



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **NYE ELEMENTARY** SCHOOL

**2018-19**

37-68338-6112478  
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:** Thompson, Pamela

**Contact Person:** Thompson, Pamela

**Position:** Principal

**Telephone Number:** 619-430-1200

**Address:** 981 Valencia Pkwy, Nye Elementary, San Diego, CA, 92114-6574,

**E-mail Address:** pthompson1@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I 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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (year Round)**

SCHOOL NAME: NYE Elementary

SITE CONTACT PERSON: Dr. Pamela Thompson

PHONE: 619-430-1200

FAX:

E-MAIL ADDRESS: p.thompson1@sandinet

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:

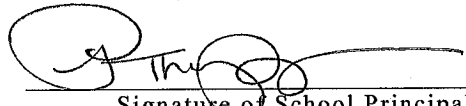

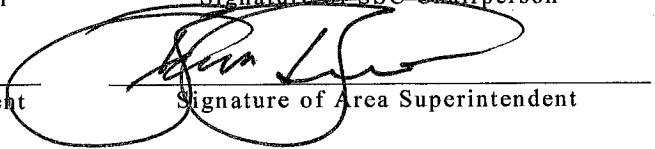
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>10/24/2017</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>10/24/2017</u> |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <u>10/24/2017</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <u>10/24/2017</u> |
| <input checked="" type="checkbox"/> Other (list): <u>SPSA</u>   | Date of presentation: <u>02/06/2018</u> |

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: 4-4-2018

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.

<u>Pamela Thompson</u> Type/Print Name of School Principal	 Signature of School Principal	<u>5/2/18</u> Date
<u>Brenda Guerrero</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5/2/18</u> Date
<u>Bruce Bixins</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>05/22/18</u> Date

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

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

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS.

The goal of Nye Elementary School is to leave our students with a sense of social and academic responsibility that will allow them to pursue their educational goals. To transform Nye into a professional Learning community as characterized by an environment that fosters mutual cooperation through collaboration, and personal and professional growth. The leadership team is committed to continuous student improvement by implementing the five dimensions of teaching and learning as a model for student success. This model gives the leadership team a framework that they can use to focus on the quality of instruction needed to move students towards a cycle of continuous improvement.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2017-18 categorical budget was completed in the spring of 2016 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

Nye Elementary teachers and staff seeks to create a challenging learning environment that encourages high expectations for success in all curricular areas of instruction while focusing on individual differences and learning styles. Our schools promote a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students, parents and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning. In addition, the students learn to practice the social skills needed to function as responsible adults in society and technology is effectively utilized to help students reach their potential.

**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 TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

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

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).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

As the site administrator I have developed positive and productive relationships with staff, students, parents and the community so that they would feel supported by the structures we are implementing to support students at Nye Elementary School. Each Stakeholder was also invited to be active members of SSC, PTA, and ELAC so that they have an opportunity to voice their concerns regarding their children's social and academic needs. This was done at our National Parent Involvement Day. Parents were also sent home a survey asking for their input on budgetary issues. These surveys (which we usually get about 85% returned) were presented to the SSC for their consideration. Based on the feedback, SSC determined the most effective means in which to spend our LCFF funds. Teachers were also given the opportunity to add to the conversation during our ILT and staff meetings. In addition, the data collected from parents will be used to inform our instructional practices and as a measure to create parenting classes that would help parents help their children as we implement CCSS in the 2018-19 school year.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Pamela Thompson	Principal
Rhea Perez	Classroom Teacher
Brenda Guerrero	Parent
Noreen Laberinto	Parent
Melissia Barnes	Other School Personnel
Ann Rehl	Classroom Teacher
Irma Garcia	Parent
Naomi Tofiga	Parent
Elizabeth DeRuix	Classroom Teacher
Theresa Boatman	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 75% (approx. 53 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 65 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, 70% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 35% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (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):**

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

Teachers will meet by grade level/department to analyze DRA and SRI achievement 4 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 73% (approx. 51 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 59% (approx. 51 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, 73% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 60% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 2 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):**

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

Teachers will meet by grade level/department to analyze end of unit assessments 4 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):**

**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 60% (approx. 42 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 52 5<sup>th</sup> 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):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. all families) will receive information regarding academic and citizenship progress of their children.

**Targeted Population:**

We will focus on the parents of our English Learners, as well as our parents of our African American, Filipino and Hispanic students. We will also reach out to our parents of our TK/K and 5<sup>th</sup> grade students.

