for the school year. This clarity is an important step in providing a guaranteed and viable curriculum for each student, classroom, grade level, and school.

In 2018-2019, we plan to continue our work in team (relationships), identifying barriers to success (equity), and meeting student needs (differentiation). We will take the process we used to get clear in literacy content instruction and apply it to mathematics content and instruction.

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. 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.

LCFF COMMUNITY AND STAFF ENGAGEMENT

We provided multiple opportunities for parents, community members, and school staff to engage in budget discussions around priorities for 2018-2019. We reviewed the Title 1 Ranking report which showed Doyle and twelve other schools would not receive Title 1 funding due to a lower percentage of families qualifying for the Free and Reduced Lunch Program.

During Phase I, we reviewed SDUSD's budget, position allocations, and site funds. We discussed the purpose of LCFF Funds and how we have used them in the past at Doyle. With a reduction of about $7,000 (from a loss of Title 1 Funds), and a half of day less of counseling allocated to our site, we discussed how to maintain the current supports provided by LCFF: counseling, nursing, health tech time, and instructional supplies. The overall consensus between parent/community and school staff was to keep providing all of these services to the best of our financial ability.

During Phase II, we reviewed two funding scenarios created from parent/community and staff input. Scenario I included typical items funded at Doyle through site discretionary and position allocations (teachers, office staff, CELDT Testing, Noon Duty, Instructional Supplies, etc.) as well as the following LCFF contributions for nursing, health tech time, and counseling services. Scenario 1 increased nursing services by .1FTE to reach the .5FTE we typically need, maintained status quo time for health tech (HT on site all the hours students are in school), and added .2 to our counseling allocation of .3 to total .5FTE (or two and a half days of counseling).

Scenario II also included typical items funded at Doyle through site and position allocations, as well as LCFF contributions for nursing, health tech time, and counseling services. Scenario II did not increase nursing services, maintained status quo for health tech time, and added .3 to our counseling allocation of .3 to total .6FTE (or 3 days of counseling).

Our budget discussion really centered around a half a day of support. We had to decide if we want that day to go to nursing or counseling, as we felt both services are vital to our school. After reviewing feedback from stakeholders, we decided on Scenario I which gave equal days of counseling and nursing for the 2018-2019 school year.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kimberly N. Moore	Principal
Judy Bauerlein	Parent Representative
Junel Andres	Parent Representative
Didi Sotirova	Parent Representative
Ying Xiao	Parent Representative
Mana Shim	Parent Representative
Kelly Dudley	Classroom Teacher
Melissa Ferreira	Classroom Teacher
Nina Podhorsky	Classroom Teacher
Lisa Ehlers	Other School Personnel

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 77% (approx. 71 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 86 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 100% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 75% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 67% (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 75% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 17 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 75% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

On-Demand Writing Assessments

Site Based Common Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet in Professional Learning Communities to analyze DRA2, Site Common Assessments, and On-Demand Writing Samples at least four times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 85% (approx. 78 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 74% (approx. 85 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 100% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 85% (approx. 19 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 74% (approx. 13 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 85% (approx. 23 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 74% (approx. 16 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 100% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 3 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

End of Concept Assessment

Site Based Common Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet in Professional Learning Communities to analyze end of unit and site common assessments at least four times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Site Common Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

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.

