

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **DOYLE ELEMENTARY** SCHOOL

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*



RECEIVED MAR 25 2015

Attachment 2  
Modification of SPSA

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

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

SCHOOL NAME: Zeta O. Doyle Elementary School

**DUE March 13, 2015**

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):

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) Date of presentation: 3/11/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: \_\_\_\_\_
- Site Staff Meeting Date of presentation: 3/4/15
- Other (list): PTA Date of presentation: 3/10/15

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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

Kimberly N. Moore		3-12-15
Type/Print Name of School Principal	Signature of School Principal	Date
Connie Wong/Ali Ceybani		3-12-15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont Jackson		3-16-15
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 3126

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

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

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

**SCHOOL VISION AND REALITY****SCHOOL VISION--IMAGINE A SCHOOL WHERE:**

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 want 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

**SCHOOL REALITY**

Staff members work collaboratively towards common goals

Instructional Leadership Team meets monthly to plan site wide professional development and grade level PLCs based on Common Core State Standards, purpose and engagement, and collaborative conversations

Staff, parents and community members work together in support of students on a variety of committees: SSC, PTA, and ELAC

**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

Grades K-3 with CSR: 1:22

Grade 4-5: 1:32.13

**NURSE:**

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

**Enrollment/Days Per Week**

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

**COUNSELOR**

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

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

**HEALTH TECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

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

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. The cycles are:

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

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

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

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

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

#### **SPSA ALIGNMENT TO THE LEA PLAN**

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

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Kimberly N. Moore	Principal
Connie Wong	Parent Representative/Co-Chair
Ali Cheybani	Parent Representative/Co-Chair
Brian Saunders	Parent Representative
Michael Weinfeld	Parent Representative
Lisa Ehlers	Other School Representative
Amiee Thurston	Teacher Representative
Laura Tusa	Teacher Representative
Peggy Yamamoto	Teacher Representative
Cari Bortfield	Parent



**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 06/21/2016, 77 % of Doyle Elementary Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 49 % of Doyle Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments  
 \* By 06/21/2016, 33 % of Doyle Elementary Special Education, Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments

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

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

**Other Assessments (Please Specify):**

California Modified Assessment (CMA)  
 Site Created Formative Assessments

**Progress and Growth Monitoring:**

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

**Cycle 1**(August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/21/2016, 83 % of Doyle Elementary Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 66 % of Doyle Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments  
 \* By 06/21/2016, 46 % of Doyle Elementary Special Education, Students, Grades 2-5 will meet or exceed proficiency level on site-developed/identified common formative assessments

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

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

**Other Assessments (Please Specify):**

California Modified Assessment (CMA)  
 Site Created Formative Assessments

**Progress and Growth Monitoring:**

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

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/21/2016, 51 % of Doyle Elementary English Learner, Students will meet will meet or exceed proficiency level on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 43 % of Doyle Elementary English Learner, Grade 03, Students will meet or exceed proficiency level on site-developed/identified common formative assessments  
 \* By 06/21/2016, 64 % of Doyle Elementary English Learner, Grade 02, Students will meet or exceed proficiency level on site-developed/identified common formative assessments  
 \* By 06/21/2016, 43 % of Doyle Elementary English Learner, Grade 05 will meet or exceed proficiency level on site-developed/identified common formative assessments  
 \* By 06/21/2016, 46 % of Doyle Elementary English Learner, Grade 04, Students will meet or exceed proficiency level on site-developed/identified common formative assessments

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

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

**Other Assessments (Please Specify):**  
 Written Language Expression Tool (formerly ELDPI)  
 California Modified Assessment (CMA)  
 Site Created Formative Assessments

**Progress and Growth Monitoring:**

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 06/21/2016, 67 % of Doyle Elementary Grade 03, Students will meet or exceed proficiency level on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

Site Created Formative Assessments  
 California Modified Assessment (CMA)  
 Written Language Expression Tool (formerly ELDPI)

**Progress and Growth Monitoring:**

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

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

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

\* By 06/21/2016, 80 % of Doyle Elementary Parents/Guardians will meet attending a minimum of two school events during the year in an effort to increase involvement level in Parent and Community Engagement

**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 the data gleaned from the ELAC Survey, which listed the following concerns: need for increased reporting on student progress to parents, homework assignments on school website, and a 50/50% on child care for parent meetings.

**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 based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Staff will use multiple measures of assessment (i.e., End of Unit, End of Concept, Quick Checks, interim, district and grade level determined common 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 the Written Language Expression Tool (formerly ELDPI) and provide students with concrete feedback and direction as it relates to grade level writing standards.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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, site, and grade level common assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development focused on the Four Learning Cycles

**Strategic Support (Tier 2)**

- Teachers will 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
- ELST will consult with teachers to provide supports for targeted English Learners throughout the school day
- ELST will model and co-teach lessons designed to support English Learners needing additional support to meet grade level standards
- 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 (i.e. Raz Kids, IXL, First in Math, and Learning Upgrade).
- 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.
- Teachers will work in grade level PLCs to determine instructional interventions and groupings to reteach, reinforce, and develop skills/strategies

students are missing.