**What data did you use to form these goals?**

At the beginning of each year, the entire staff reviews and analyzes SBAC data received in August. Regularly, throughout the year, ILT and grade level teams meet to analyze Benchmark data and Instructional Reading levels. We also monitor sign-in sheets at parent functions. The SSC receives updates on all results. This data analysis is used to generate SMART goals, monitor level of parent involvement and student achievement.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet 4 times per year 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 the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

### ***Intensive Intervention (Tier 3)***

- Educational Specialists and intervention teacher will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Prioritizing instructional time: principal to do daily walk-thoughts which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)

Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure

Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)

Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Network Sys Techn	0.8000	\$33,276.00	\$56,859.90	0218-30100-00-2405-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	collaborates with teachers in order to implement the common core standards with digital literacy. Also gives student instruction in computers, helps with SBAC testing and Illuminate
Supplies		\$7,410.00	\$7,410.00	0218-30100-00-4301-2495-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies and materials to supplement instructional core

### **How will you monitor these strategies/activities?**

*Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;*

- *Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)*
- *Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure*
- *Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)*
- *Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)*

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;  
 Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)  
 Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure  
 Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)  
 Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)

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

**How will you monitor these strategies/activities?**

*Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;*  
*- Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)*  
*- Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure*  
*- Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)*  
*- Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)*

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

*School staff will be trained via professional development to continue transition to CCSS using the 5D's.*  
*- Staff will relate the CCSS Anchor Standards and increase rigor by looking at **Purpose***  
*- Staff will relate the CCSS Speaking and listening by looking at student talk and small group work by looking at **Student Engagement***  
*- Staff will relate the CCSS Comprehension and Collaboration by planning lessons by looking at **Curriculum and Pedagogy***  
*- Staff will relate the CCSS Range of Reading and Text Complexity by looking at soft and hard data (anecdotal notes, exit slips, formal assessments) by looking at **Assessment for Student Learning***  
*- Staff will relate the CCSS of Presentation of Knowledge and Ideas by looking at classroom supports available to students to refer to by looking at **Classroom Environment and Culture***

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0218-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Fund to support grade-level collaboration, professional development and monitoring meetings

**How will you monitor these strategies/activities?**

*Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;*

- *Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)*
- *Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure*
- *Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)*
- *Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)*

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

As the site administrator I have developed positive and productive relationships with staff, students, parents and the community so that they would feel supported by the structures we are implementing to support students at Nye Elementary School. In order to support our student’s social/emotional health we have utilized the help of our school counselor, nurse, psychologist, speech and special education team to support our students. We also have direct services from UPAC, which many of our families take advantage of for support.

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

**How will you monitor these strategies/activities?**

*Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;*

- *Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)*
- *Targeting additional individual instruction for students who are struggling: Implementation of new RTI structure*
- *Gaging the instructional effectiveness of instruction: principal honing skills by during the professional walkthrough with a mentor principal)*
- *Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)*

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**

I will develop positive and productive relationships with staff, students, parents and the community so that they feel supported by the structures we have at our site. I will also invite the stakeholders to be active members of SSC, PTA, and ELAC so that they have an opportunity to voice their concerns regarding their children’s needs. Data collected from parents will be used to inform our instruction and also use a measure to create parenting classes that would help parents help their children as we implement CCSS. Finally, I will also make sure I am highly visible on site and available to parents via an open door policy.



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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$1,891.00	\$1,891.00	0218-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Materials and supplies for parent meetings and events

**How will you monitor these strategies/activities?**

*Progress Monitoring-continuous progress toward stated objectives, teachers alongside the principal will do the following;*

- *Prioritizing instructional time: principal to do daily walk-throughs which focus on rigorous instructional practices and student engagement (focus wall: state objectives and purposes etc.)*
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- *Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses (teachers has to hand in monitoring sheet outline student progress, I will use this data to focus my observations)*

**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::**

Implementation of the Common Core state standards and access to a board course of study: All TK-5 students, including low-income, our English learners (EL), students with disabilities and African American students, will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2018-2019 school year. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.

**Identified Need::**

There are students (EL's, AA, and students with disabilities) in all grades TK/5 who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

**Target Group::**

The groups that will be targeted are low-income students, foster youth, English Learners, students with disabilities and African American students.

