

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT NORMAL HEIGHTS ELEMENTARY SCHOOL

2014-16

37-68338-0111864
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: Aguilar, John
Contact Person: Aguilar, John
Position: Principal
Telephone Number: 619/584-6000;
Address: 3750 Ward Rd, Normal Heights Elementary, San Diego, CA, 92116,
E-mail Address: jaguilar@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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Attachment 2
Modification of SPSA

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



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

SCHOOL NAME: Normal Heights Elementary

DUE March 13, 2015

SITE CONTACT PERSON: John Aguilar

PHONE: 619-584-6000

FAX: 619-584-6090

E-MAIL ADDRESS: jaguilar@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: _____
- Other (list): SSC Meetings on 12/10/14, 2/11/15; Staff Meetings on 1/26/15, 2/12/15 and 2/26/15; Parent Meetings on 1/30/15, 2/27/15 Date of presentation: December 2014-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: 3/11/15

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.

<u>John Aguilar</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Lisa Ames</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Fabiola Bagub</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3/20/15</u> Date

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

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

The mission of Normal Heights Elementary is that all students will articulate their critical and creative thinking across all domains, fluidly use computer/digital technology, and possess a sense of social consciousness and responsibility to self, community, and world. The 2014-15 Single Plan for Student Achievement addresses this mission by focusing on relevant goals and setting the expectation of increasing student achievement school wide while narrowing achievement gaps. The Instructional Leadership Team at Normal Heights Elementary, in collaboration with the School Site Councils and other advisory groups developed the SPSA after careful review of relevant data trends and a projected enrollment of 338 K-5th students. Analysis of student population data reveals that the majority of our student population is comprised of English learners and economically disadvantaged students. The SPSA emphasizes strategies and supports that will accelerate the achievement of these specific subgroups.

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

Our school wide plan for professional learning will prepare our staff to lift academic student achievement. We will continue to use the following strategies using PLC and PD structures:

Reteach using Short Cycles of Accountability---Assess> Plan> Teach> Reflect>

Focus on methods to advance collaborative conversations among students

Continue to Fluidly Target Student

Continue our shift towards Common Core State Standards

Implement CLOSE Reading strategies in grades 2nd-5th

Focus on ELA for AYP targets

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: 1:22

Grades K-3 with CSR: 1:24

Grade 4-5: 1:32.13

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
John Aguilar	Principal
Sue Denner	Teacher
Rebecca Deveraux	Teacher
Maria Ramos	Other
Sarah Sine	Teacher
Bertha Price	Parent
Lisa Ames	Parent
Maria Morua	Parent
Gladys Gonzalez	Parent
Laura Morales	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 45 % of Normal Heights Elementary Students will meet common core grade level standards in ELA as measured on the common formative assessment

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):Compass Learning

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).

Title 1 Arts Grant (Award Sites ONLY):

NHE will use the Art Grant to provide Visual and Performing Arts instruction by professionals in their respective fields to inspire students to persevere and engage in academics. Students will receive Art, Movement (Dance), and Reader's Theater. Teachers will also be coached using "Guitar in the Classroom" program. Student perseverance and engagement will be monitored by using the pre/post survey from the baseline (05/2015) to the conclusion of the program (7/21/17). Evaluations will be done each trimester to revise the implementation of the program based on individual student classroom/school engagement and perseverance. At NHE, our dedicated staff is committed to improving teaching and learning as they collaborate with

Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

colleagues in their Professional Learning Communities (PLC). Contracting Young Audiences will allow teachers and the administrator to concentrate on our learning cycles during PLC. Teachers will be released from making lessons plans and simultaneously ensure that our students receive the enrichment that our school community has voiced for our students. Families who could not ordinarily afford art, theater, and dance lessons for their children will be reassured knowing their child is receiving instruction from a professional in the Visual and Performing Arts field. With this plan comes the confidence that our PLC time is preserved thereby contributing to higher levels of instruction by our teachers planning together in grade levels. In the past, substitutes would cancel their assignment and teachers were not able to meet after spending a lengthy amount of time creating detailed sub plans. We are excited to be part of such an enriching experience for all involved.