- Teachers will work in grad level PLCs to monitor student progress monthly to determine effectiveness of interventions, and until students reach proficiency.
- Student Support Team will support teachers in developing positive behavior support plans, determining interventions, and monitoring student progress through RTI process

**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 contact community resources to support students needing intensive support.
- ELST will provide supplemental small group instruction to English Learners not making adequate yearly progress and at risk for long term English Learner status
- Counselor and support mentors will provide monthly check in with at risk students

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.3000	\$22,648.20	0087-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	District Counselor provides prevention and intervention services for students experiencing social/emotional, school readiness, and academic barriers to learning. The District Counselor also provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion.
Position School Nurse,	0.0500	\$3,505.85	0087-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	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.
Prof&CurriclM Dev Vist Tchr	-	\$5,348.00	0087-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Instructional Leadership Team will participate and facilitate professional development activities with their grade level PLCs in support of districtwide "Cycles of Learning", and site based professional development based on assessed student and staff needs.
Supplies	-	\$11,589.87	0087-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance learning in the classroom.
Supplies	-	\$1,004.24	0087-30103-00-4301-1000-1110-	Title I Parent Involvement	01, 02, 03, 04, 05	Supplies for curriculum nights and parent workshops include instructional resources, professional resources, and light refreshments for parent involvement activities.

## Doyle Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			01000-0000			
Classroom Teacher Hrly	-	\$1,200.00	0087-30103-00-1157-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Classroom Teachers and School Staff will host curriculum nights for parents so they can support their students with meeting Common Core instructional expectations. Teachers and staff will model strategies and activities that reinforce skills in literacy and mathematics.
Postage Expense	-	\$200.00	0087-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Postage allows us to communicate with parents and families without email. It allows us to invite under-represented families to school wide events and parent workshops in an effort to increase parent involvement.



**Local Control Funding Formula Goals**

**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, Vice 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 rationale 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:**

All teachers

**Monitoring:**

Attendance and participation at site professional development and PLCs.

PLC and site professional development agendas and supporting documents.

**Personnel Responsible:**

Principal, Vice Principal, ILT, and classroom teachers

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.3500	\$11,705.75	0087-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Health Technician provides routine and specialized health care for students. Also the Health Technician assists students with severe and chronic illnesses that can impact attendance, student performance, and ultimately, student access to school
Position School Nurse,	0.0500	\$3,505.85	0087-09800-00-1240-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	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.
Position Library Asst,	0.5000	\$12,555.50	0087-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Library Assistant assists students, teachers, and parents via library /media center with selecting age/grade level appropriate reading materials, books that support/enhance Common Core instruction, and reading incentive programs. The Library Assistant also acquires, catalogs, and maintains an extensive collection of books and supplementary materials (including internet resources) for students, teachers, and families.
Supplies	-	\$1,681.00	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A**

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



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

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***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, vice principal, district 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 I 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 I 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 I Program*
  - *Parents are invited to participate in School Site Council Meetings to discuss Title I Policies*
  
- The school provides parents of Title I students with timely information about Title I programs.
  - *Parents receive the Title I Parent Involvement Policy and information on our Title I Program upon enrolling at Doyle Elementary*
  - *The Title I 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.
  - *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 I 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 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.
  - *Parent concerns are addressed by members of the parent support team, response to intervention team, and classroom teachers*

- *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 parents in more fully participating in the education of their children.
  - *Parent workshops on specific topics have been provided*
  - *English Learner Advisory Committee Meetings*
  - *Parents are encouraged to volunteer in their child's classroom, on field trips, and during school wide events.*
  - *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.
  - *More than 34 languages are represented at Doyle Elementary. In an attempt 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.*
  - *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.
  - *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.

- *Doyle Elementary staff members make individual and small group meetings to assist parents with understanding district and school information.*
- *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.*
- *Translation for school wide materials and meetings is another support, depending on SSC approval.*



**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

## Zeta O. Doyle Elementary School Home/School Compact

*Doyle 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 2015-2016.***

### **School Responsibilities**

**Doyle Elementary will:**

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

**Zeta O. Doyle Elementary School  
Home/School Compact**

- Provide tri-yearly report cards to monitor academic progress.
- Provide achievement results for the district level assessments such as the WRAP (K-1), DRA (Grade 2) and literacy and math, benchmarks (Grades 1-5)
- 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 Student Study Team (SST) meetings when appropriate.
- Parents to receive results of quizzes and tests 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.
- Make staff email and phone numbers available on Doyle's website.
- Each staff member will use and maintain their webpage
- Inform parents of teacher availability either before or after school.
- Inform parents of administration's availability.
- Inform parents of staff access through Voice Mail messaging program.

