

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **NYE ELEMENTARY** SCHOOL

2014-16

37-68338-6112478

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: Thompson, Pamela

Contact Person: Thompson, Pamela

Position: Principal

Telephone Number:

Address: 981 Valencia Pkwy, Nye Elementary, San Diego, CA, 92114-6574,

E-mail Address: pthompson1@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

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

SCHOOL NAME: Nye Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Dr. Pamela Thompson

PHONE: 619-430-1200

FAX: 619-430-1202

E-MAIL ADDRESS: pthompson1@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: 02/18/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 03/10/2015
- Other (list): _____ Date of presentation: _____

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

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>Dr. Pamela Thompson</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/10/15</u> Date
<u>Temira Ingram</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/10/15</u> Date
<u>Dr. Shirley Wilson</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/19/15</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: INTRODUCTION

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

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

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

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

SCHOOL VISION AND REALITY

Nye Elementary teachers and staff seeks to create a challenging learning environment that encourages high expectations for success in all curricular areas of instruction while focusing on individual differences and learning styles. Our schools promote a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students, parents and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning. In addition, the students learn to practice the social skills needed to function as responsible adults in society and technology is effectively utilized to help students reach their potential.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Pamela Thompson	Principal
Cindy Aguilar	Other School Personnel
Garry Parker	Classroom Teacher
Janice Taylor-Romstad	Classroom Teacher
Temira Ingram	Parent, Chairperson
Aryln Alcantara	Parent
Brenda Guerrero	Parent
Valarie Littlejohn	Parent
Rachel Nava	Parent
James Irby	Classroom Teacher

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/12/2016, 60 % of Nye Elementary Students will perform at proficient or advance on Common Core grade-level standards in English/Language Arts

Closing the Gap SMART Goal:
 * By 06/12/2016, 55 % of Nye Elementary English Learner, Students will perform at proficient or advance on Common Core grade-level standards in English/Language Arts
 * By 06/12/2016, 58 % of Nye Elementary Black or African American, Students, Grades K-5 will meet Common Core grade-level standards in English/Language Arts
 * By 06/12/2016, 73 % of Nye Elementary Filipino, Students will meet Common Core grade-level standards in English/Language Arts
 * By 06/12/2016, 60 % of Nye Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
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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 06/12/2016, 60 % of Nye Elementary Students will meet Common Core grade-level standards in Mathematics

Closing the Gap SMART Goal:

* By 06/12/2016, 45 % of Nye Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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 06/12/2016, 60 % of Nye Elementary English Learner, Students will increase one proficiency band or meet Early/Advanced in California English Language Development Test

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 06/12/2016, 48 % of Nye Elementary Grade 03, Students will meet Common Core grade-level standards in English/Language Arts

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

* By 06/12/2016, 100 % of Nye Elementary Parents/Guardians will attend at least 2 school events in Parent and Community Engagement

Targeted Population:

We will focus on the parents of our English Learners, as well as our parents of our African American, Filipino and Hispanic students. We will also reach out to our parents of our TK-K and 5th grade students.

What data did you use to form these goals?:

At the beginning of each year, the entire staff reviews and analyzes SBAC data received in August. Regularly, throughout the year, ILT and grade level teams meet to analyze Benchmark data and Instructional Reading levels. We also monitor sign-in sheets at parent functions. The SSC receives updates on all results. This data analysis is used to generate SMART goals, monitor level of parent involvement and student achievement.

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.

Nye Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Network Sys Techn,	1.0000	\$38,940.00	0218-30100-00-2405-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	This support will increase student achievement through web-based interventions and instruction. It will provide on-going PD for staff. Research states that it is essential to have well structured instruction that engages students and that supports pro-academic behavior in schools. It states that PD should enable teachers to develop and enhance subject-matter expertise, pedagogical strategies and use of technologies. Bennett(2004) All Students Reaching the Top http://www.closingtheachievementgap .
Position Inschool Resource Tchr,	0.2500	\$20,068.00	0218-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	This position will help with professional development and push-in/pull out support
Prof&Curriclm Dev Vist Tchr	-	\$12,379.70	0218-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	PD for teachers, push in/push out teacher for intervention and support
Classroom Teacher Hrly	-	\$3,000.00	0218-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02	Push in/push out teacher for intervention and support
Supplies	-	\$1,124.20	0218-30100-00-4301-1000-	Title I Basic Program	01, 02, 03, 04	Supplemental classroom supplies are essential for core instruction for all students