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 June 2019, at least 77% (approx. 71 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 75% (approx. 86 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal
Subgroup: African American students
By June 2019, at least 100% (approx. 4 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 100% (approx. 3 5th graders) will meet or exceed level 44 in DRA.
Subgroup: English Learners students
By June 2019, at least 75% (approx. 6 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 75% (approx. 4 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Hispanic/Latino students
By June 2019, at least 75% (approx. 17 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 75% (approx. 17 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Students with Disabilities
By June 2019, at least 100% (approx. 3 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 100% (approx. 3 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☐ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
Developmental Reading Levels
End of Unit Assessments
Site Based Common Assessments
Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
Teachers and Student Support Team will meet in Professional Learning Communities to analyze end DRA2, End of Unit Assessments, and Site Common Assessments at least four times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 100% (approx. 500 families) will receive information regarding academic and citizenship progress of their children.
By June 2019, at least 75% (approx. 375 families) will attend one training on reading skills and strategies need to meet and exceed grade level expectations to increase the milestones necessary for meaningful graduation.
Targeted Population:
African American, Hispanic parents, and parents of students in grades 3-5 are least represented at school events and parent involvement activities. Therefore, we will target the aforementioned groups for parent involvement opportunities at Doyle.
What data did you use to form these goals?
We review percentage of parents attending Back to School Night, Parent Conferences, and Open House as listed on parent sign in sheets. We also considered percentage of parents attending the English Learner Advisory Committee, School Site Council Meetings, and Monthly Parent Coffees. We tend to have a larger turn out for Back to School Night than other school events.   We also reviewed soft data gleaned parent oral and written feedback which listed the following concerns: need for increased reporting on student progress to parents, homework assignments on school website, child care and translation available for parent workshops and events.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)
- All teachers will use district wide curriculum (ELA, Math, Science, Social Studies) and Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction five times a week via a deployment model based upon language proficiency level
- QTEL and SDAIE strategies are used throughout the day to provide integrated English Language Development and support English Learners throughout the day
- Multiple measures of assessment (i.e., Smarter Balanced Assessments, End of Concept, Quick Checks, grade level determined common assessments) are used to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using grade level writing rubrics and the Written Language Expression Tool (formerly ELDPI) and provide students with concrete feedback and direction as it relates to grade level writing standards.
- English Learners are assessed initially and annually via the CELDT and the Express Assessment from the SELD curriculum
- Counselor, nurse, and health assistant facilitate medical, dental and mental health referrals to community agencies.
- School wide Character Education is implemented to create a positive and accepting social emotional environment for students
- Counselor, nurse, teachers and principal monitor and follow up with student attendance needs.
- Community field trips and assemblies supporting Common Core State Standards are provided to broaden experiences and build schema.
- Teachers work collaboratively to plan instruction, monitor student progress, and identify students' strengths and needs using the results of district, site, and grade level common assessments
- Teachers participate in site and district professional development focused on reading, writing, and mathematics
- Counselor conducts classroom lessons on finding strengths, community building, and other age appropriate topics

Strategic Support (Tier 2)
- Instructional Leadership Team analyzes trends and patterns across grade levels to identify areas for school wide support and intervention
- School Nurse develops individualized health plans to support students with health challenges that impact school attendance
- Counselor provides 1:1 and small group counseling sessions focused on problem-solving, peer relationships, grief, and divorce
- Teachers develop learning contracts for students at risk of not meeting grade level standards, documenting Tier II and III Interventions, and process for communicating progress with parents.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts (i.e. Raz Kids, Pebble Go and ST Math).
- Teachers work with small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

- Instructional Leadership Team members facilitate grade level PLCs to determine instructional interventions and groupings to re-teach, reinforce, and develop skills/strategies students are missing.
- Teachers work in grade level PLCs to monitor student progress monthly to determine effectiveness of interventions, and until students reach proficiency.
- EARs Tutors provide 1:1 reading intervention support for students in Grade 2
- UCSD Tutors and ROP Students work with small groups and provide 1:1 support in reading, writing, and mathematics (TK-5)
- Student Support Team support teachers in developing positive behavior support plans, conducting additional diagnostic assessments, determining interventions, and monitoring student progress through RTI process.
- Education Specialists assist students identified as needing additional time and support across the grade levels
- Student Support Team provides community referrals and works with outside agencies to integrate services for students and families

Intensive Intervention (Tier 3)
- Student Support Team will continue steps from Tier II; the team will provide intensive support to students, staff, and families during the RTI process.
- Student Support Team will conduct informal assessments, consult with district departments, and interfaces with community agencies to support students needing intensive support.
- Student Support Team checks in daily (or weekly) with students needing intensive academic, social, and/or emotional support
- Education Specialist provide specialized academic instruction through intensive, strategic small group support for students not responding to previous to interventions.
- Counselor provides weekly counseling sessions for students with intensive academic and/or social/emotional concerns.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
- Continue to implement district curriculum and supplemental materials to teach towards Common Core State Standards
- Continue to work collaboratively to plan instruction, monitor student progress, and identify student strengths and needs
- Continue to participate in district and site wide professional development to refine instructional practices
- Continue to support site wide character education program creating the social/emotional conditions that lead to student success.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Student, staff, and parent surveys
- Monthly staff meetings to discuss impact of strategies
- Classroom walk throughs and focused observations
- Analysis of school wide, grade level, and student group data

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
- Use diagnostic assessments (e.g. running records, ARI, Kathy Richardson Assessments, on-demand writing samples) to pinpoint areas of need for students
- Plan site wide, grade level, and student group, and individual student intervention cycles using existing resources
- Utilize UCSD, ROP Students, and EARs staff to provide small group and 1:1 support in English Language Arts and Mathematics
- Use the gap finder and Written Expression Tool to determine next steps for language learners in English Language Arts
- Identify students needing additional time and support

