

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JOYNER ELEMENTARY SCHOOL

2014-16

37-68338-0114041
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: Suanico, Timothy

Contact Person: Suanico, Timothy

Position: Principal

Telephone Number:

Address: 4271 Myrtle Av, Joyner Elementary, San Diego, CA, 92105,

E-mail Address: tsuanico@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 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: Joyner Micro-Society Magnet Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Mr, Tim L. Suanico, Ed.S

PHONE: 619.640.4000

FAX: 619.640.4090

E-MAIL ADDRESS: tsuanico@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) [checked] Title 1 Schoolwide Programs (SWP) [checked] Program Improvement (PI) [checked] 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: February 2015
Community Advisory Committee for Special Education Programs (CAC) Date of presentation:
Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: February 2015
Site Governance Team (SGT) Date of presentation: February 2015
Other (list): SSC, Parent Leadership Team Date of presentation: February 2015

- 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: Monday, March 9, 2015

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.

Mr. Tim L. Suanico, Ed.S
Type/Print Name of School Principal
Mrs. Diana Barriel
Type/Print Name of SSC Chairperson
Dr. Fabiola Bagula
Type/Print Name of Area Superintendent

Signature of School Principal
Signature of SSC Chairperson
Signature of Area Superintendent

March 9, 2015
Date
March 9, 2015
Date
3/9/15
Date

Submit Document With Original Signatures To: Financial Planning, Monitoring and Accountability Department Eugene Bruckner Education Center, Room 3126

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - 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

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 2015-16 SSC approved categorical budget. The work toward approving the 2015-16 categorical budget was completed in the spring of 2015 in preparation for the 2015-16 school year. This document is contained in the appendix and has been updated to address the 2015-16 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

My personal vision for Joyner Micro-Society Magnet School is to have a school driven by students' needs, in partnership with parents and community, which ensures all of our students will achieve their academic and personal best through a curriculum dedicated to excellence.

My ideal state for school culture is that all stake holders share a common vision, shared beliefs, and behave in way to support that common vision and beliefs. The culture is based on a safe and supportive school model that recognizes and appreciates the diversity that exists within the school community.

My ideal state of academic press at Joyner is having an academic learning climate that influences administrative, teacher, student and parent behaviors. Creating a climate in which the school is driven by measurable academic excellence with high but achievable goals that are set for students. The learning environment is orderly and serious, teachers believe in their students' abilities to achieve and students work hard and respect those who do well academically. In addition, I would like to see Joyner as a school that has pulled together its' forces – school policies, practices, expectations, norms, and rewards – to create an academic environment or press experienced by teachers and students so that there is a reciprocal relationship between academic press and students achievement. Meaning..."As academic press increases, so will student achievement.

I believe that my school's current reality with regards to my vision is that the work of the PLC's is truly centered around analyzing student work in order to identify student strength and needs and plan for specific and purposeful instruction. So I feel that the current reality, with respect to the academic component, is being addressed. However, I do know that this work can be intensified and raised even further. Since student needs are not limited to the academic arena, there is still work that needs to be around Behavioral RTI to address social behaviors and patterns of both students and staff.

The current school culture is that of a highly collaborative nature. Alignment Teams have been developed where all staff members are participants and make decisions that impact the operational, budgetary and instructional components of the school.

The current reality at Joyner is that philosophical understandings and beliefs are in place regarding all stakeholders believing that all students are critical thinkers, meaning makers and problem solvers. However, the actual implementation of curriculum planning, student engagement, and teaching and learning that has been observed in the classroom continues to be heavily weighted more on teacher control and direction. More work is necessary in order to allow for students to engage in classroom activities that allow them to be independent critical thinkers, meaning makers and problem solvers.

