THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HARDY ELEMENTARY SCHOOL

2014-16

37-68338-6039713
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: Alluin, Laura
Contact Person: Alluin, Laura
Position: Principal
Telephone Number:
Address: 5420 Montezuma Rd, Hardy Elementary, San Diego, CA, 92115-1329,
E-mail Address: lalluin@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.*

San Diego Unified
SCHOOL DISTRICT

RECEIVED MAR 2 0 REC'D

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: **HARDY ELEMENTARY SCHOOL**

DUE March 13, 2015

SITE CONTACT PERSON: LAURA ALLUIN

PHONE: 619-582-0136   FAX: 619-286-2016   E-MAIL ADDRESS: Lalluin@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: _____

   ☒ Site Governance Team (SGT)   Date of presentation: 03/09/15

   ☐ 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: 03/09/15

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.

LAURA M. ALLUIN	_(signature)_	3/10/15
Type/Print Name of School Principal	Signature of School Principal	Date
Christine V. Bailey	_(signature)_	3/10/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire	_(signature)_	3/15/15
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

Updated 02.12.15mdj

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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

What is your personal vision for your school?

My vision is to strive to implement our official school mission, in partnership with staff, parents, students and the community, to develop the whole child by providing an outstanding program in a safe and positive environment:

With high academic and behavioral expectations

With an introduction to the arts and sciences

Fostering a positive work ethic

Creating an environment that embraces respect for each other

Developing each child's inquiry and enthusiasm for learning

Thereby empowering productive, responsible, respectful, and contributing members of society, *with the added emphasis on learning to appreciate differences and celebrate diversity.*

Describe your ideal state for school culture.

Environment that Values Diversity in the Service of Students, in which all employees have knowledge and skills necessary to make equity a reality as they support and serve the learning needs of diverse student populations. Students demonstrate the knowledge and skills, and act thoughtfully and respectfully in order to learn collaboratively with, and value the contributions of, students of different backgrounds. Multiple cultural perspectives and experiences are valued and people feel respected and welcomed. Hardy would be a school that challenges and eliminates practices that encourage bias. Teachers are personally aware of the role race plays in perpetuating a system of bias, prejudice, and inequity.

Describe your ideal state for academic press.

Instruction and assessments are aligned to Common Core State Standards (CCSS) and students are cognitively engaged in rigorous tasks, with an emphasis on critical thinking, problem-solving, and independent and small group project-based learning. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. Data analysis takes place on a regular basis in collaboration with colleagues, and learners take part in setting goals for their academic growth.

CORE AND SUPPLEMENTAL SUPPORTS

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

Grades K-3:   1:24

Grade 4-5:   1:32.13

NURSE:

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

Enrollment/Days Per Week

1-592   =   1 day per week

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2

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).

All teachers will attend district trainings in ELA, Math, and Science

Monthly on-site PD on selected Wednesday of each month

PLCs will focus on Common Core-aligned lesson planning and developing common assessments, implementing District Units of Inquiry in language arts and Math Concept/Topic Units

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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
Laura Alluin	Principal
Lindee Carder	Other
Christine Bailey	SSC Chairperson Teacher
Helen Bryant	Teacher
Mary Larson	Teacher
Julie Rasco	Parent
Stacey Allaband	Parent
Jennifer Skeen	Parent
Tina Nguyen	Parent
Alexsandra Nikolova	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/21/2016, 78 % of Hardy Elementary Students, Grades 2-5 will meet or exceed common core standards in English/Language Arts

Closing the Gap SMART Goal:

* By 06/21/2016, 75 % of Hardy Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed common core standards 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):

Teacher-created and publisher-created end of chapter and unit 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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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 Hardy Elementary Students, Grades 2-5 will meet common core standards in Mathematics

Closing the Gap SMART Goal:
* By 06/21/2016, 75 % of SDUSD Hispanic or Latino, Students, Grades 2-5 will meet or exceed meet common core standards 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):

Pearson math topic tests; District Interim Assessments; teacher- and publisher-created end of chapter and unit 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 06/21/2016, 54 % of Hardy Elementary English Learner will improve one language proficiency level or reach Early Advanced or Advanced 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): English Language Development Proficiency Indicator (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: **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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/21/2016, 96.5 % of Hardy Elementary Students will achieve a monthly attendance rate as measured by Attendance

Closing the Gap SMART Goal:
* By 06/21/2016, 96 % of Hardy Elementary Students will achieve a with 10 or more absences improve their monthly attendance rate as measured by Attendance

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Attendance data from 2011-12 and 2012-13
Orbit attendance reports

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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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 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 06/21/2016, 100 % of Hardy Elementary Parents/Guardians will receive general school information on a weekly, monthly basis, and individual basis at least 3 times in Graduation/Promotion Rate
Targeted Population: Targeted subgroups: Parents of Hispanic or Latino students; Parents of Vietnamese, Indochinese, and Asian students **What data did you use to form these goals?** School Site Council meetings Site Governance Team meetings Coffees with the Principal School Suggestion Box School Messenger communications
Progress and Growth Monitoring: Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals. The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)
All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
Teachers will provide balanced literacy instruction including daily guided reading.
Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
Teachers will use graphic organizers and Thinking Maps to support student understanding.
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.
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.
ELST will consult with teachers to provide supports for targeted English Learners.
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Classroom teacher-hourly will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