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Monthly Monitoring Data from Classroom Teachers
- "Kid watching" to determine student engagement and impact of intervention plans
- PLC analysis of grade level and student group data
- Instructional Leadership Team analysis of site wide, grade level, and student data
- Teacher identification and support of focus students

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
- Through the Educators Effectiveness Grant, Doyle Teachers will have approximately Four Half Day PLCs throughout the year to analyze student data, design lessons, engage in lesson study, and professional reading
- Capacity builders serve as model classrooms for staff to study instructional strategies that engage all learners and provide access for students not yet at grade level. In addition, capacity builders attend more professional development in English Language Arts, Language Development, Mathematics, and Science to impact teaching and learning across the school.
- Site professional development will focus on purposeful partnerships as a vehicle to deepening student understanding in reading, writing, and mathematics.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Focused observations of implementation of professional learning
- "Kid watching" to observe impact of professional learning on students

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
- Development of physical, academic, and social emotional environments connected to our ideal state
- Classroom level counseling lessons focused on acceptance, friendship, collaboration, and scholarly behaviors

- Small group counseling on peer relationships, divorce, and grief
- One to one counseling for students with moderate social/emotional needs
- Referrals for community based counseling services
- Mental Health referrals for students with severe social/emotional needs

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Student surveys
- Student interviews
- Teacher surveys and interviews

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
- Weekly voice and email messages from the principal regarding school and parent engagement opportunities
- Surveys to determine parent needs for workshops
- Child care and dinner for parent engagement events
- Personal invitations from students and staff members
- Translation services to provide parents speaking a language other than English access to parent engagement events and workshops
- Provide multiple opportunities for parents to serve on school committees (SSC, ELAC, PTA, and SGT)

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Parent pre- and post-surveys from parent engagement workshops
- Sign in sheets and agendas
- Attendance at parent engagement events

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Attendance impacts the academic, social, and emotional growth of students in a powerful way. Students with 10% or more absences (or 18 days) in a school year are at risk for academic, social, and emotional challenges throughout their school career. Our goal is to decrease the number of students missing 10% or more of the school year through weekly/monthly incentives, intervention planning with staff, students, and their families.

Identified Need::

Chronic absenteeism is the strongest predictor of dropping out of school before graduation. When students are chronically absent, they lose access to high quality instruction, which in turn, negatively impacts student ability to obtain the skills, grades, and achievement needed for success in college or career.

Target Group::

Students who missed 10% of the school year or more

Monitoring::

Weekly and Monthly Attendance Reports to monitor trends by grade level, classroom, and student groups.

Personnel Responsible::

Principal, Counselor, Teachers, Attendance Assistant, Nurse, and Health Technician

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Basic supplies are necessary to increase access to grade level standards and to supplement district wide curriculum.

Identified Need::

All students are in need of basic supplies

Target Group::

All students are in need of basic supplies for learning.

Monitoring::

Administrative approval of instructional requests are based on academic rational provided.

Personnel Responsible::

Principal, Classroom Teachers, Support Staff

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development is primarily provided using the Professional Learning Community Model. Through this model, teachers collaboratively analyze student data, participate in lesson design/study, engage in professional learning, and plan Tier I and Tier II instruction for students.

Identified Need::

Teachers and school staff need the time to engage in collaborative conversations about students, curriculum, assessments, monitoring, and lesson planning.

Target Group::

Classroom Teachers, Education Specialists, and Support Staff

Monitoring::

Attendance and participation at site professional development and PLCs.

PLC and site professional development agendas and supporting documents.

Personnel Responsible::

Principal, Instructional Leadership Team, and Classroom Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	$15,886.20	$26,319.76	0087-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	The District Counselor provides intervention services for students experiencing academic and personal/social barriers to learning. The DC provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion. Counselor will work outside of the regular school day to make home contacts/visits.
School Nurse	0.1000	$7,913.50	$9,612.93	0087-09800-00-1240-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	School Nurse strengthens and facilitates the educational process by improving and protecting the health status of children through identification and assistance in the modification or removal of health-related barriers for individual students; prevention of illness and disability, early detection and or correction of health problems including: preventative health, health assessment, referral and follow up.
Health Technician	0.3500	$11,941.30	$23,560.20	0087-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Health Technician provides routine and specialized health care for students. The Health Technician assists in treating students with severe and chronic illnesses that can impact attendance, student performance, and ultimately, student access to school.
Supplies		$6,790.00	$6,790.00	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.

