

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HANCOCK ELEMENTARY SCHOOL

2014-16

37-68338-6096051

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: Buckson, Jodi

Contact Person: Buckson, Jodi

Position: Principal

Telephone Number:

Address: 3303 Taussig St, Hancock Elementary, San Diego, CA, 92124-3501,

E-mail Address: jbuckson@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.



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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: Hancock Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Jodi Buckson

PHONE: 858-496-8310

FAX: 858-278-6549

E-MAIL ADDRESS: j.buckson@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:

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 2/23/15
- Site Governance Team (SGT) Date of presentation: 2/23/15
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/5/15

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.

Jodi Buckson
Type/Print Name of School Principal

Jodi Buckson
Signature of School Principal

3/12/15
Date

Trace Cimins
Type/Print Name of SSC Chairperson

Trace Cimins
Signature of SSC Chairperson

3/12/15
Date

Dr. Shirley Wilson
Type/Print Name of Area Superintendent

Dr. Shirley Wilson
Signature of Area Superintendent

3/19/15
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

Hancock Elementary School's mission is to promote high academic achievement in a nurturing and supportive learning environment. The 2015-2016 Single Plan for Student Achievement (SPSA) supports our mission statement for Hancock Elementary by strategically allocating categorical funds provided through the consolidated application in the following areas: Response to Intervention (RTI), instructional materials, intervention supports and key personnel.

Hancock students come to us from all across the United States and some foreign countries with a wealth of experiences. Student subgroup enrollment is 48% white, 10% African American, 27% Hispanic, and 12% multicultural and 3% other. Targeted subgroups include our Hispanic, African American, Special needs students and our socioeconomically disadvantaged students. We expect that both groups will increase the number of students who score proficient and advanced on the English Language Arts (ELA) and Mathematics portions of the District-wide Interims and Smarter Balanced Assessment.

The School-wide SMART Goal for ELA states that 70% of students attending Hancock Elementary School will score proficient or advanced on state mandated tests. Key actions implemented to produce expected results include; teacher planning around the Units of Study during monthly grade level meetings, daily guided reading instruction, differentiated instruction for all students at varying levels, additional small group and/or guided reading instruction provided by Intervention Support Teachers and setting and reflecting upon monthly goals with specific interventions and strategies in the area of reading at monthly professional development meetings.

The School-wide SMART Goal for mathematics states that 70% of students attending Hancock Elementary School will score proficient or advanced on state mandated tests. Key actions implemented to produce expected results include; planning around district mathematic modules, daily mathematics instruction, ongoing assessment of student performance, small group instruction and key staff members working with district mathematics support teachers to improve teaching practices.

Challenges for Hancock include; high transience rate due to re-deployments often resulting in inconsistent instructional experiences. Due to greater emotional/social needs, Hancock school is designated as Exceptional Family Member (EFM) housing area for military families. Structures in place to support these challenges include: attendance incentives, additional on-site counselors from Mental Health Systems Tri-west and a Military Family Life Counselor (MFLAC). These services provide on-site private counseling sessions in support of student social and emotional needs with minor disruption to academic instruction.

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 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).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Arlette Anquillon	Teacher
Maureen Carroll	Teacher
Tune Chittadara	Other School Representative
Cynthia Brito	Parent
Amber Jackson	Parent
Jodi Buckson	Principal
Trace Cimins	Chairperson / Teacher
Jennifer King/ DAC Alter. Rep	Parent
Daphine Vivas DAC Repr.	Parent
Andrea Gill	Parent

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 07/21/2016, 70 % of Hancock Elementary Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in English/Language Arts

Closing the Gap SMART Goal:

* By 07/21/2016, 60 % of Hancock Elementary Hispanic or Latino, Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in English/Language Arts

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-based informal 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 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 75 % of Hancock Elementary Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

Closing the Gap SMART Goal:
 * By 07/21/2016, 68 % of Hancock Elementary Black or African American, Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

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-based informal 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 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 57.5 % of Hancock Elementary English Learner, Students, Grades 2-5 will improve one language proficiency level in writing or reach Early Advanced/Advanced level in ELDPI

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):

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 70 % of Hancock Elementary Grade 03, Students will achieve a reading at level 38 in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 62 % of Hancock Elementary Black or African American, Grade 03, Students will achieve a reading at level 38 in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA reading levels

Progress and Growth Monitoring:

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

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

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

* By 07/21/2016, 70 % of Hancock Elementary Parents/Guardians will attend at least four schoolwide events in Parent and Community Engagement

Targeted Population:

The targeted sub-groups are African-American and Socio-economically disadvantaged students.