**Monitoring::**

- Prioritizing instructional time: Principal to do daily walk- throughs which focus on rigorous instructional practices and student engagement (focus wall: state objection and purpose)
- Targeting additional individual instruction for student who are struggling: Implementation of new RTI structure.
- Gaging the instructional effectiveness of instructional: principal honing skills by doing the professional walkthrough with a mentor principal
- Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

**Personnel Responsible::**

*Universal Access to Strong Core Instructional Program (Tier 1)*

- Principal will conduct daily instructional walk throughs and provide feedback to teachers that inform instructional practices.

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

## Nye Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance need

### ***Strategic Support (Tier 2)***

- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

### ***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### **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::**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.

**Strategic Support (Tier 2)**

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- In-school support teacher will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

**Intensive Intervention (Tier 3)**

- In school resource teacher will provide supplemental small group instruction to targeted English Learners and provide consultation support to their teachers
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**Identified Need::**

There are students (EL's, AA, and students with disabilities) in all grades TK/5 who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

**Target Group::**

The groups that will be targeted are low-income students, foster youth, English Learners, students with disabilities and African American students.

**Monitoring::****Universal Access to Strong Core Instructional Program (Tier 1)**

- Prioritizing instructional time: Principal to do daily walk- throughs which focus on rigorous instructional practices and student engagement (focus wall: state objection and purpose)
- targeting additional individual instruction for student who are struggling: Implementation of new RTI structure.
- Gaging the instructional effectiveness of instructional: principal honing skills by doing the professional walkthrough with a mentor principal
- Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses

- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

**Personnel Responsible:**

## Universal Access to Strong Core Instructional Program (Tier 1)

- Principal will conduct daily instructional walk throughs and provide feedback to teachers that inform instructional practices.
- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
  - Teachers will provide balanced literacy instruction including daily guided reading.
  - Teachers will use graphic organizers and Thinking Maps to support student understanding.
  - Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
  - Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
  - Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance need

## Strategic Support (Tier 2)

- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

## Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.

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

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

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

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), English Learner Advisory Council (ELAC) and Site Governance (SGT).

**Identified Need::**

Professional development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments. School staff will be trained via professional development to help transition to Common Core State Standards (CCSS) using the 5D's

- Staff will relate the CCSS Anchor Standards and increase rigor by looking at Purpose
- Staff will relate the CCSS speaking and listening by looking at student talk and small group work by looking at student engagement
- staff will relate the CCSS comprehension and collaboration by planning lessons by looking at curriculum and pedagogy
- staff will relate the CCSS range or reading and text complexity by looking at soft and hard data (anecdotal notes, exit slips, formal assessments) by looking at classroom supports available to students to refer to by looking at classroom environment and culture

**Target Group::**

The targeted group for professional development is grade-level teachers and support staff.

**Monitoring::**

- Teachers are being asked to refer to the CCSS Anchor Standards as well as CCSS grade level standards during PLC
- Teachers are being asked to use District Units that are aligned to the CCSS and develop lessons to help support implementation of standards
- Teachers will be analyzing and monitoring data by completing a "professional Learning Community/Collaborative Planning Form" during PLC that reflect data based on CCSS

## Nye Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Grade-level focused classroom observation by principal (feedback provide)
- Principal to participate in PLC Meetings
- Collaborative Planning Form

**Personnel Responsible::**

The Principal and the Instructional Leadership Team members are responsible for providing quality professional learning to staff.

**LCFF Intervention Support**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Network Sys Techn	0.2000	\$8,319.00	\$14,214.98	0218-09800-00-2405-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Technology support for curriculum and teacher support for software and technology instruction
Classroom Teacher Hrly		\$6,000.00	\$7,223.40	0218-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Teacher pay for before school year/working with targeted students
Supplies		\$17,557.00	\$17,557.00	0218-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies and materials to supplement instructional core
Retired NonClrm Tchr Hrly		\$6,000.00	\$7,223.40	0218-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	ELPAC testing
Travel Conference		\$1,500.00	\$1,500.00	0218-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	professional development for teachers - conference fees