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

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License	-	$6,000.00	0139-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Educational technology to support classroom instruction and intervention support
Supplies	-	$9,869.00	0139-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	instructional supplies to support common core standards
Prof&Curriclm Dev Vist Tchr	-	$5,000.00	0139-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1	Visiting teacher to support ELD and literacy intervention groups
Conference Local	-	$1,000.00	0139-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 3	off-site professional development opportunities
Interprogram Svcs/Paper	-	$152.00	0139-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1, LCFF 3	Office supplies to support community engagement
Supplies	-	$850.00	0139-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 3	Supplies for parent and community involvement activities
Inservice supplies	-	$150.00	0139-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 3	supplies for parent and family events to build community engagements

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:

Grade level assessments will identify at-risk students, skill by skill, deadlines and goals will be established and differentiated instruction will occur at Tier 2 intervention levels.

Identified Need:

Foundational skills as described in CCSS

Beginning ELL proficiencies as determined by CELDT

Target Group:

Grade level data to identify individual students.

Monitoring:

Weekly/Monthly grade level PLC/Collaboration will monitor grade level progress towards goals.

Personnel Responsible:

Principal, Classroom Teachers, Resource Staff

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:

Common texts allow for grade level agreed-upon instructional techniques, lesson planning, and assessments.

Agreed-upon common grade level schedule that includes ILT-created non-negotiable daily instructional components.

Research-based systematic practices to include focus boards, foundational skills lessons, number talks, close reading, collaborative conversations, and reading response via writing.

Identified Need:

Common pacing appropriate to grade levels

Depth of understanding of CCSS, rigor and materials.

Target Group:

Teachers and students

Monitoring:

Administrative walk-throughs and observations; ILT meetings and walk-throughs; Public data displays

Personnel Responsible:

Principal; Instructional Leadership Team; TK-5 Staff; SSC/SGT

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:
To maintain and deepen our understanding of a common viable curriculum grades TK-5. Specific practices to be studied include collaborative conversation and differentiated learning.

Identified Need:
Shift collaborative conversations to include teacher facilitation and increased student talk.
Shift whole group teacher planning and instruction to meet the needs of specific assessed learning style of the individual learner.

Target Group:
All students and staff.

Monitoring::
Administrative walk through; Public data displays; Public sharing of practice

Personnel Responsible:
Principal; Instructional Leadership Team; TK-5 Staff; SST/SGT

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$813.00	0139-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Instructional materials to support Common Core Standards.
Prof&Curriclm Dev Vist Tchr	-	$9,000.00	0139-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Release Time for teacher collaboration and planning PLC time.

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)

2015 - 16

TITLE I PARENT INVOLVEMENT POLICY

In September 2015, Hardy parents will meet to discuss and give input into this year's plan to actively engage families in supporting the academic achievement of all students. The Title I Parent Involvement Policy reflects our shared belief that an informed and collaborative home-school partnership is essential for maximizing the full potential of each learner.

Hardy Elementary School will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school, to the greatest extent possible, in languages appropriate for the parent groups. Topics covered during the meeting will include:

- ❖ improving communication between the school and home
- ❖ discussing current student assessment data and student progress
- ❖ providing information about school and district resources for student academic improvement
- ❖ evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- ❖ conferencing with teachers
- ❖ providing training programs to help parents support and work with their children at home and at school

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to provide an organized, on-going, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

The principal's newsletter is distributed to parents at the beginning of each month, informing them of school events and addressing educational issues of interest. For special meetings, targeted language groups receive notice in their language to the extent possible.

Every Hardy household receives a red PARENT FOLDER which includes descriptions of school and district policies involving curriculum, expectations, rights, and safety policies. Every Hardy student receives a black STUDENT FOLDER to be exchanged daily with information, graded work, and progress updates for parents.

The Hardy website is updated at frequent intervals to provide parents with current information and links to websites supportive of academic achievement.

In September, Hardy families receive passwords to access academic support at home from Learning Upgrade, Pearson Math, and RAZ KIDS, a leveled reading program to build comprehension.

Weekly calls and email messages from the principal go out to all Hardy families to share information about opportunities for school involvement.

During parent meetings, opportunities will be offered for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Parents are notified annually of individual student assessment results by the Research and Reporting Office and the Testing Unit. An explanation of the information is available in several languages.