What data did you use to form these goals?:

Attendance Sign-in Sheets
photos

Progress and Growth Monitoring:

Sign In sheets
Photos
Newsletters

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal:

By 7/21/16, 10% of Hancock students that missed 10% of school due to absents in grades 1-5 will decrease by 5 percentage points.

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):

Power School
Saturday School Rosters

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).

BUDGET: Resources Aligned to Area Goals**Core Program:**

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- 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 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.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, 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 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)

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- 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 student.
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.1000	\$7,549.40	0136-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Counseling support for student intervention Assist with teacher release time for collaboration to support students at risk
Position Library Asst,	0.2750	\$6,905.53	0136-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02	Teacher release time for collaboration to support students at risk. Library Asst to provide support and resources for student and staff to create opportunities in the library for academic supports. Work with at risk students to provides support using computer based technology.
Position Inschool Resource Tchr,	0.7010	\$56,270.67	0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	01, 02	Provide systematic professional development Work with PLC Analyze district-wide assessment data Monitor intervention plans Work with at risk students in small groups
Position Inschool Resource Tchr,	0.0990	\$7,946.93	0136-30106-00-1109-2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02	Provide systematic professional development Work with PLC Analyze district-wide assessment data Monitor intervention plans Work with at risk students in small groups
Prof&Curriclm Dev Vist Tchr	-	\$1,570.00	0136-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02	Teacher release time for collaboration to support students at risk
Supplies	-	\$1,619.00	0136-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02	Supplemental instructional materials to support the core curriculum--ST Math
Interprogram Svcs/Communication	-	\$1,000.00	0136-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Parent communication; materials for events
Supplies	-	\$143.00	0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02	Instructional materials to support the core curriculum--ST Math

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:

To provide instructional support for children who are performing below level in reading, writing, or mathematics. These interventions are limited for a specific amount of time, are data driven, and address individual students' instructional needs. The intervention model is dependent upon teacher collaboration within the PIC.

Identified Need:

Currently, Hancock is consistently ranked 76th out of 100 elementary schools in the District. There are 63 students that have missed 10% of school; which equates to almost 10% of our total school population. The majority of absences are in Kindergarten and First Grade. According to recent research reports, there is a direct correlation between attendance and student achievement; thus Hancock is ranked 6th in the cluster on DRA's--1st grade 50% proficiency and 3rd grade 42% proficiency.

In summation, our major needs are teacher collaboration time to plan, analyze student work, create authentic assessments and develop intervention plans and improving student attendance.

Target Group:

African-Americans, Hispanics and students with special needs

Monitoring:

In-School Resource teacher would be able to analyze and interpret individual student data for Illuminate, assist teachers during the PLC to develop RTI plans and set goals; have data-driven planning sessions, create agendas around needs, maintain SANE (sign-in, agendas, notes and evaluations documents); push-in teachers working with small groups will run data/progress reports for Compass Learning and the attendance monitor will maintain records from Power School, attendance logs, Saturday School attendance logs and nursing logs.

Personnel Responsible:

Principal
In-School Resource teacher
Classroom teachers
Special Educators
Attendance Assistant
Library Assistant

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:

To provide instructional support through differentiated instruction, PBIS, infusion of technology and universal design.

Identified Need:

Incorporating multiple instructional strategies to meet the myriad of needs of an inclusive classroom. Our students enroll into Hancock from all over the world. During the course of several different moves instructional time is often lost. During the course of the students stay, a parent is deployed and returns home, so the child may spend additional time out of school for a specified period of time--resulting in additional learning lost and adjusting to the classroom.

By incorporating PBIS strategies, we will be able to recognize students that are demonstrating SOAR and encourage others to meet school-wide expectations through positive reinforcements. The librarian assistant will be able to provide push-in and pull-out intervention support twice a week to assist students that are not meeting DRA standards in grades K-3. Teachers will be able to recommend students to attend Saturday school, not only to remediate missed attendance, but to also participate in a rich extend learning experience to include computer-based learning, gardening lessons, and much, much, more!

Additionally, the school psychologist will be available to provide in-class support

Target Group:

All students that are not meeting mastery standards.