Nye Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			1110-01000-0000			
Other Support Prsnl OTBS Hrly	-	\$200.00	0218-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Support for opening and maintain school programs:
Interprogram Svcs/Duplicating	-	\$500.00	0218-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Funds used to support classroom and parent communication
Supplies	-	\$935.90	0218-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Classroom supplies are essential for core instruction for all students
Other Support Prsnl PARAS Hrly	-	\$500.00	0218-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare and translation for parent events and meetings
Prof&Curriclm Dev Vist Tchr	-	\$8,589.00	0218-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	PD for teachers, push in/push out teacher for intervention and support

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Implementation of state standards and access to a board course of study: All TK-5 students, including low-income, our English learners (EL), students with disabilities and African American students, will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2015-2016 school year. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.

Identified Need:

There are students (EL's, AA, and students with disabilities) in all grades TK/5 who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

Target Group:

The groups that will be targeted are low-income students, foster youth, English Learners, students with disabilities and African American students.

Monitoring:

Prioritizing instructional time: Principal to do daily walk- thurs which focus on rigorous instructional practices and student engagement (focus wall: state objection and purpose)

targeting additional individual instruction for student who are struggling: Implementation of new RTI structure.

Gauging the instructional effectiveness of instruction: principal honing skills by doing the professional walkthrough with a mentor principal

Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses

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.

Personnel Responsible:

Universal Access to Strong Core Instructional Program (Tier 1)

- Principal will conduct daily instructional walk throughs and provide feedback to teachers that inform instructional practices.

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

Strategic Support (Tier 2)

- 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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

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.

Strategic Support (Tier 2)

- 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
- In-school support teacher 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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- In school resource teacher will provide supplemental small group instruction to targeted English Learners and provide consultation support to their teachers

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

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

Identified Need:

There are students (EL's, AA, and students with disabilities) in all grades TK/5 who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

Target Group:

The groups that will be targeted are low-income students, foster youth, English Learners, students with disabilities and African American students.

Monitoring:

Universal Access to Strong Core Instructional Program (Tier 1)

Prioritizing instructional time: Principal to do daily walk- thurs which focus on rigorous instructional practices and student engagement (focus wall: state objection and purpose)

targeting additional individual instruction for student who are struggling: Implementation of new RTI structure.

Gauging the instructional effectiveness of instruction: principal honing skills by doing the professional walkthrough with a mentor principal

Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses

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.

Personnel Responsible::

Universal Access to Strong Core Instructional Program (Tier 1)

- Principal will conduct daily instructional walk throughs and provide feedback to teachers that inform instructional practices.
- 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.
 - Teachers will use graphic organizers and Thinking Maps to support student understanding.
 - 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 need

Strategic Support (Tier 2)

- 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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional learning is a top priority for teachers and staff at Nye Elementary School. 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. Nye stakeholders 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 classrooms that are alive with collaborative conversations?

Cycle 4 (April - June) - How do we create classrooms that are alive with collaborative conversations?

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), English Learner Advisory Council (ELAC) and Site Governance (SGT).

Identified Need:

Professional development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

School staff will be trained via professional development to help transition to Common Core State Standards (CCSS) using the 5D's

Staff will relate the CCSS Anchor Standards and increase rigor by looking at Purpose

Staff will relate the CCSS speaking and listening by looking at student talk and small group work by looking at student engagement

staff will relate the CCSS comprehension and collaboration by planning lessons by looking at curriculum and pedagogy

staff will relate the CCSS range or reading and text complexity by looking at soft and hard data (anecdotal notes, exit slips, formal assessments) by

looking at classroom supports available to students to refer to by looking at classroom environment and culture

Target Group:

Nye Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

The targeted group for professional development is grade-level teachers and support staff.