CORE AND SUPPLEMENTAL SUPPORTS

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

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
Tim Suanico	Principal
Pam Maidens Lhuiller	Teacher
Heather Davies	Teacher
Pauline Lance	Teacher
Alma Diaz	Other
Elva Perry	Parent
Diana Berriel	Parent
Erika Espinoza	Parent
Etelvina Tinoco	Parent
Delia Ramirez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/19/2016, 47 % of Joyner Elementary Students will achieve a meet common core grade level standards in ELA on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 07/19/2016, 45 % of Joyner Elementary Hispanic or Latino, Students will achieve a meet common core grade level standards in ELA 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):

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 2: Mathematics**Mathematics SMART Goal:**

* By 07/19/2016, 66 % of Joyner Elementary Students will achieve a meet common core grade level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 07/19/2016, 63 % of Joyner Elementary Hispanic or Latino, Students will achieve a common core grade level standards 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):**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 07/19/2016, 41 % of Joyner Elementary English Learner, Students, Grades 2-5 will perform at Early Advanced level on site-developed/identified common formative assessments , increasing from 22.3 % to 41 % , a gain of 18.70 %
 * By 07/19/2016, 30 % of Joyner Elementary English Learner, Students, Grades 2-5 will perform at Reclassification level on site-developed/identified common formative assessments , increasing from 27 % to 30 % , a gain of 3.00 %

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 07/19/2016, 37 % of Joyner Elementary Grade 03, Students will perform at P level in Fountas and Pinnel , increasing from 29.1 % to 37 % , a gain of 7.90 %

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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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 07/19/2016, 80 % of Joyner Elementary Grade K, Students, Parents/Guardians will achieve a participate in our "Parent Leadership Workshops" to support in Parent and Community Engagement

Targeted Population:

The targeted population will be the parents of students Kinder and 1st grade students.

What data did you use to form these goals?:**Progress and Growth Monitoring:**

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

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

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

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

Joyner Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)

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

PAL will provide monthly check in with families of 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
Position Teacher-	1.0000	\$69,429.00	0130-30100-00-1907-2495-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	Coordinates all Professional Learning Community grade level professional development. In addition, this position coordinates and facilitates all Response to Intervention efforts to ensure proper Tier 1 and Tier 2 supports have been in place for students prior to considerations for special education assessments. This position also works with the site leadership team to plan for whole staff professional development.
Position Project Resource Teacher,	1.0000	\$80,721.00	0130-30100-00-1907-2100-0000-01000-0000	Title I Basic Program	01, 02, 03	Joyner ES is a Micro-Society Magnet School where every student is part of a micro-society that requires them to apply and enhance their critical thinking skills, problem solving, 21st Century soft skills, innovative and creative skills by taking on jobs such as managers, employees, bankers, post masters, judges, etc. The Resource Teacher coordinates all of the curriculum and Micro-Society details in order for the Magnet Program to run effectively and efficiently.
Consultant/Professional Dev	-	\$12,954.82	0130-30100-00-5107-2140-0000-01000-0000	Title I Basic Program	02	In order to increase the level of professional development and support of our Math Seminars Program from K-3 to include grades 4 and 5 without reducing the existing supports for K-3, we need to fund an additional Math Seminars Consultant to begin professional development work and support with 4th and 5th grade teachers. This support also includes subs for release days as well as instructional supplies needed for implementation of the change in pedagogy in the classrooms.
Other Support Prsnl PARAS Hrly	-	\$1,500.00	0130-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	At Joyner, a number of Parent Workshops in literacy, mathematics, leadership are conducted throughout the year. Childcare is essential for many of our parents in order for them to attend and participate.
Supplies	-	\$1,729.50	0130-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Instructional Supplies are necessary during our parent literacy, math, and leadership workshops that are held throughout the year. Supplies such as paper is used to copy handouts as well as purchase of sample text books and manipulatives for parent use during the trainings.
Supplies	-	\$3,975.11	0130-30106-00-	Title I	01, 02, 03,	Instructional supplies are needed to support students in the classroom. Textbooks to

Joyner Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			4301-1000-1110-01000-0000	Supplmnt Prog Imprmnt	04	manipulatives, reading/writing/math journals are all utilized to support students in their academics.
Consultant/Professional Dev	-	\$11,432.89	0130-30106-00-5107-2140-0000-01000-0000	Title I Supplmnt Prog Imprmnt	02	In order to increase the level of professional development and support of our Math Seminars Program from K-3 to include grades 4 and 5 without reducing the existing supports for K-3, we need to fund an additional Math Seminars Consultant to begin professional development work and support with 4th and 5th grade teachers. This support also includes subs for release days as well as instructional supplies needed for implementation of the change in pedagogy in the classrooms.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Students will be provided with direct instructional supports through additional small group instruction and participation in our Extended Day Reading Program.