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 50 % of Normal Heights Elementary Students will meet common core grade level standards in Math as measured on the common formative assessment

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):Compass Learning

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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Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 45 % of Normal Heights Elementary English Learner, Students will common core grade level standards in ELA as measured on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):Compass Learning

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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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 45 % of Normal Heights Elementary Grade 03, Students will common core grade level standards in ELA as measured on the common formative assessment

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).

Title 1 Arts Grant (Award Sites ONLY):

NHE will use the Art Grant to provide Visual and Performing Arts instruction by professionals in their respective fields to inspire students to persevere and engage in academics. Students will receive Art, Movement (Dance), and Reader's Theater. Teachers will also be coached using "Guitar in the Classroom" program. Student perseverance and engagement will be monitored by using the pre/post survey from the baseline (05/2015) to the conclusion of the program (7/21/17). Evaluations will be done each trimester to revise the implementation of the program based on individual student classroom/school engagement and perseverance. At NHE, our dedicated staff is committed to improving teaching and learning as they collaborate with colleagues in their Professional Learning Communities (PLC). Contracting Young Audiences will allow teachers and the administrator to concentrate on

Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

* By 07/21/2016, 50 % of Normal Heights Elementary Parents/Guardians will attend four school events in Parent and Community Engagement

Targeted Population:

School-wide-PreK-5 and all significant subgroups with emphasis on targeting English learners and economically disadvantaged students.

What data did you use to form these goals?:

Event sign in sheets and participation count totals

Progress and Growth Monitoring:**Title 1 Arts Grant (Award Sites ONLY):**

NHE will use the Art Grant to provide Visual and Performing Arts instruction by professionals in their respective fields to inspire students to persevere and engage in academics. Students will receive Art, Movement (Dance), and Reader's Theater. Teachers will also be coached using "Guitar in the Classroom" program. Student perseverance and engagement will be monitored by using the pre/post survey from the baseline (05/2015) to the conclusion of the program (7/21/17). Evaluations will be done each trimester to revise the implementation of the program based on individual student classroom/school engagement and perseverance. At NHE, our dedicated staff is committed to improving teaching and learning as they collaborate with colleagues in their Professional Learning Communities (PLC). Contracting Young Audiences will allow teachers and the administrator to concentrate on our learning cycles during PLC. Teachers will be released from making lessons plans and simultaneously ensure that our students receive the enrichment that our school community has voiced for our students. Families who could not ordinarily afford art, theater, and dance lessons for their children will be reassured knowing their child is receiving instruction from a professional in the Visual and Performing Arts field. With this plan comes the confidence that our PLC time is preserved thereby contributing to higher levels of instruction by our teachers planning together in grade levels. In the past, substitutes would cancel their assignment and teachers were not able to meet after spending a lengthy amount of time creating detailed sub plans. We are excited to be part of such an enriching experience for all involved.

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

Universal Access to Strong Core Instructional Program (Tier 1)

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

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

Teachers will provide balanced literacy instruction including daily guided reading.

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

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

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

All English learners will be assessed using 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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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

Intensive Intervention (Tier 3)

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Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Counselor and support mentors will provide monthly check in with at risk students
 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
Teacher Hourly	-	\$10,000.00	0215-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02	After school reading and math program.
Software purchase	-	\$8,000.00	0215-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Intervention software for students not meeting proficiency.
Supplies	-	\$6,911.50	0215-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Purchase additional leveled texts, professional books, educational software programs, etc.
PARA Support Hourly	-	\$1,800.00	0215-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	03	Assist with CELDT and IPT in order to provide developmentally appropriate instruction for students and for redesignation.
Supplies	-	\$1,600.00	0215-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies - food for parent room, inservices, trainings, Family Friday, special events, etc.

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

Teachers will use student assessment and Compass Learning data results to target instruction whole class, small group, and individual students.

Identified Need:

Provide targeted instruction to identified Below Basic and Basic students. Using Compass Learning assessment results, teachers can identify instructional areas of need.

Target Group:

Students operating at Below Basic and Basic

Monitoring:

We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.