## **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. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/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](http://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**  
**Nye**  
**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	243	57.6	231	62.3	225	68.4	10.8	6.1	243	48.6	231	50.2	224	57.6	9.0	7.4
Female	122	62.3	113	70.8	117	72.6	10.3	1.8	122	47.5	113	47.8	116	55.2	7.7	7.4
Male	121	52.9	118	54.2	108	63.9	11.0	9.7	121	49.6	118	52.5	108	60.2	10.6	7.7
African American	57	28.1	49	40.8	48	56.3	28.2	15.5	57	26.3	49	26.5	48	41.7	15.4	15.2
Asian	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Filipino	78	78.2	64	79.7	61	80.3	2.1	0.6	78	69.2	64	65.6	61	70.5	1.3	4.9
Hispanic	68	51.5	71	62.0	67	64.2	12.7	2.2	68	36.8	71	40.8	66	50.0	13.2	9.2
Indochinese	11	90.9	13	84.6	11	100.0	9.1	15.4	11	81.8	13	100.0	11	100.0	18.2	0.0
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
White	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Multiracial	22	68.2	31	58.1	32	65.6	-2.6	7.5	22	54.5	31	58.1	32	59.4	4.9	1.3
English Learner	47	31.9	29	27.6	26	42.3	10.4	14.7	47	25.5	29	27.6	26	42.3	16.8	14.7
English-Speaking	196	63.8	202	67.3	199	71.9	8.1	4.6	196	54.1	202	53.5	198	59.6	5.5	6.1
Reclassified†	48	93.8	32	100.0	37	89.2	-4.6	-10.8	48	75.0	32	87.5	37	73.0	-2.0	-14.5
Initially Eng. Speaking	148	54.1	170	61.2	162	67.9	13.8	6.7	148	47.3	170	47.1	161	56.5	9.2	9.4
Econ. Disadv.*	243	57.6	189	61.4	165	63.6	6.0	2.2	243	48.6	189	47.1	165	54.5	5.9	7.4
Non-Econ. Disadv.	0	-	42	66.7	60	81.7	-	15.0	0	-	42	64.3	59	66.1	-	1.8
Gifted	66	77.3	66	84.8	66	84.8	7.5	0.0	66	71.2	66	72.7	66	77.3	6.1	4.6
Not Gifted	177	50.3	165	53.3	159	61.6	11.3	8.3	177	40.1	165	41.2	158	49.4	9.3	8.2
With Disabilities	29	3.4	24	16.7	25	12.0	8.6	-4.7	29	13.8	24	16.7	24	29.2	15.4	12.5
WO Disabilities	214	65.0	207	67.6	200	75.5	10.5	7.9	214	53.3	207	54.1	200	61.0	7.7	6.9
Homeless	34	47.1	24	54.2	14	57.1	10.0	2.9	34	41.2	24	33.3	14	50.0	8.8	16.7
Foster	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Military	26	65.4	24	58.3	26	69.2	3.8	10.9	26	73.1	24	58.3	26	57.7	-15.4	-0.6

\* 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**  
**Nye**  
**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	76	51.3	65	61.5	94	69.1	17.8	7.6	76	51.3	65	61.5	94	63.8	12.5	2.3
Female	39	59.0	32	59.4	50	76.0	17.0	16.6	39	48.7	32	50.0	50	64.0	15.3	14.0
Male	37	43.2	33	63.6	44	61.4	18.2	-2.2	37	54.1	33	72.7	44	63.6	9.5	-9.1
African American	20	25.0	13	38.5	20	60.0	35.0	21.5	20	40.0	13	38.5	20	55.0	15.0	16.5
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	24	70.8	14	85.7	24	75.0	4.2	-10.7	24	66.7	14	85.7	24	66.7	0.0	-19.0
Hispanic	20	45.0	19	63.2	30	70.0	25.0	6.8	20	40.0	19	63.2	30	66.7	26.7	3.5
Indochinese	2	-	5	-	4	-	-	-	2	-	5	-	4	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	7	-	14	42.9	12	58.3	-	15.4	7	-	14	42.9	12	58.3	-	15.4
English Learner	15	26.7	11	45.5	16	62.5	35.8	17.0	15	33.3	11	54.5	16	50.0	16.7	-4.5
English-Speaking	61	57.4	54	64.8	78	70.5	13.1	5.7	61	55.7	54	63.0	78	66.7	11.0	3.7
Reclassified†	8	-	9	-	8	-	-	-	8	-	9	-	8	-	-	-
Initially Eng. Speaking	53	50.9	45	57.8	70	68.6	17.7	10.8	53	52.8	45	57.8	70	64.3	11.5	6.5
Econ. Disadv.*	76	51.3	56	60.7	70	64.3	13.0	3.6	76	51.3	56	60.7	70	60.0	8.7	-0.7
Non-Econ. Disadv.	0	-	9	-	24	83.3	-	-	0	-	9	-	24	75.0	-	-
Gifted	26	65.4	25	88.0	16	87.5	22.1	-0.5	26	61.5	25	84.0	16	93.8	32.3	9.8
Not Gifted	50	44.0	40	45.0	78	65.4	21.4	20.4	50	46.0	40	47.5	78	57.7	11.7	10.2
With Disabilities	8	-	6	-	8	-	-	-	8	-	6	-	8	-	-	-
WO Disabilities	68	55.9	59	64.4	86	73.3	17.4	8.9	68	51.5	59	62.7	86	65.1	13.6	2.4
Homeless	10	40.0	4	-	4	-	-	-	10	40.0	4	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	11	63.6	3	-	9	-	-	-	11	81.8	3	-	9	-	-	-