One Coffee with the Principal will be held each trimester to provide parents with an informal opportunity to share concerns/insight/suggestions with the principal.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

HARDY ELEMENTARY SCHOOL
2015-16 Home/School Compact

Hardy Elementary School 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), 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.
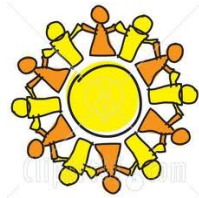
School Responsibilities   The Hardy staff will:

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:**

    Challenge students with enVision math curriculum, kindergarten through 5th grades

    Implement district-developed Units of Inquiry to address literacy in: listening, speaking, reading, and writing

    Differentiate instruction based on student needs (GATE, English learners, students with special education plans, etc.)

    Offer literacy support in addition to the core instructional program through our schoolwide POWER HOUR in reading comprehension, word attack/fluency, and language/vocabulary

    Utilize software licenses to extend opportunities for learning beyond the classroom: Reading A-Z, Brainpop, Learning Upgrade, and RAZ Kids

    Administer district periodic assessments three times annually in literacy and mathematics to monitor student progress toward grade level standards and inform instruction

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

    Staff members are available to confer with parents at mutually agreed upon times.

    Student Study Team (SST) meetings may be convened upon request from teachers, parents, or community support providers to plan/monitor interventions in support of individual students.

    A week of minimum days will be reserved for formal parent-teacher conferences in the month of November 2015.

    Parents of students with Learning Contracts will be invited to a second conference to review the impact of interventions in March and June of 2016.

3. **Provide parents with frequent reports on their child's progress.**

    Three formal, standards-based report cards are provided to parents: November 2015, March 2016 and June 2016.

    Parents will also receive literacy and mathematics assessment summaries for their children in December 2015, March 2016, and June 2016.

    Staff members will also inform parents of individual student progress more frequently, upon request of the parent or when teachers deem it necessary.

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

    Staff members are available to meet with parents daily before or after school, with 24- hour notice, Monday through Friday.

All staff members' email addresses are given to parents the first week of school. Hardy teachers and support staff check email daily and respond to parents within 24 hours.

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

Volunteer orientations will be held in September and October 2015 at 7:15 a.m. and 5:30 p.m. to review district requirements and Hardy opportunities to volunteer, and in February 2016 (2nd semester):

Classrooms	Library	Mileage Club
Gardening Committee	Fieldtrips	PTA-sponsored events

Parents are also invited into classrooms for events like authors' teas, oral presentations, student performances, Seussapaloosa, etc.

Parent Responsibilities   We will support our child's learning by:

- ❖ Monitoring attendance.
- ❖ Making sure that homework is completed.
- ❖ Monitoring amount of television my child watches.
- ❖ Volunteering at Hardy when possible.
- ❖ Participating, as appropriate, in decisions relating to my child's education.
- ❖ 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, as appropriate.
- ❖ Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities   Each learner must:

- ❖ Take my Hardy folder home, put it where my parents can check it, and return it to school EVERY DAY.
- ❖ Do my homework every day and ask for help when I need it.
- ❖ Read at least 30 minutes every day outside of school time.
- ❖ Give my parents/guardians all notices and information received by me from my school every day.
- ❖ Come to school every day, ready to try my best, without ever giving up!

The nice thing about teamwork is that you always have others on your side.
-Margaret Carty-

APPENDIX C

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

San Diego Unified School District				
Site: 0139 Hardy Elementary				
As of Date 04-20-2015				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent Involvement	
Name	FTE	TOTAL	FTE	TOTAL
		22,630.00		1,152.00
		22,630.50		1,152.00
		(0.50)		-
1192 Prof&Curriclm Dev Vist Tchr		5,000.00		-
Employee Benefits		761.50		-
4301 Supplies		9,869.00		850.00
4304 Inservice supplies		-		150.00
5209 Conference Local		1,000.00		-
5733 Interprogram Svcs/Paper		-		152.00
5841 Software License		6,000.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

HARDY ELEMENTARY

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 78% of HARDY Elementary Grades 2-5, Students will meet or exceed grade level common core standards in English/Language Arts
Mathematics	By 07/21/2015, 83% of HARDY Elementary Grades 2-5, Students will meet or exceed grade level common core standards in Mathematics
English Language Development	By 07/21//2015, 54% of HARDY Elementary English Learners will improve one language proficiency level or reach Early Advanced or Advanced in ELDPI
Graduation/Promotion Rate	By 07/21/2015, HARDY Elementary Students will increase to a monthly attendance rate of 96.5%
Parent Involvement and Community Engagement	By 07/21/2015, 100% of HARDY Elementary Parents/Guardians will receive and respond to general school information on a weekly and monthly basis, and individual communcation 3 times/year to meet Graduation/Promotion rates

Academic Program Description:	**Please see the base program model in the following four pages.**

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified
SCHOOL DISTRICT

APPENDIX E

School Name: **Hardy**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$22,630.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$22,630.00
10% allocation needed for PD	$2,263.00

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
☑ 30100			
☐ 30106	1192	Visiting teacher to support ELD and literacy intervention groups	$5,000.00
☐ 30100			
☐ 30106			$0.00
☐ 30100			
☐ 30106			$0.00
☐ 30100			
☐ 30106			$0.00
☐ 30100			
☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$5,000.00
		10 % allocation has been met	**YES**