APPENDICES

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

A. Data Reports

B. Parent Involvement Policy

C. Home/School Compact

D. MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	325	71.4	307	76.5	274	74.1	2.7	-2.4		358	67.0	354	70.6	314	73.9	6.9	3.3
Female	161	72.7	158	77.8	137	75.2	2.5	-2.6		175	60.6	178	65.2	156	69.2	8.6	4.0
Male	164	70.1	149	75.2	137	73.0	2.9	-2.2		183	73.2	176	76.1	158	78.5	5.3	2.4
African American	7	-	6	-	12	33.3	-	-		7	-	6	-	13	23.1	-	-
Asian	83	74.7	61	78.7	49	77.6	2.9	-1.1		108	82.4	102	75.5	78	88.5	6.1	13.0
Filipino	7	-	9	-	5	-	-	-		7	-	9	-	5	-	-	-
Hispanic	72	62.5	71	67.6	68	69.1	6.6	1.5		74	48.6	74	51.4	76	60.5	11.9	9.1
Indochinese	5	-	6	-	4	-	-	-		5	-	6	-	4	-	-	-
Native American	3	-	4	-	4	-	-	-		3	-	4	-	4	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	109	75.2	114	78.1	100	79.0	3.8	0.9		114	69.3	116	77.6	102	76.5	7.2	-1.1
Multiracial	39	76.9	36	83.3	32	81.3	4.4	-2.0		40	62.5	37	81.1	32	84.4	21.9	3.3
English Learner	62	33.9	47	38.3	24	16.7	-17.2	-21.6		93	52.7	96	58.3	63	65.1	12.4	6.8
English-Speaking	263	80.2	260	83.5	250	79.6	-0.6	-3.9		265	72.1	258	75.2	251	76.1	4.0	0.9
Reclassified†	51	80.4	29	86.2	51	82.4	2.0	-3.8		51	76.5	29	86.2	51	72.5	-4.0	-13.7
Initially Eng. Speaking	212	80.2	231	83.1	199	78.9	-1.3	-4.2		214	71.0	229	73.8	200	77.0	6.0	3.2
Econ. Disadv.*	116	60.3	118	64.4	101	64.4	4.1	0.0		129	49.6	142	62.7	123	67.5	17.9	4.8
Non-Econ. Disadv.	209	77.5	189	84.1	173	79.8	2.3	-4.3		229	76.9	212	75.9	191	78.0	1.1	2.1
Gifted	118	85.6	137	89.1	107	90.7	5.1	1.6		128	85.2	152	88.8	109	93.6	8.4	4.8
Not Gifted	207	63.3	170	66.5	167	63.5	0.2	-3.0		230	57.0	202	56.9	205	63.4	6.4	6.5
With Disabilities	45	28.9	41	29.3	43	27.9	-1.0	-1.4		46	21.7	44	20.5	43	41.9	20.2	21.4
WO Disabilities	280	78.2	266	83.8	231	82.7	4.5	-1.1		312	73.7	310	77.7	271	79.0	5.3	1.3
Homeless	3	-	0	-	4	-	-	-		3	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	9	-	5	-	3	-	-	-		9	-	5	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	113	69.0	115	75.7	85	75.3	6.3	-0.4		124	69.4	141	80.1	101	84.2	14.8	4.1
Female	51	66.7	62	80.6	44	75.0	8.3	-5.6		58	58.6	71	80.3	53	83.0	24.4	2.7
Male	62	71.0	53	69.8	41	75.6	4.6	5.8		66	78.8	70	80.0	48	85.4	6.6	5.4
African American	2	-	3	-	4	-	-	-		2	-	3	-	4	-	-	-
Asian	29	69.0	23	78.3	20	85.0	16.0	6.7		36	80.6	43	86.0	30	100.0	19.4	14.0
Filipino	1	-	2	-	1	-	-	-		1	-	2	-	1	-	-	-
Hispanic	25	52.0	26	69.2	23	65.2	13.2	-4.0		25	44.0	27	63.0	29	72.4	28.4	9.4
Indochinese	0	-	2	-	1	-	-	-		0	-	2	-	1	-	-	-
Native American	2	-	1	-	1	-	-	-		2	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	42	76.2	47	74.5	27	81.5	5.3	7.0		45	77.8	50	80.0	27	85.2	7.4	5.2
Multiracial	12	91.7	11	81.8	8	-	-	-		13	69.2	13	100.0	8	-	-	-
English Learner	34	38.2	25	44.0	9	-	-	-		44	54.5	52	73.1	24	79.2	24.7	6.1
English-Speaking	79	82.3	90	84.4	76	82.9	0.6	-1.5		80	77.5	89	84.3	77	85.7	8.2	1.4
Reclassified†	6	-	13	92.3	11	100.0	-	7.7		6	-	13	100.0	11	100.0	-	0.0
Initially Eng. Speaking	73	83.6	77	83.1	65	80.0	-3.6	-3.1		74	77.0	76	81.6	66	83.3	6.3	1.7
Econ. Disadv.*	36	52.8	39	61.5	30	63.3	10.5	1.8		39	48.7	54	74.1	37	81.1	32.4	7.0
Non-Econ. Disadv.	77	76.6	76	82.9	55	81.8	5.2	-1.1		85	78.8	87	83.9	64	85.9	7.1	2.0
Gifted	37	78.4	50	86.0	34	91.2	12.8	5.2		42	83.3	58	94.8	36	94.4	11.1	-0.4
Not Gifted	76	64.5	65	67.7	51	64.7	0.2	-3.0		82	62.2	83	69.9	65	78.5	16.3	8.6
With Disabilities	14	35.7	15	33.3	13	7.7	-28.0	-25.6		14	35.7	16	31.3	13	38.5	2.8	7.2
WO Disabilities	99	73.7	100	82.0	72	87.5	13.8	5.5		110	73.6	125	86.4	88	90.9	17.3	4.5