Monitoring:

RTI Plans

Performance Contracts

Parent communication logs

School-wide schedules

Intervention support schedules

Student Support Team Meetings

PBIS data--office referrals, in-class infraction records and # of participants in monthly PBIS events

Saturday School attendance and lesson plans

Personnel Responsible:

Classroom teacher

Resource teacher

Special Educator

Librarian Assistant

Saturday School teacher

Saturday School Clerk

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:

Teachers will engage in professional learning weekly for one hour as a grade level PLC in order to plan effective instruction.

Identified Need:

Through strategic use of support staff, teachers will meet weekly for one hour to work in their PLC's. We will develop an enrichment wheel for students that will allow time for teachers to meet with their colleagues once a week. The enrichment wheel team will be composed of Guidance, Library assistant, YMCA Play, and two visiting teachers. Two days out of the week the enrichment team will rotate to release a grade level team for one-hour to work in their PLC with the In-School Resource Teacher.

Guidance will meet in classrooms to teach character building, resiliency, etc.

Library Assistant will teach library skills connected to grade-level classroom units in reading and writing

YMCA Play will provide structured PE alongside one of the Visiting teachers

One Visiting teacher will teach art using Arts Attack

Target Group:

Tk-5th grade teachers

Monitoring:

school-wide schedules

SANE

Resource Teacher PD plan

RTI Plans

ILT meeting agendas and notes

Personnel Responsible:

Principal

Resource Teacher

Grade Level PLCs

Support Personnel--guidance counselor, library assistant, YMCA, and (2) Visiting teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Attendance Asst,	0.1400	\$4,011.00	0136-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Monitor student attendance to increase academic performance

Hancock Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Noon Supervision	-	\$3,858.00	0136-09800-00-2951-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	To promote and re-enforce PBIS. Will ensure health and well being of students.
Classroom Teacher Hrly	-	\$3,536.00	0136-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Teachers working on additional projects that increase parent involvement and communication
Supplies	-	\$5,829.00	0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Instructional and professional development materials to support the core curriculum and PBIS for culture and climate.
Prof&Curriclm Dev Vist Tchr	-	\$19,194.00	0136-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for collaboration to support students at risk

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

Hancock 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.

Hancock Elementary School has developed a written Title I parental involvement policy with input from Title I parents.

- Parents were invited to attend an input meeting Friday, March 6, 2015 on how parent involvement dollars should be spent. We agreed to work together beyond the March 13, deadline to create the Title I parent Involvement Spending Plan.

It has distributed the policy to parents of Title I students.

The school will distribute this policy during the 2015 Fall Annual Meeting.

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

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
Families are invited to attend the Title I Annual Meeting/Back to School Night to learn about our school's Title I programs and requirements. Families will gain further knowledge on grade-level expectations, curriculum, and student programs. Families will have opportunities to review and provide the feedback in the following areas:
 - **Title I School Status/Rights of Title I Parents**
 - **School Performance Data** (e.g. State Assessment results; Common Core State Standards; District Benchmark results)
 - **School Budget**
 - **Parent Involvement Plan**
 - **School-Parent Compact**
 - **Ways Parents can be involved in the school including volunteering**
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Back to School Night
 - Principal's Coffee
 - Education Nights
 - PTF Meetings
 - Scheduled Parent-teacher conferences

- 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.
 - PTF meeting Updates
 - SSC/SGT Meetings

- The school provides parents of Title I students with timely information about Title I programs.
 - Flyers
 - Connect Ed
 - Text messages/Email
 - Weekly Newsletter
 - Website

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - This explanation will be provided during Back to School Night and during parent-teacher conferences.
 - Student achievement data will be posted in the weekly newsletter and on the school's website.

- 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.
 - SSC and SGT Meetings
 - PTF Meetings

****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.***

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

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



Hancock Elementary School - Title 1 Program School – Student – Parent Compact

Students of Hancock Elementary agree to:

- Do my homework and classwork every day
- Ask for help when I need it
- Bring home all notices, newsletters and information and give it to my parent/guardian
- Read on my own with my family every day
- Bring home my homework packet or write down my assignments every day , complete it and return it when due
- Obey school rules: Be Safe, Be Respectful, Be Responsible
- When a problem occurs, use STOP, WALK, and TALK strategies

Parent
Signature: _____

Student
Signature _____

Teacher Signature:

Parents of Hancock Elementary agree to:

- Find a way to be actively involved in my child's school
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school and responding when appropriate.
- Inform the teacher about home or learning issues that may impact education
- Monitor attendance and be committed to getting my child to school on time
- Make sure Homework is completed and returned
- Monitor the amount of my child's electronic usage
- Promote positive use of extracurricular time
- Participate in decisions relating to my child's education

The Staff at Hancock Elementary agree to:

- * Help each child grow to his fullest potential
- * Provide a safe and productive learning environment
- * Send reports to parents and maintain open lines of communication
- * Provide meaningful and appropriate homework
- * Consult and coordinate with other teachers about the specific needs of each child
- * Provide high quality curriculum to meet CA Standards for Common Core
- * Provide parents opportunities to participate in our school

APPENDIX C

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

San Diego Unified School District
 Site: 0136 Hancock Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		108,152.00		2,619.00		11,274.00
		108,151.17		2,619.00		11,273.81
		0.83		-		0.19
Certificated Salaries / Monthly	0.80	63,820.07	-	-	0.10	7,946.93
2040 Inschool Resource Tchr	0.70	56,270.67	-	-	0.10	7,946.93
2605 School Counselor	0.10	7,549.40	-	-	-	-
Classified Salaries / Monthly	0.28	6,905.53	-	-	-	-
6472 Library Asst	0.28	6,905.53	-	-	-	-
Certificated Salaries		1,570.00		-		-
1192 Prof&Curriclm Dev Vist Tchr		1,570.00		-		-
Employee Benefits		35,855.57		-		3,183.88
Books and Supplies		-		1,619.00		143.00
4301 Supplies		-		1,619.00		143.00
Services and Other Operating		-		1,000.00		-
5733 Interprogram Svcs/Paper		-		1,000.00		-

APPENDIX D**2014-15 SPSA ADDENDUM**

Hancock Elementary

Area Goals for 2014-15 SY	
<p style="text-align: center;">English Language Arts:</p>	<p>By 07/19/2015, 70% of Hancock Elementary Grades 2-5, students will perform at proficient or advanced level in English-Language Arts on the interim assessments.</p>
<p style="text-align: center;">Mathematics</p>	<p>By 07/19/2015, 75% of Hancock Elementary Grades 2-5, students will perform at proficient or advanced level in Mathematics on the interim assessments.</p>
<p style="text-align: center;">English Language Development</p>	<p>By 07/19/2015, 57.5% of Hancock Elementary Grades 2-5, English Learners, students will improve one language proficiency in writing or reach Early Advanced / Advanced level in ELDPI.</p>
<p style="text-align: center;">Graduation/Promotion Rate</p>	<p>By 07/19/2015, 70% of Hancock Elementary Grades 03, students will be reading at level 38 in DRA.</p>
<p style="text-align: center;">Parent Involvement and Community Engagement</p>	<p>By 07/19/2015, 70% of Hancock Elementary Parents/Guardians will attend at least four schoolwide events in Parent and Community Engagement.</p>

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

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		81,310.00		1,966.00		9,823.00	
2605 School Counselor	0.45	34,807.91	-	-	-	-	Counseling support for student intervention
6472 Library Asst	0.48	12,089.23	-	-	-	-	Library support to check out books and support literacy
1192 Prof&Curriclm Dev Vist Tchr		7,600.00		-		872.00	Teacher release time for collaboration to support students at risk
Employee Benefits		25,257.33		-		109.87	Fixed costs
4301 Supplies		1,555.53		-		8,841.00	Instructional materials to support the core curriculum
4304 Inservice supplies		-		1,966.00		-	conference and PD expenses

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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



APPENDIX E

School Name: Hancock Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$108,152.00
Enter Total Allocation: Resource 30106	\$11,274.00
Sum or Resources 30100 & 30106	\$119,426.00
10% allocation needed for PD	\$11,942.60

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	1109	Purchasing an In-School Resource teacher to plan, organize and deliver professional development within the PLC. This person will work with teams during collaborative planning times assisting with planning lessons, analyzing data, evaluating student work, develop common assessments and create and monitor RTI plans. The In-School resource teacher will also conduct school-wide testing and data analysis.	\$56,270.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1109	Purchasing an In-School Resource teacher to plan, organize and deliver professional development within the PLC. This person will work with teams during collaborative planning times assisting with planning lessons, analyzing data, evaluating student work, develop common assessments and create and monitor RTI plans. The In-School resource teacher will also conduct school-wide testing and data analysis.	\$7,946.93
<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			\$64,216.93
10 % allocation has been met			YES