\* 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**  
**Nye**  
**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	91	53.8	82	59.8	61	67.2	13.4	7.4	91	38.5	82	46.3	61	55.7	17.2	9.4
Female	47	53.2	40	72.5	32	59.4	6.2	-13.1	47	38.3	40	45.0	32	43.8	5.5	-1.2
Male	44	54.5	42	47.6	29	75.9	21.4	28.3	44	38.6	42	47.6	29	69.0	30.4	21.4
African American	20	25.0	20	50.0	11	54.5	29.5	4.5	20	15.0	20	30.0	11	36.4	21.4	6.4
Asian	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Filipino	26	73.1	26	80.8	14	85.7	12.6	4.9	26	57.7	26	61.5	14	85.7	28.0	24.2
Hispanic	31	45.2	23	52.2	17	52.9	7.7	0.7	31	22.6	23	30.4	17	35.3	12.7	4.9
Indochinese	5	-	3	-	5	-	-	-	5	-	3	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	7	-	8	-	14	64.3	-	-	7	-	8	-	14	50.0	-	-
English Learner	27	37.0	11	18.2	6	-	-	-	27	22.2	11	18.2	6	-	-	-
English-Speaking	64	60.9	71	66.2	55	74.5	13.6	8.3	64	45.3	71	50.7	55	56.4	11.1	5.7
Reclassified†	15	93.3	8	-	11	100.0	6.7	-	15	73.3	8	-	11	81.8	8.5	-
Initially Eng. Speaking	49	51.0	63	61.9	44	68.2	17.2	6.3	49	36.7	63	46.0	44	50.0	13.3	4.0
Econ. Disadv.*	91	53.8	61	60.7	43	60.5	6.7	-0.2	91	38.5	61	39.3	43	58.1	19.6	18.8
Non-Econ. Disadv.	0	-	21	57.1	18	83.3	-	26.2	0	-	21	66.7	18	50.0	-	-16.7
Gifted	16	87.5	26	76.9	24	83.3	-4.2	6.4	16	68.8	26	53.8	24	79.2	10.4	25.4
Not Gifted	75	46.7	56	51.8	37	56.8	10.1	5.0	75	32.0	56	42.9	37	40.5	8.5	-2.4
With Disabilities	11	0.0	24	16.7	7	-	-	-	11	0.0	10	10.0	7	-	-	-
WO Disabilities	80	61.3	72	68.1	54	74.1	12.8	6.0	80	43.8	72	51.4	54	59.3	15.5	7.9
Homeless	17	47.1	8	-	4	-	-	-	17	47.1	8	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	10	70.0	13	61.5	4	-	-	-	10	60.0	13	61.5	4	-	-	-