Personnel Responsible:

Administrator

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

Students will use their individual learning path with targeted skills using Compass Learning daily.

Identified Need: Provide targeted instruction to identified Below Basic and Basic students. Using Compass Learning assessment results, teachers can identify instructional areas of need.

Target Group:

Students operating at Below Basic and Basic

Monitoring:

We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.

Personnel Responsible:

Administrator

Goal 3: Professional Development
Professional Development Goal: We will align ourselves to the district's Learning Cycle Plan for the 2015-16 school year.
Identified Need:
Target Group: All educators
Monitoring: We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.
Personnel Responsible: Administrator

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Teacher hourly	-	\$19,500.00	0215-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	EL classroom support - Provide push in/pull out small group instruction.
Software purchase	-	\$4,000.00	0215-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Intervention software for students not meeting proficiency.
Professional & Curriculum Development Visiting Tea	-	\$4,330.00	0215-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for teachers to collaborate and plan in PLCs, attend district trainings, participate in cross-site visitations, etc.
Copier contract	-	\$8,000.70	0215-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Duplicating of instructional materials

ACHIEVEMENT

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

ACHIEVEMENT

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

Normal Heights Elementary
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.

Normal Heights Elementary has developed a written Title I parental involvement policy with input from Title I parents. The school developed the policy through various discussions/input with staff and parents during Coffee with the Principal, which is very well attended, School Site Council meetings, and whole-staff meetings.

The school has distributed the policy to parents of Title I students by sharing it at various parent meetings such as Coffee with the Principal, School Site Council, Title I Program presentation meeting, and by posting it on the school web site.

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 **Normal Heights Elementary**, 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. Community stake-holders are informed of the date and time of the meeting and a discussion around our Title I program is held.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. There are monthly Coffee with the Principal/Family Friday events, scheduled School Site Council meetings, Back to School Night, Open House, ELAC meetings, and various workshops on many topics from nutrition and health, to kindergarten success strategies, all presented by experts from partner organizations.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The Single Plan for Student Achievement is annually reviewed by SSC, along with the Title I Parent Involvement Policy and Home-School Compact. Title I programs are reviewed through ELAC, SSC, and SGT.
- The school provides parents of Title I students with timely information about Title I programs. The school uses School Messenger to send out pertinent information to parents in real-time, along with updates presented during Coffee with the Principal, Back to School Night, and other parent events.
- 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. School data is presented, such as district benchmark results,

proficiency levels in reading, math, and CELDT during various meetings and Parent-Teacher Conferences.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents would contact school office to request a meeting with the principal.

School-Parent Compact

Normal Heights Elementary 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 school's Title I school-parent compact is developed with the input of Title I parents through our SSC, ELAC, and SGT. Copies are distributed by sending them home with students and at various school wide meetings throughout they year.

Building Capacity for Involvement

Normal Heights Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children at our annual Title I Parent meeting and at various Coffee with The Principal events throughout the year.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Multiple parent workshops in Literacy and Math are made available to help parents throughout the year.
- 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. Input from parents are disseminated at staff Professional Development throughout the year.
- 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. Information about school and community resources available to families are disseminated frequently through various parent attended meetings.

- 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. Information is available and distributed in the parent home language with the help of district translation services.
- The school provides support for parental involvement activities requested by Title I parents. The schools staff is open to any requests (within the law) made by Title I parents and plan accordingly to carry out the respective request.

Accessibility

Normal Heights Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. We are an inclusive school and information and reports distributed by the school to students' homes are parents home language.

ACHIEVEMENT**APPENDIX B****HOME/SCHOOL COMPACT**

(Provided by the School Site)

NORMAL HEIGHTS ELEMENTARY SCHOOL HOME/SCHOOL COMPACT

Normal Heights Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2014-2015 school year.