Homeless	2	-	0	-	4	-	-	-		2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	1	-	0	-	2	-	-	-		1	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	109	72.5	96	80.2	105	74.3	1.8	-5.9	120	64.2	106	66.0	117	69.2	5.0	3.2
Female	66	74.2	41	80.5	55	80.0	5.8	-0.5	70	58.6	48	52.1	59	66.1	7.5	14.0
Male	43	69.8	55	80.0	50	68.0	-1.8	-12.0	50	72.0	58	77.6	58	72.4	0.4	-5.2
African American	1	-	3	-	5	-	-	-	1	-	3	-	5	-	-	-
Asian	29	72.4	19	78.9	15	66.7	-5.7	-12.2	39	76.9	30	70.0	24	83.3	6.4	13.3
Filipino	3	-	3	-	1	-	-	-	3	-	3	-	1	-	-	-
Hispanic	26	73.1	22	72.7	24	70.8	-2.3	-1.9	27	55.6	22	45.5	26	53.8	-1.8	8.3
Indochinese	3	-	0	-	2	-	-	-	3	-	0	-	2	-	-	-
Native American	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	36	75.0	33	84.8	45	80.0	5.0	-4.8	36	55.6	33	84.8	46	69.6	14.0	-15.2
Multiracial	10	70.0	14	85.7	12	83.3	13.3	-2.4	10	70.0	13	69.2	12	91.7	21.7	22.5
English Learner	23	26.1	15	33.3	9	-	-	-	34	47.1	27	40.7	21	57.1	10.0	16.4
English-Speaking	86	84.9	81	88.9	96	80.2	-4.7	-8.7	86	70.9	79	74.7	96	71.9	1.0	-2.8
Reclassified†	15	93.3	5	-	21	81.0	-12.3	-	15	86.7	5	-	21	57.1	-29.6	-
Initially Eng. Speaking	71	83.1	76	90.8	75	80.0	-3.1	-10.8	71	67.6	74	75.7	75	76.0	8.4	0.3
Econ. Disadv.*	39	64.1	36	69.4	39	64.1	0.0	-5.3	43	53.5	42	52.4	47	63.8	10.3	11.4
Non-Econ. Disadv.	70	77.1	60	86.7	66	80.3	3.2	-6.4	77	70.1	64	75.0	70	72.9	2.8	-2.1
Gifted	41	92.7	31	87.1	42	90.5	-2.2	3.4	43	88.4	35	85.7	42	100.0	11.6	14.3
Not Gifted	68	60.3	65	76.9	63	63.5	3.2	-13.4	77	50.6	71	56.3	75	52.0	1.4	-4.3
With Disabilities	21	33.3	7	-	21	33.3	0.0	-	22	9.1	7	-	21	47.6	38.5	-
WO Disabilities	88	81.8	89	82.0	84	84.5	2.7	2.5	98	76.5	99	68.7	96	74.0	-2.5	5.3
Homeless	0	-	0	-	4	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	0	-	-	-	4	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	103	72.8	96	74.0	84	72.6	-0.2	-1.4	114	67.5	107	62.6	96	68.8	1.3	6.2
Female	44	77.3	55	72.7	38	68.4	-8.9	-4.3	47	66.0	59	57.6	44	56.8	-9.2	-0.8
Male	59	69.5	41	75.6	46	76.1	6.6	0.5	67	68.7	48	68.8	52	78.8	10.1	10.0
African American	4	-	0	-	3	-	-	-	4	-	0	-	4	-	-	-
Asian	25	84.0	19	78.9	14	78.6	-5.4	-0.3	33	90.9	29	65.5	24	79.2	-11.7	13.7
Filipino	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-
Hispanic	21	61.9	23	60.9	21	71.4	9.5	10.5	22	45.5	25	44.0	21	52.4	6.9	8.4
Indochinese	2	-	4	-	1	-	-	-	2	-	4	-	1	-	-	-
Native American	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	31	74.2	34	76.5	28	75.0	0.8	-1.5	33	72.7	33	66.7	29	79.3	6.6	12.6
Multiracial	17	70.6	11	81.8	12	75.0	4.4	-6.8	17	52.9	11	72.7	12	66.7	13.8	-6.0
English Learner	5	-	7	-	6	-	-	-	15	60.0	17	41.2	18	55.6	-4.4	14.4
English-Speaking	98	74.5	89	77.5	78	75.6	1.1	-1.9	99	68.7	90	66.7	78	71.8	3.1	5.1
Reclassified†	30	76.7	11	90.9	19	73.7	-3.0	-17.2	30	70.0	11	81.8	19	73.7	3.7	-8.1
Initially Eng. Speaking	68	73.5	78	75.6	59	76.3	2.8	0.7	69	68.1	79	64.6	59	71.2	3.1	6.6
Econ. Disadv.*	41	63.4	43	62.8	32	65.6	2.2	2.8	47	46.8	46	58.7	39	59.0	12.2	0.3
Non-Econ. Disadv.	62	79.0	53	83.0	52	76.9	-2.1	-6.1	67	82.1	61	65.6	57	75.4	-6.7	9.8
Gifted	40	85.0	56	92.9	31	90.3	5.3	-2.6	43	83.7	59	84.7	31	83.9	0.2	-0.8
Not Gifted	63	65.1	40	47.5	53	62.3	-2.8	14.8	71	57.7	48	35.4	65	61.5	3.8	26.1
With Disabilities	10	10.0	19	15.8	9	-	-	-	10	30.0	21	9.5	9	-	-	-
WO Disabilities	93	79.6	77	88.3	75	76.0	-3.6	-12.3	104	71.2	86	75.6	87	72.4	1.2	-3.2
Homeless	1	-	0	-	3	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	-	-	4	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