\* 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**  
**Nye**  
**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	76	68.4	84	65.5	70	68.6	0.2	3.1	76	57.9	84	45.2	69	50.7	-7.2	5.5
Female	36	77.8	41	78.0	35	80.0	2.2	2.0	36	58.3	41	48.8	34	52.9	-5.4	4.1
Male	40	60.0	43	53.5	35	57.1	-2.9	3.6	40	57.5	43	41.9	35	48.6	-8.9	6.7
African American	17	35.3	16	31.3	17	52.9	17.6	21.6	17	23.5	16	12.5	17	29.4	5.9	16.9
Asian	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Filipino	28	89.3	24	75.0	23	82.6	-6.7	7.6	28	82.1	24	58.3	23	65.2	-16.9	6.9
Hispanic	17	70.6	29	69.0	20	65.0	-5.6	-4.0	17	58.8	29	34.5	19	36.8	-22.0	2.3
Indochinese	4	-	5	-	2	-	-	-	4	-	5	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Multiracial	8	-	9	-	6	-	-	-	8	-	9	-	6	-	-	-
English Learner	5	-	7	-	4	-	-	-	5	-	7	-	4	-	-	-
English-Speaking	71	71.8	77	70.1	66	71.2	-0.6	1.1	71	60.6	77	49.4	65	53.8	-6.8	4.4
Reclassified†	25	92.0	15	100.0	18	83.3	-8.7	-16.7	25	76.0	15	86.7	18	61.1	-14.9	-25.6
Initially Eng. Speaking	46	60.9	62	62.9	48	66.7	5.8	3.8	46	52.2	62	40.3	47	51.1	-1.1	10.8
Econ. Disadv.*	76	68.4	72	62.5	52	65.4	-3.0	2.9	76	57.9	72	43.1	52	44.2	-13.7	1.1
Non-Econ. Disadv.	0	-	12	83.3	18	77.8	-	-5.5	0	-	12	58.3	17	70.6	-	12.3
Gifted	24	83.3	15	93.3	26	84.6	1.3	-8.7	24	83.3	15	86.7	26	65.4	-17.9	-21.3
Not Gifted	52	61.5	69	59.4	44	59.1	-2.4	-0.3	52	46.2	69	36.2	43	41.9	-4.3	5.7
With Disabilities	10	0.0	8	-	25	12.0	12.0	-	10	0.0	24	16.7	9	-	-	-
WO Disabilities	66	78.8	76	69.7	60	80.0	1.2	10.3	66	66.7	76	50.0	60	56.7	-10.0	6.7
Homeless	7	-	12	58.3	6	-	-	-	7	-	12	41.7	6	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	8	-	13	53.8	-	-	5	-	8	-	13	53.8	-	-

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

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**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**

# **SAN DIEGO UNIFIED SCHOOL DISTRICT**

## **NYE ELEMENTARY SCHOOL**

### **TITLE I PARENT INVOLVEMENT POLICY**

- In the fall an annual meeting will be held to share with parents the Title I program and its requirements.
- Nye will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council SSC/Governance (Gov) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision making for improvement of the program.
- The school wide parent newsletter is mailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The school newsletter is used to advertise parent meetings and training session offered at Nye at the District Advisory Council's Harold J. Ballard Parent Center, at Parent University, and throughout the district. Every attempt is made to contact parents in the language of parents.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate SSC/Gov review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting office and the Testing unit. An explanation of the information is available in several languages.

**APPENDIX C**

**HOME/SCHOOL COMPACT**





## **HOME/SCHOOL COMPACT**

Nye Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2018-2019.

### **School Responsibilities**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
  - Standards-Based lesson planning
  - Inquiry methods/strategies across the curriculum areas
  - Morning and/or afternoon tutoring
  - Extended Day Reading and Math Program
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Conferences are held in the fall and spring, and by appointment during the year.
  - Student Study Teams are conducted as needed on an ongoing basis.
  - Individual Education Plan (IEP) meetings are conducted as mandated.
  - 504 Plans are reviewed on an ongoing basis.
3. Provide parents with frequent reports on their child's progress.
  - Semester Report Cards are issued at the end of each semester.
  - Teachers may send home additional grade printouts at a parent's request or according to that teacher's policy.
4. Provide parents reasonable access to staff.
  - Each staff member will use and maintain their email account.
  - Each staff member will use either a telephone based or on-line homework or school-wide dojo.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents will be welcomed into the classrooms for observation given an appointment has been arranged in advance.
  - Parents may volunteer by contacting Teacher and/or Volunteer Coordinator.

### **Student Responsibilities**

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

- Making my education my first priority.
- Be on time and ready to work and learn in each period.
- Respecting myself, school property, and others.
- Setting aside at least two hours in my daily schedule for possible homework assignments, realizing this is a general guideline and that I may not need the entire two-hour block each day.
- Reading at least 30 minutes every day outside of school time.
- Keeping school notebooks and materials/supplies neat and organized.
- Noting and 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.

### **Parent Responsibilities**

- We, as parents, will support our child's learning by:
- Making sure my child attends school every day, on time.
- Making sure that homework is completed.
- Checking the Student homework assignments and communications.
- Contacting my child's teachers if needed.
- Be in contact with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Limiting TV viewing, video/computer gaming, and other extracurricular activities.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attend parent conferences.
- Work together with the school.