Identified Need:

Interim data shows that at least 70% of Joyner students in grades 3-5 are currently performing below grade level in ELA and at least 50% of students in grades 3-5 are performing below grade level in mathematics.

Target Group:

Students in grades 3-5 who are in need of additional supports and identified as “Intervention” by their classroom teachers based on formative and summative assessments.

Monitoring:

Grade level teams participate in Data Analysis during PLC. Classroom teachers with the support of the Resource Teacher will administer ongoing assessments to record and monitor individual student performance.

Personnel Responsible:

Classroom Teacher, Resource Teacher, Site Administrators

Goal 2: Classroom Supports**Classroom Support Goal:**

Students will be provided direct classroom instructional supports through additional small group instruction in the areas of ELA and Math.

Identified Need:

Interim data shows that at least 70% of Joyner students in grades 3-5 are performing below grade level in ELA and at least 50% are performing below grade level in Math.

Target Group:

Students have been identified by teachers based on ELA and Math performance using both summative and formative assessments.

Monitoring:

Grade level teams participate in Data Analysis during PLC. Classroom teachers with the support of the Resource Teacher will administer ongoing assessments to record and monitor individual student performance.

Personnel Responsible:

Classroom Teachers, Resource Teacher, Site Administrators

Goal 3: Professional Development

Professional Development Goal:

Teachers and Ed Specialists will participate in Critical Literacy Seminars and Seminars in Mathematics to continue to strengthen their pedagogy and instructional practices that will meet the needs of all students in their classroom. Within their participation in PLC and professional development work, teachers will engage in student work and data analysis in order to discuss and develop instructional interventions and supports for their Target Students. Teachers who have seniority and are considered as Joyner seasoned teachers will work closely with teachers within their grade level to provide them with additional instructional supports and strategies that will address the needs of the Target students.

Identified Need::

The identified need is around providing support to teachers new to Joyner in identifying Target students and the student work and data analysis that needs to take place in order to plan for effective and meaningful intervention instruction.

Target Group::

Teachers new to Joyner within 3 years and identified Target students.

Monitoring::

Administrators and PD/Curriculum Resource Teacher will monitor new teacher capacity building through PD participation and their work around evidence and documentation for supporting their Target students. In addition, monthly PLC work will monitor Target student progress by analysis of student work and classroom summative assessments.

Personnel Responsible:

Classroom Teachers, Resource Teacher, Administrators

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	1.0000	\$28,195.00	0130-09800-00-2404-3110-0000-	LCFF Intervention	LCFF 1, LCFF 2	Historically, the Guidance Assistant position has been and continues to be an integral need for Joyner. With the a large number of students experiencing emotional, social, and traumatic life

Joyner Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			01000-0000	Support		experiences, and only having one and a half day of counseling time, students and families require the support of the Guidance Assistant. The Guidance Assistant provides students with behavioral and social strategies, calls parents and coordinates intervention meetings between parents, teachers and administration.
Prof&Curriclm Dev Vist Tchr	-	\$42,237.26	0130-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Professional Learning Communities are highly valued and are a deep rooted belief system for Joyner Staff. Participation in 9 PLC's per year for 29 teachers and 3 PD opportunities per year for 4 Special Education Staff for the purpose of raising student achievement and closing the achievement gap by improving teaching and learning, requires release time for staff. Credentialed substitute teachers are necessary to provide staff these PLC and PD release days.