PARENT INVOLVEMENT POLICY

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

Zeta O. Doyle 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.

Doyle Elementary has developed a written Title 1 Parent Involvement Policy with input from Title 1 Parents.

- *All parents are invited to attend a School Site Council Meeting to develop the Title 1 Parent Involvement Policy for Doyle Elementary.*
- *Parents in attendance closely read the template and previous school policies. We discussed what is most important to include in a policy.*
- *Through collaborative conversations, clarifying questions, and critical feedback we achieve consensus about what we need to include in our policy.*

The Parent Involvement Policy was distributed through the following channels:

- *Annual Title 1 Parent Information Meeting*
- *Back to School Night*
- *School Messenger Email and Attachment*
- *Website in For Parents Section*
- *Hard Copies Always Available in Main Office Waiting Area*

The policy describes the means of carrying out the following Title 1 Parent Involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in Title 1 Program
To involve parents in the Title 1 Program at Doyle Elementary the following practices have been established:

- *The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the rights of parents to be involved in the Title 1 Program.*
- *Monthly School Site Council Meeting Schedule is provided the first week of September.*
- *Input on Title 1 Parent Involvement Policy and programming are main topics on SSC Agenda.*
- *The school has established a parent support team (including principal, school counselor, education specialist, nurse, and school psychologist) to address parent inquiries and concerns in a timely fashion.*

- *The school offers a flexible number of meetings for Title 1 Parents, such as meetings before school, after school begins, after school, and at times in the evenings.*

- 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.
    - *The Title 1 Parent Information Meeting is held prior to Back to School Night*
    - *The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program*
    - *Parents are invited to participate in School Site Council Meetings to discuss Title 1 Polices*

- The school provides parents of Title I students with timely information about Title I programs.
    - *Parents receive the Title 1 Parent Involvement Policy and information on our Title 1 Program upon enrolling at Doyle Elementary*
    - *The Title 1 Parent Meeting is held during the first four to five weeks of school*

- 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.
    - *Bi-monthly parent coffees provide detailed information and explanations of curriculum, assessments, and proficiency levels.*
    - *Monthly School Site Council Meetings provide a forum to review school wide progress by grade level and student groups*
    - *Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data*