**APPENDIX D**

**TITLE I/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
Nye Elementary	09800	1157	Classroom Teacher Hrly			\$ 6,000.00
		1986	Retired NonClstrm Tchr Hrly			\$ 6,000.00
		2405	Technical Professional OTBS	Network Sys Techn	0.2000	\$ 8,319.00
		3000	Employee Benefits			\$ 8,342.78
		4301	Supplies			\$ 17,557.00
		5207	Travel Conference			\$ 1,500.00
	<b>09800 Total</b>				<b>0.2000</b>	<b>\$ 47,718.78</b>
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 10,000.00
		2405	Technical Professional OTBS	Network Sys Techn	0.8000	\$ 33,276.00
		3000	Employee Benefits			\$ 25,622.90
		4301	Supplies			\$ 7,410.00
	<b>30100 Total</b>				<b>0.8000</b>	<b>\$ 76,308.90</b>
	30103	4304	Inservice supplies			\$ 1,891.00
	<b>30103 Total</b>					<b>\$ 1,891.00</b>

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** NYE Elementary School

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> <li>• Staff will relate the CCSS Anchor Standards and increase rigor by looking at <b>Purpose and teaching points</b></li> <li>• Staff will relate the CCSS Speaking and listening by looking at student talk and small group work by looking at <b>Student Engagement</b></li> <li>• Staff will relate the CCSS Comprehension and Collaboration by planning lessons by looking at <b>Curriculum and Pedagogy</b></li> <li>• Staff will relate the CCSS Range of Reading and Text Complexity by looking at soft and hard data (anecdotal notes, exit slips, formal assessments) by looking at Assessment for <b>Student Learning</b></li> <li>• Staff will relate the CCSS of Presentation of Knowledge and Ideas by looking at classroom supports available to students to refer to by looking at <b>Classroom Environment and Culture</b></li> </ul>
CLOSING THE ACHIEVEMENT GAP	<p><i>How will you guarantee well-structured lessons that are aligned to the Common Core State Standards to ensure student mastery?</i></p> <ul style="list-style-type: none"> <li>• Teachers are being asked to refer to the CCSS Anchor Standards as well as CCSS grade level standards during PLCs and teacher collaboration time.</li> <li>• Teachers are being asked to use District and Lucy Calkins writing units that are aligned to CCSS and develop lessons to help support implementation of standards</li> </ul>

	<ul style="list-style-type: none"><li>• Teachers will be analyzing and monitoring data by completing a “professional Learning Community/Collaborative Planning Form” during PLC that reflect improvements in instruction</li><li>• All teachers within a grade level are provided the same professional development opportunities, they attend the same site professional developments, they calibrate their rubrics across various subjects to ensure that all students and all sub groups of students receive the same high quality teaching when a lesson is presented.</li></ul>
PROFESSIONAL DEVELOPMENT	<p>Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.</p> <p>With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:</p> <p><b>Cycle 1</b> (August-November) - How do develop an academic, social and physical environment worthy of our children?</p>

	<p><b>Cycle 2</b> (November -February) - How do we create classrooms that are alive with collaborative conversations?</p> <p><b>Cycle 3</b> (February - April) - How do we create the learning conditions that maximize the potential that lies within the variability of all learners?</p> <p><b>Cycle 4</b> (April - June) -How do develop students that take an active stance in their own learning and the learning of others?</p> <p>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).</p>
GRADUATION/PROMOTION	<p>Nye is currently implementing the Common Core State Standards. CCSS outlines clear expectations for what students should know and be able to do at each grade level and in each subject area in order to advance in skills to meet the staircase complexity required to be ready for the next grade level. This should continue beyond elementary school and until graduation.</p>
PARENT ENGAGEMENT	<p>Nye Elementary school staff is committed to partnering with parents in the following ways:</p> <ul style="list-style-type: none"> <li>•assisting parents in understanding academic content and achievement standards and assessment</li> <li>•providing materials and training to help parents work with their children to improve their children’s academic achievement</li> <li>• distributing information related to school and parent programs, meetings, and other activities to the parents of participating students</li> <li>•We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges.</li> <li>•We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community</li> </ul>

	<p>members to contribute from home, the workplace, and other community-based sites. Nye Elementary will host a Parent Academy to support parents in learning about the decision making bodies of the school district and in supporting their child's educational success.</p> <ul style="list-style-type: none"><li>•We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation with parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Nye Elementary will conduct regular SSC, SGT, and ELAC meetings. year.</li></ul>
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