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
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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

**JOYNER MICRO-SOCIETY MAGNET 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.

Joyner ES has developed a written Title I parental involvement policy with input from Title I parents. *The Title I Parent Involvement Policy was developed by holding meetings with The Joyner Parent Leadership Team, ELAC, SSC and GATE committees that included the parent representatives of those committees. Parents provided input and participated in discourse focused on what is educationally in the best interest of all students and their families.*

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

The Title One Parent Involvement Policy is distributed to parents through the Parent/Student Handbook as well as at our first Family Friday event which is held the first Friday after school opens.

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 [*School Name*], 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.
As stated above, the Title One Parent Involvement Policy is distributed to parents during our first Family Friday which occurs the first Friday of the school year.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Joyner offers a variety of meeting opportunities for parents based on parent input on their availability. A monthly calendar is sent home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language via a flyer or ConnectEd messaging. Parent newsletters and flyers are used to advertise parent meetings and training sessions offered at Joyner ES, the District Advisory Council, Harold Ballard Center, Parent University, and throughout the district. Every attempt is made to contact parents in the language of the parents' choice.*
- 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. *During parent meetings, opportunities are provided for parental suggestions. These suggestions are reviewed in a timely fashion and responses are given by the next scheduled meeting, if possible. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting.*

- The school provides parents of Title I students with timely information about Title I programs. ***Parents are notified annually of individual student assessment results by site staff and the district's Research and Reporting Department. An explanation of the information is made available in several languages.***
- 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. ***During Curriculum Night, which happens within the first month of the school year, teachers make classroom presentations for parents to explain the curriculum, assessments, classroom procedures and ways student progress are measured.***
- 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. ***As stated above, multiple opportunities as well as regularly scheduled SSC and Parent and Partnership Alignment Team meetings are held monthly. These meetings allow parents to participate in decisions related to the education of their children.***

****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)]***

School-Parent Compact

Joyner Micro-Society Magnet Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- *The Title I Parent Involvement Policy was developed by holding meetings with The Joyner Parent Leadership Team, ELAC, SSC and GATE committees that included the parent representatives of those committees. Parents provided input and participated in discourse focused on what is educationally in the best interest of all students and their families.*

Building Capacity for Involvement

Joyner Micro-Society Magnet Elementary School 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 I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *. During Curriculum Night, which happens within the first month of the school year, teachers make classroom presentations for parents to explain the curriculum, assessments, classroom procedures and ways student progress are measured.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Several programs such as KinderStart, Success for Life, Parent Education and Parent Leadership classes are offered to the families here at Joyner. These programs provide parents with curriculum materials such as books to read, books on tapes, manipulatives for math, etc., along with the training on how to use these materials to support their children. In addition, book bags for reading and listening have been made available for parent check out in the school's library.*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *Parents on the Leadership Team as well as the Joyner Wellness Council present during staff meetings to help educate staff members about the value of parent contributions. In addition, Joyner's Parents and Partners Alignment Team involve parents and community*

members who take part in leadership decisions for both operational as well as academic programs within the school.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

At Joyner, Title I parent involvement includes their participation with the Wellness Council, English Language Acquisition Committee, GATE, and the Parents and Partners Alignment Team. In addition, Title I parents are also a part of the School Site Council so that input from Title I parents are always included in all decision making processes.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parents are notified annually of individual student assessment results by site staff and the district's Research and Reporting Department. An explanation of the information is made available in several languages. In addition, school meetings, events, parent conferences, Family Fridays, Micro Night, Curriculum Night, and other pertinent information are provided to parents via English and Spanish flyers, memos, ConnectEd and our weekly Monday morning Announcements.

- The school provides support for parental involvement activities requested by Title I parents.