School Responsibilities

Normal Heights Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - We will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place.
 - We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students, while providing an enriching academic program based on standards.
 - We will help to create a welcoming environment for students, families and community members.
2. Hold parent-teacher conferences twice annually, during which this compact will be discussed as it relates to the individual child's achievement.
 - We will hold parent-teacher conferences twice a year during the Fall and Spring Semesters.
3. Provide parents with frequent reports on their child's progress.
 - We will give parents and students timely feedback on student work and current academic progress.
 - Parents are encouraged to communicate with the classroom teacher often.
4. Provide parents reasonable access to staff.
 - We will provide regular and direct communication regarding school and learning issues to students, families, and the community via School Messenger, Website, School Newsletter, and flyer reminders. Parents can call our office to make an appointment with the classroom teacher.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - We will create a welcoming environment for students, families, and community members. Volunteering opportunities either school-wide or in the classroom can be coordinated via the front office.
 - Parents can observe classroom activities by notifying the classroom teacher in advance.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Ensuring my child attends school daily, on time, prepared, ready to work and learn.
- Making sure that homework is completed.
- Monitoring amount and quality of television my child watches.
- Volunteering in my child's classroom.
- Planning family vacations for times when school is not in session.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Knowing and supporting school/classroom rules, and the site discipline and attendance plan.
- 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 (revise as appropriate to grade level)

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

- 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 to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- I will attend school daily, on time, prepared, and ready to work and learn.
- 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.
- I will follow school rules (including the site discipline code) and cooperate with adults and other students.
- I will respect the rights of others to learn and help to create a positive learning environment for everyone.
- I will respect the property of the school, the community, and others.

ACHIEVEMENT

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

San Diego Unified School District
 Site: 0215 Normal Heights Elementary
 As of Date 04-03-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$100,730.00		\$1,600.00
		\$100,730.00		\$1,600.00
		\$0.00		\$0.00
Certificated Salaries / Monthly	0.7000	\$52,845.80	0.0000	\$0.00
2605 School Counselor	0.7000	\$52,845.80	0.0000	\$0.00
Classified Salaries / Monthly	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$10,000.00		\$0.00
1157 Classroom Teacher Hrly		\$10,000.00		\$0.00
Classified Salaries		\$1,800.00		\$0.00
2151 Classroom PARAS Hrly		\$1,800.00		\$0.00
Employee Benefits		\$21,172.70		\$0.00
Books and Supplies		\$14,911.50		\$1,600.00
4301 Supplies		\$6,911.50		\$1,600.00
4310 Software Purchase		\$8,000.00		\$0.00
Services and Other Operating		\$0.00		\$0.00

ACHIEVEMENT**APPENDIX D****2014-15 SPSA ADDENDUM**

Normal Heights Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 63 % of Normal Heights Elementary Students will meet common core grade level standards in ELA as measured on the common formative assessment
Mathematics	By 07/21/2015, 71 % of Normal Heights Elementary Students will meet common core grade level standards in Math as measured on the common formative assessment
English Language Development	By 07/21/2015, 59 % of Normal Heights Elementary English Learner, Students will common core grade level standards in ELA as measured on the common formative
Graduation/Promotion Rate	By 07/21/2015, 55 % of Normal Heights Elementary Grade 03, Students will common core grade level standards in ELA as measured on the common formative assessment
Parent Involvement and Community Engagement	By 07/21/2015, 50 % of Normal Heights Elementary Parents/Guardians will attend four school events 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 pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		103,709.00		1,408.00	
2040 Inschool Resource Tchr	0.93	74,539.65	-	-	Push in/pull out math support in grades K-5. This support is provided to students at risk of not meeting grade level standards.
2605 School Counselor	0.04	3,007.33	-	-	Additional counseling support above the district allocation will assist with student attendance and problem solving so students remain in classes for academics.
2281 Other Support Prsnl PARAS Hrly		-		350.00	Childcare for family learning opportunities to build the home school connection.
2455 Tech Professional OTBS Hrly		-		275.00	Translation provided for family academic opportunities to support the home school connection.
Employee Benefits		24,734.17		137.48	

4301 Supplies	11.22	645.52	Instructional supplies to facilitate parent and family engagement activities. Supplies include such items as pencils, paper, crayons, charts and pens.
4310 Software Purchase	1,000.00	-	Software including Compass Learning to provide students performing below grade level targeted instruction.
5733 Interprogram Svcs/Paper	416.63	-	Paper

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	01:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	01:32.1

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 0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
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