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

- Parent Classroom Volunteers
- Guest Readers
- Career Week presenters
- PTA membership
- Computer Lab and Library volunteers
- By attending our annual International Festival
- Classroom Field Trip volunteers

**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.

Zeta O. Doyle Elementary School  
Home/School Compact

- Monitoring the amount of television my child watches.
- 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 first 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 C**

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

San Diego Unified School District  
 Site: 0087 Doyle Elementary  
 As of Date 04-15-2015  
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		53,480.00		2,587.00
		53,480.00		2,587.00
		-		-
<b>Certificated Salaries / Monthly</b>	<b>0.35</b>	<b>26,154.05</b>	-	-
2500 School Nurse	0.05	3,505.85	-	-
2605 School Counselor	0.30	22,648.20	-	-
<b>Certificated Salaries</b>		<b>5,348.00</b>		<b>1,200.00</b>
1157 Classroom Teacher Hrly		-		1,200.00
1192 Prof&Curriclm Dev Vist Tchr		5,348.00		-
<b>Employee Benefits</b>		<b>10,388.08</b>		<b>182.76</b>
<b>Books and Supplies</b>		<b>11,589.87</b>		<b>1,004.24</b>
4301 Supplies		11,589.87		1,004.24
<b>Services and Other Operating</b>		-		<b>200.00</b>
5920 Postage Expense		-		200.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

## Doyle Elementary

Area Goals for 2014-15 SY	
<b>English Language Arts:</b>	* By 06/12/2015, <b>77 % of Doyle Elementary Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>49 % of Doyle Elementary English Learner, Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>33 % of Doyle Elementary Special Education, Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments
<b>Mathematics</b>	*By 06/12/2015, <b>83% of Doyle Elementary Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>66% of Doyle Elementary Hispanic/Latino Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>46% of Doyle Elementary Special Education Students, Grades 2-5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments
<b>English Language Development</b>	*By 06/12/2015, <b>51% of Doyle Elementary English Learner Students</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>43% of Doyle Elementary English Learner Students in Grade 3</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>64% of English Learners in Grade 2</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>43% of English Learners in Grade 5</b> will meet or exceed proficiency level on site-developed/identified common formative assessments; <b>46% of English Learners in Grade 4</b> will meet or exceed proficiency level on site-developed/identified common formative assessments
<b>Graduation/Promotion Rate</b>	*By 06/12/2015 <b>67% of Doyle Elementary Grade 3 Students</b> will meet or exceed proficiency level on site-developed/identified common formative assessments;
<b>Parent Involvement and Community Engagement</b>	*By 06/12/2015, <b>80% of Doyle Elementary Parents/Guardians</b> will attend a minimum of two school events during the year in an effort to increase parent involvement.

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

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		<b>33,968.00</b>		<b>1,913.00</b>	
2040 Inschool Resource Tchr	0.20	16,054.20	-	-	Push in teacher will provide additional small group support for students at risk of not meeting grade level standards.
2605 School Counselor	0.10	7,711.10	-	-	School counselor provides prevention and intervention services for students experiencing social/emotional, school readiness, and academic barriers to learning. SC also provides guidance and informaiton to students and families to ensure success in student attendance, behavior, and promotion.
1192 Prof&Curriclm Dev Vist Tchr		4,350.32		-	Visiting teachers to release Instructional Leadership Team to plan site wide and grade level specific professional development determined by assessed student need.
1957 Non Clsrn Tchr Hrly		-		583.04	Teacher hourly to conduct differentiated parent workshops and classes to support the academic program at Doyle so parents can be active participants in their child's education.
2282 Other Support Prsnl OTBS Hrly		-		538.16	Staff to provide translation and child care of differentiated parent workshops that will provide parents with the tools to be active participants in their child's education.
<b>Employee Benefits</b>		<b>5,165.72</b>		<b>191.82</b>	Benefits for employee positions and hourly pay funded from Title 1 Parent Involvement.
4301 Supplies		686.66		-	Supplies supplement ELA curriculum; these materials are used to work with targeted and specific Tier II and Tier III students in literacy.
4304 Inservice supplies		-		400.00	Supplies for differentiated parent workshops and classes designed to support parents' active participation in their students' education.
5920 Postage Expense		-		200.00	Postage for home/school communications to allow parents to be aware of the academic program at Doyle; and to increase participation of identified groups in school events, parent workshops, and classes.

**APPENDIX E**

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



## APPENDIX E

School Name: Zeta O. Doyle Elementary School

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$53,480.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$53,480.00
10% allocation needed for PD	\$5,348.00

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

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Instructional Leadership Team will participate and facilitate professional development activities with their grade level PLCs in support of districtwide "Cycles of Learning", and site based professional development based on assessed student and staff needs.	\$5,348.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$5,348.00
10 % allocation has been met			<b>YES</b>