Parental Involvement Activities requested by Title I parents are first brought forward to the Parents and Partners Alignment Team. There, requests are discussed in detail before a final plan is brought forward to the Operational Team. If plans are comprehensive and support the schools belief systems and Vision, then they are approved. Several activities such as the Parent Zumba classes, Multicultural Event, and Walking Club have become a part of the school culture due to Title I parents and school supporting one another.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

JOYNER MICRO-SOCIETY MAGNET ELEMENTARY SCHOOL

HOME SCHOOL COMPACT

Student Commitments

Academic:

- 1. I will attend school daily, on time, prepared, and ready to work and learn.**
- 2. I will understand what I am expected to learn, complete all assignments to the best of my ability and get help when I need it.**

Citizenship:

- 3. I will follow school rules (including the site discipline code) and cooperate with adults and other children.**
- 4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.**
- 5. I will follow teacher instructions and not be disruptive in class.**
- 6. I will not use profanity or make derogatory statements (put-downs).**
- 7. I will respect the property of the school, the community and others.**

Home:

- 8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.**

Teacher Commitments

Teaching and Learning:

- 1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.**
- 2. I will provide an enriching academic program based on standards.**
- 3. I will give my students timely feedback on their work.**
- 4. I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.**
- 5. I will seek out additional resources, such as individual instruction, peer coaching/tutoring, etc...to meet my students' special academic needs.**
- 6. I will advocate for my students' non-academic needs**

School:

- 7. I will help to create a welcoming environment for students, families, and community members.**
- 8. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.**
- 9. I will actively participate in site decision making.**

Home:

- 10. I will communicate with the parents of my students through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.**
- 11. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.**
- 12. I will suggest ways that parents can support their child's learning at home, including the importance of daily with their child, and limiting television viewing.**

Parent/Guardian Commitments

School Supports:

1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

School Communication and Involvement:

7. I will contact the teacher/counselor about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.
10. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

Home Learning:

11. I will provide a regular time, place, and supervision for homework completion.
12. I will read to my child to ensure that my child read daily just for pleasure.
13. I will limit my child's television or electronic game time and encourage positive uses of out-of-school times.

School Administrator Commitments

Instructional Leadership:

1. I will work to ensure a positive learning climate at the school, and hold high expectations for student achievement.
2. I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. I will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
4. I will effectively utilize site and community resources to improve student achievement.

School Environment:

5. I will foster a safe and positive learning environment with a consistent application of the site discipline plan.
6. I will create a welcoming environment for students, families, and community members.

Communication:

7. I will provide regular and direct communication regarding school and learning issues to students, families, and the community.

Stakeholder Involvement:

8. I will ensure all stakeholders have the opportunity to be involved/represented in the site decision making process.
9. I will provide staff, parents, and community with ways to participate in planning, reviewing, and implementing the Single Plan for Student Achievement.
10. I will provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen parent involvement.

District Commitments

Student Learning:

1. We will focus our efforts and provide equitable resources to raise student achievement.
2. We will connect schools with integrated resources and services consistently across the district. If all stakeholders in the learning process have fulfilled their roles and responsibilities, and the child still does not successfully meet district standards, we will work collaboratively with the school and parent/guardian to identify, implement, and fund appropriate interventions beyond those previously provided by the site (personnel, referrals, and other services, etc.)

Home:

3. We will promote parent involvement and training, and foster a climate of two-way communication between the district and the home.

Support for the Compact:

4. We will consistently investigate, develop, and implement districtwide policies relating to issues such as attendance, discipline and tardiness.
5. We will support the commitments that the home and school make to each other as reflected in the compact.

San Diego Unified School District (adapted from the California State PTA Parent Education Manual, Parents Empowering Parents ---Section I, Exhibit H ---; includes school-parent compact requirements as stated in Title I of Improving America's Schools Act, Section 1118 (d), and district accountability requirements).

If you have any questions or concerns, please contact the school office at 619.640.4000.



Please cut along the line and return the tear off portion to your child's teacher. Thank you!

I have read the Joyner Micro-Society Magnet Elementary School Handbook and reviewed the rules and regulations with my child/children.