Monitoring:

Teachers are being asked to refer to the CCSS Anchor Standards as well as CCSS grade level standards during PLC

Teachers are being asked to use District Units that are aligned to the CCSS and develop lessons to help support implementation of standards

Teachers will be analyzing and monitoring data by completing a "professional Learning Community/Collaborative Planning Form" during PLC that reflect data based on CCSS

Grade-level focused classroom observation by principal (feedback provide)

Principal to participate in PLC Meetings

Collaborative Planning Form

Personnel Responsible:

The Principal and the Instructional Leadership Team members are responsible for providing quality professional learning to staff.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.2500	\$20,068.00	0218-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	this position will help with professional development and push-in/pull out support
Equipment Non Capitalized	-	\$3,000.00	0218-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To support SBAC technology and materials
Interprogram Svcs/Paper	-	\$5,000.00	0218-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	support in the way of classroom supplies
Prof&Curriclm Dev Vist Tchr	-	\$2,500.00	0218-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Professional Learning community sub time for teacher learning opportunities
Supplies	-	\$10,525.83	0218-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Supplies to support classroom instruction. these supplies are essential for core instruction

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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



Nye Academy of Advance Technology
TITLE I PARENT INVOLVEMENT POLICY
2015-2016

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Nye Academy of Advance Technology Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Nye staff will provide a flexible number of meetings to allow for parent involvement. School staff will schedule monthly meetings, the topics covered during the meetings will include:

- Improving communication between the school and home
- Discussing current student assessment data and student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- Conferencing with teachers
- Providing training programs to help parents support and work with their children at home and at school
- Advocating for teachers and parents
- Valuing cultural diversity

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

Flyers and School Messenger phone calls are sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language, whenever possible. The parent communication board is used to advertise parent meetings and training sessions offered at *Nye Academy of Advanced Technology*, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

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 **Nye Elementary School**, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- 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. Parents are invited to committee meetings where these topics are discussed.
- The school provides parents of Title I students with timely information about Title I programs. Parents are notified about Title I programs during parent meetings throughout the school year. The Title I parent involvement meeting at the beginning of the year is the first of these meetings on campus.
- 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. Parents are notified annually of individual student assessment results by the Assessment Services Department. Information is available in several languages.
- 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. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide a responsive manner to involve parents in the planning, review and decision-making process for improvement of student achievement.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



**SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT
NYE ACADEMY OF ADVANCED TECHNOLOGY
2015-2016**

Nye Academy of Advanced Technology and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2015-2016.

School Responsibilities

Nye Academy of Advanced Technology 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 set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
- We will provide an enriching academic program based on standards.
- We will give students timely feedback on their work.
- We will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
- We will seek out additional resources to meet our students' special academic needs.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-Teacher conferences are scheduled to be held during the last week of November and in March.

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

We will provide regular, ongoing and direct communication regarding student progress in a variety of ways. Methods of communication may include sending home daily work and tests, weekly reports, phone calls, e-mails, report cards, learning contracts, SST meetings, IEP meetings, conferences, newsletters and website.

4. Provide parents reasonable access to staff.

- We provide a welcoming environment for students, families, and community members.
- Parents can leave messages for staff members on the answering machine, in their mail box or via e-mail.
- Staff members are available at various times by appointment.
- Staff members are available at all parent functions and site decision- making groups.

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

- Parents, families and community members are strongly encouraged to participate and observe at school whenever possible. To ensure a strong academic program, parents are asked to contact their child's teacher to schedule observations in advance.
- PTA functions, general meetings and board meetings
- Parent educational classes that focus on the Common Core Standards
- School Dance, Science Nights, Movie Nights etc. (events may be substituted)
- Back to School Night in the fall and Open House in the spring
- Field trips and other special class activities
- Special lunch dates

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.
- Contacting the teacher for daily assignments in case of extended absences.
- Making sure that my child arrives at school on time.

Student Responsibilities

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.
- Come to school well rested and prepared to learn.