- 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.
    - *Parents receive school master calendar detailing multiple monthly meeting opportunities at the beginning of the school year.*
    - *Parents can request meetings with the principal, and members of the student support team to answer questions, make decisions, and develop goals*
    - *Parent emails and contacts are responded to in 24 hours*
    - *Principal will meet with parents and teachers during RTI Meetings to discuss achievement of Title 1 students*

School-Parent Compact
Doyle Elementary School distributes to parents of Title 1 Students a school-parent compact. The compact, which has been jointly designed with parents, outlines how parents, the entire school staff, and students will share in the responsibility for improved academic achievement. It describes specific ways the school and families will partner together to help children achieve rigorous Common Core State Standards. It addresses the following legally required items, as well as other items suggested by the parents of Title 1 Students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents are responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through a minimum of bi-yearly parent conferences; frequent reports on student progress; access to staff; opportunities to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The School-Parent Compact was developed by the SSC and has been updated annually by the SSC.

Building Capacity for Involvement
Doyle Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title 1 parents with assistance in understanding the Common Core State Standards, assessments, and how to monitor and improve the achievement of their children.
  - *Evening and daytime workshops will be provided for parents specifically focused on understanding the Common Core State Standards, Smarter Balanced Assessments, and Common Core Aligned Report Cards.*

- The school will provide Title 1 parents with materials and training to help them work with their children to approve their children's achievement.
  - *Parents are given school library cards to check out 4-5 books a week to provide students with access to leveled reading material*
  - *Doyle has previously purchased Raz Kids, First in Math, Learning Upgrade, and IXL to provide enrichment materials parents can use at home with their children.*
  - *Teachers develop work packets for parents to use in supporting their children academically.*
  - *Parents are provided access to parenting classes geared to support the social-emotional development of their students.*

- With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- o *Parent concerns are addressed by members of the parent support team, response to intervention team, and classroom teachers*
  - o *Parent concerns and issues are discussed with staff during meetings and PLCs*

- The school coordinates and integrates the Title 1 Parent Involvement Program with other programs, and conducts activities such as PTA Meetings, Monthly Parent Coffees, and English Learner Advisory Committee Meetings to encourage and support parent sin more fully participating in the education of their children.
  - o *Parent workshops on specific topics have been provided*
  - o *English Learner Advisory Committee Meetings*
  - o *Parents are encouraged to volunteer in their child's classroom, on field trips, and during school wide events.*
  - o *Parent Committees such as PTA, EdUCate, and the UC Cluster Committee provide additional opportunities for parents to participate in their child's education and instructional program.*

- The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents can understand.
  - o *More than 34 languages are represented at Doyle Elementary. To communicate more effectively with parents speaking a language other than English, we establish key communicators from the school community to provide written translation services for important information about school.*

  - o *Title 1 parent involvement funds, pending SSC approval, may be used to purchase translation headsets and equipment for parent meetings.*

- The school provides support for parent involvement activities requested by Title 1 parents.
  - o *Parent requests in alignment with our school wide mission and vision are considered. Requests are granted based on maximum impact, fiscal feasibility, and capacity building*

Accessibility
Doyle Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
  - o *Doyle Elementary staff members make individual and small group meetings to assist parents with understanding district and school information.*
  - o *The parent support team provides informal meetings tailored to the needs of Title 1, English Learner, Parents with Disabilities, and Parents of Migratory students to provide school/community resources.*
  - o *Translation for school wide materials and meetings is another support, depending on SSC approval.*

APPENDIX C

HOME/SCHOOL COMPACT

Zeta O. Doyle Elementary School
Home/School Compact

Doyle Elementary and the parents of the students participating in activities, services, and programs funded by Every Student Succeeds Act and (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 2018-2019.

<u>**School Responsibilities**</u>
Doyle Elementary will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Common Core State Standards, standards as follows:**

   - Provide daily standards-based instruction based on students' needs.
   - Provide special programs to meet individual needs (GATE, English Learner, Special Education, Speech/Language, and Response to Intervention, etc.).
   - Provide extra supports to struggling students such as counseling groups; "Everyone-a-Reader" volunteer tutors; UCHS ROP tutors; after-school programs, Library and a Computer Lab.
   - Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
   - Regular and ongoing reviews of student academic data to monitor student progress.
   - Grade level teacher meetings to discuss and evaluate effectiveness of instruction and to plan collaboratively.
   - Provide effective high-quality curriculum and supportive classroom materials.

2. **Hold parent-teacher conferences as it relates to the individual child's achievement.**

   - Schedule Parent Conferences to take place in fall and spring of the school year.

3. **Provide parents with frequent reports on their child's progress.**
   - Provide tri-yearly report cards to monitor academic progress.