Child's Name: _____ Gr. _____ Rm.# _____

Parent Signature: _____

Date: _____

APPENDIX C

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

San Diego Unified School District
 Site: 0130 Joyner Elementary
 As of Date 04-15-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$217,919.00		\$3,579.00		\$15,408.00
		\$217,919.00		\$3,579.00		\$15,408.00
		\$0.00		\$0.00		\$0.00
Certificated Salaries / Monthly	2.0000	\$150,150.00	0.0000	\$0.00	0.0000	\$0.00
2400 Teacher-Nonclassroom	1.0000	\$69,429.00	0.0000	\$0.00	0.0000	\$0.00
2720 Project Resource Teacher	1.0000	\$80,721.00	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries		\$0.00		\$1,500.00		\$0.00
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$1,500.00		\$0.00
Employee Benefits		\$54,814.18		\$349.50		\$0.00
Books and Supplies		\$0.00		\$1,729.50		\$3,975.11
4301 Supplies		\$0.00		\$1,729.50		\$3,975.11
Services and Other Operating		\$12,954.82		\$0.00		\$11,432.89
5107 Consultant/Professional Dev		\$12,954.82		\$0.00		\$11,432.89

APPENDIX D

2014-15 SPSA ADDENDUM

Joyner Elementary School

Area Goals for 2015-15 SY	
English Language Arts:	By 07/21/2015, 47 % of Joyner Elementary Students will achieve a meet common core grade level standards in ELA on the common formative assessment.
Mathematics	By 07/21/2015, 66 % of Joyner Elementary Students will meet common core grade level standards on the common formative assessment.
English Language Development	By 07/21/2015, 41 % of Joyner Elementary English Learner, Students, Grades 2-5 will perform at Early Advanced level in ELDPI , increasing from 22.3 % to 41 % , a gain of 18.70 % .
Graduation/Promotion Rate	By 08/31/2015, 37 % of Joyner Elementary Grade 03, Students will perform at P level in Fountas and Pinnel , increasing from 29.1 % to 37 % , a gain of 7.90 %.
Parent Involvement and Community Engagement	By 07/21/2015, 80 % of Joyner Elementary Parents/Guardians, Students, Grade K will participate in our "Success for Life" parent academic workshop to support in Parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2015-15 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	
		\$205,465.00		\$2,887.00		\$14,424.00	
2040 Inschool Resource Tchr	0.3500	\$28,094.85	0.0000	\$0.00	0.0000	\$0.00	Micro Society Magnet Resource Teacher coordinates all of the operational logistics and trainings for students in order to sustain the Micro Society experience for all students in grades TK-5.
2400 Teacher-Nonclassroom	1.6000	\$120,798.40	0.0000	\$0.00	0.0000	\$0.00	The NonClassroom Teacher coordinates all Professional Development PLC meetings and meets with the site Leadership Team to plan schoolwide PD's. In addition, she manages and facilitates all RTI processes and is responsible for coordinating all district and site developed assessments.
6410 Health Technician	0.0000	\$0.00	0.0000	\$0.00	0.2500	\$8,153.50	In order to insure that students health and well being are addressed daily, an additional day of Health Tech time was purchased.
1957 Non Clsrm Tchr Hrly		\$4,000.00		\$0.00		\$0.00	Teacher hourly to provide additional time outside the regular school day in order to analyze data and plan responsive lessons.
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$1,500.00		\$0.00	Provides childcare for parent involvement activities.
Employee Benefits		\$52,398.76		\$329.88		\$6,262.10	
4301 Supplies		\$172.99		\$1,057.12		\$8.40	Supplementary materials that support students.

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

APPENDIX E

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



School Name: Joyner Micro Society Magnet Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$217,919.00
Enter Total Allocation: Resource 30106	\$15,408.00
Sum or Resources 30100 & 30106	\$233,327.00
10% allocation needed for PD	\$23,332.70

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	1907	.25 FTE A Professional Development Resource Teacher organized and coordinates all PLC Professional Development with teachers and Support Staff in the Area of ELA and Math. In addition, this Resource Teacher meets with the Leadership Team to plan montly PD's as well as monitor student assessments.	\$21,750.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	5107	Math Seminars Consultant to begin professional development work and support with 4th and 5th grade teachers. This support also includes subs for release days as well as instructional supplies needed for implementation of the change in pedagogy in the classrooms.	\$12,954.82
<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			\$34,704.82
10 % allocation has been met			YES