APPENDIX C

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

San Diego Unified School District
 Site: 0218 Nye Elementary
 As of Date 04-13-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		113,900.00		2,299.00		9,897.00
		113,900.00		2,299.00		9,897.10
		-		-		(0.10)
Certificated Salaries / Monthly	0.25	20,068.00	-	-	-	-
2040 Inschool Resource Tchr	0.25	20,068.00	-	-	-	-
Classified Salaries / Monthly	1.00	38,940.00	-	-	-	-
6703 Network Sys Techn	1.00	38,940.00	-	-	-	-
Certificated Salaries		15,379.70		-		8,589.00
1157 Classroom Teacher Hrly		3,000.00		-		-
1192 Prof&Curriclm Dev Vist Tchr		12,379.70		-		8,589.00
Classified Salaries		-		700.00		-
2281 Other Support Prsnl PARAS Hrly		-		500.00		-
2282 Other Support Prsnl OTBS Hrly		-		200.00		-
Employee Benefits		38,388.10		163.10		1,308.10
Books and Supplies		1,124.20		935.90		-
4301 Supplies		1,124.20		935.90		-
Services and Other Operating		-		500.00		-
5721 Interprogram Svcs/Duplicating		-		500.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Nye Elementary

Area Goals for 2014-15 SY	
<p align="center">English Language Arts:</p>	<p>By 06/12/2015, 55 % of Nye Elementary Students will perform at proficient or advance on Common Core grade-level standards in English/Language Arts By 06/12/2015, 45 % of Nye Elementary English Learner, Students will perform at proficient or advance on Common Core grade-level standards in English/Language Arts By 06/12/2015, 50 % of Nye Elementary Black or African American, Students, Grades K-5 will meet Common Core grade-level standards in English/Language Arts 06/12/2015, 55 % of Nye Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in English/Language Arts</p>
<p align="center">Mathematics</p>	<p>By 06/12/2015, 55 % of Nye Elementary Students will meet Common Core grade-level standards in Mathematics By 06/12/2015, 45 % of Nye Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics</p>
<p align="center">English Language Development</p>	<p>By 06/12/2015, 55 % of Nye Elementary English Learner, Students will increase one proficiency band or meet Early/Advanced in California English Language Development Test</p>
<p align="center">Graduation/Promotion Rate</p>	<p>By 06/12/2015, 45 % of Nye Elementary Grade 03, Students will meet Common Core grade-level standards in English/Language Arts</p>
<p align="center">Parent Involvement and Community Engagement</p>	<p>By 06/12/2015, 100 % of Nye Elementary Parents/Guardians will attend at least 2 school events in Parent and Community Engagement</p>

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

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		115,602.00		2,011.00		10,044.00	
2040 Inschool Resource Tchr	0.45	36,121.95	-	-	-	-	PD for teachers, push in/pull out teacher for intervention and support
6703 Network Sys Techn	1.00	40,078.00	-	-	-	-	Research states that it is essential to have well structured instruction that engages students and that supports pro-academic behavior in schools. It states that PD should enable teachers to develop and enhance subject-matter expertise, pedagogical strategies and use of technologies. Bennett(2004) All Students Reaching the Top http://www.closingtheachievementgap .
1157 Classroom Teacher Hrly		3,000.00		-		-	CELDT, additional PD/grade-level planning support
1192 Prof&Curriclm Dev Vist Tchr		-		-		8,920.07	PD,PLC and grade-level planning
2281 Other Support Prsnl PARAS Hrly		-		500.00		-	Translation and childcare for parent events and meetings
Employee Benefits		36,000.96		109.96		1,123.93	Fixed costs
4301 Supplies		401.09		901.04		-	Classroom supplies for CORE instruction for all students
5721 Interprogram Svcs/Duplicating		-		500.00		-	Parent involvement and instructional core

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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



APPENDIX E

School Name: Nye Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$113,900.00
Enter Total Allocation: Resource 30106	\$9,897.00
Sum or Resources 30100 & 30106	\$123,797.00
10% allocation needed for PD	\$12,379.70

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	1192	PD for teachers, push in/push out teacher for intervention and support	\$12,379.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	PD for teachers, push in/push out teacher for intervention and support	\$8,589.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$20,968.00
10 % allocation has been met			YES