- Provide achievement results for the site level common assessments (literacy, mathematics, and science) and DRA (Developmental Reading Assessment) TK-3; 4-5 below grade leaders.
- Provide daily/weekly behavior contract reports as needed.
- Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
- Schedule Individual Education Plan (IEP) or Response to Intervention Team Meetings when appropriate.
- Parents to receive results of assessments so they can monitor their child's progress.

4. **Provide parents reasonable access to staff.**

- Hold informal parent conferences as needed when requested by teacher or parent.
- Encourage home-school communication through telephone, email, and written contact.
- Inform parents of teacher availability either before or after school.
- Inform parents of administration's availability.
- Inform parents of staff access through School Messenger.

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

- Parent Classroom Volunteers
- Guest Readers
- Career Week presenters
- PTA membership
- Library volunteers
- International Festival Committee
- Classroom Field Trip volunteers
- Educate
- UC Cluster Committee

Parent Responsibility

We as parents will support our child's learning by:
- Monitoring attendance.
- Making sure that they get enough rest each night.
- **Making sure they arrive at school on time.**
- Making sure they come to school healthy and with a healthy snack.

Zeta O. Doyle Elementary School
Home/School Compact

- Monitoring the amount of television my child watches and computer time.
- Making sure that their homework is completed.
- Volunteering in my child's classroom, if possible.
- Promoting positive use of my child's extracurricular time.
- 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, when appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, Governance Team, and District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

- Making my education my priority.
- Be on time and ready to work and learn each day.
- Complete homework when assigned and turn it in on time.
- Reading at least 20 minutes every day outside of school time.
- Keeping school notebooks and materials/supplies neat and organized.
- Following all school rules and policies.
- Giving to my parents/guardian all notices and information received by me from my school every day.
- Talk with parent/family, teacher, and/or school staff about what is happening at school.
- Will treat others with kindness.
- Will always behave in a respectful manner that protects the safety, interests, and rights of every individual at Doyle.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

_____   _____
Teacher Signature   Date

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Doyle Elementary	**09800**	1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		1240	**Nurse**	School Nurse	0.1000	$ 7,913.50
		2236	**Health Prsnl PARAS**	Health Technician	0.3500	$ 11,941.30
		3000	**Employee Benefits**			$ 23,751.89
		4301	**Supplies**			$ 6,790.00
	09800 Total				**0.6500**	**$ 66,282.89**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Zeta O. Doyle Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Doyle Elementary maximizes instructional time through using a common curriculum TK-5 in English Language Arts, Mathematics, Social Studies, and Science. Pacing guides are used to plan the scope and sequence of instruction. We utilize common grade level assessments to monitor student progress and to determine next steps for instruction. Student work is also analyzed in PLCs to note trends/patterns.
CLOSING THE ACHIEVEMENT GAP	Doyle Elementary has specific, measurable, agreed upon, realistic, and time goals for school wide and student group performance. An achievement gap persists between all students and two student groups—English Learners and Students with Disabilities. English Learners do receive Systematic English Language Development four days a week for 30 minutes at their language learning level. Throughout the day, QTEL and SDAIE Strategies are used to provide access to grade level content. Similarly, Students with Disabilities receive accommodations and modifications to provide access to grade level content. We are beginning to use co-teaching in classrooms with higher numbers of Students with Disabilities to provide more specialized academic instruction for students at their point of need.
PROFESSIONAL DEVELOPMENT	We continued our work on team and PLCs this year. We added a focus on Tier 1 Instruction in Literacy. Specifically, we focused on explicit teaching of reading and writing skills/strategies for students using a workshop model. PLCs were used as a vehicle for professional development focused on Tier 1 Instruction for all students, goal setting and intervention plans for students not yet at grade level, and monitoring of student performance.
GRADUATION/PROMOTION	Doyle Elementary has clearly articulated measurable goals for promotion. We focus on ensuring all Third Grade Students meet or exceed grade level expectations by the

	end of the year. We believe students must be independent and proficient in Reading, Writing, and Mathematics prior to entering upper grade. The curriculum is clearly linked to Common Core State Standards and provides opportunities for re-teaching and extending learning for students. Data helps us determine which areas we need to focus on more intently for student success. DRA Levels, writing samples, and math notebooks are used to study learners and plan for next steps in instruction.
PARENT ENGAGEMENT	We also engage parents through monthly parent coffees, PTA Meetings, School Site Council Meetings, parent conferences, RTI Meetings, and school wide events. Parents also support classrooms as room parents, volunteers, chaperones, and tutors. Through our active PTA, we create additional opportunities for parents to engage in their child's education.